

STATE BOARD OF EDUCATION MEETING
February 26-27, 2014
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho



Wednesday February 26, 2014, 1:00 p.m., Boise State University, Student Union Building, Boise, Idaho

BOARDWORK

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

WORKSESSION

- A. Idaho Business for Education Employer Survey and Idaho Workforce Needs

EXECUTIVE SESSION (Closed to the Public)

Boise State University

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

Boise State University

- TAB 2. I move to go into Executive Session pursuant to Idaho Code §67-2345(1)(f) and (d)-“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.”

Idaho State University

- TAB 3. I move to go into Executive Session pursuant to Idaho Code §67-2345(1)(d) – “to consider records that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code.”

Thursday February 27, 2014, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho

OPEN FORUM

CONSENT AGENDA

PPGA

1. President Approved Alcohol Permits
2. State Rehabilitation Council - Appointments

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report
2. Presidents' Council Report
3. Idaho Public Charter School Commission – Annual Report
4. Idaho Commission for Libraries Presentation
5. Small Business Development Center Presentation
6. CenturyLink Arena Request – Alcohol Service During Games
7. Board Governing Policy and Procedures – Bylaws – 1st Reading
8. Board Policy I.J – 2nd Reading
9. Indian Education Committee Recommendations
10. Legislative Update
11. Governor's Task Force for Improving Education Recommendations

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Complete College Idaho – General Education Reform
2. Idaho Digital Learning Academy Web Portal
3. Board Policy III.G. Program Approval and Discontinuance- 1st Reading
4. Board Policy III.N. General Education-1st Reading
5. Board Policy III.Y. Advanced Opportunities-1st Reading
6. Board Policy III.E. Certificates and Degrees – 2nd Reading
7. Board Policy III.Q. Admission Standards – 2nd Reading
8. Waiver of Board Policy III.Q. Placement Scores
9. University of Idaho - PH.D Experimental Psychology

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.H. – Coaching Personnel – 1st Reading

2. Supplemental Retirement 403b Plan – Current Plan
3. Supplemental Retirement 403b Plan – Closed Plan
4. Boise State University – Multi-Year Employment Agreement - Head Football Coach
5. Boise State University – Contract with Bryan Harsin Enterprises, LLC

Section II – Finance – 1hr

1. Amendment to Board Policy – Section V.X. – Intercollegiate Athletics – 1st Reading
2. Amendment to Board Policy – Section V.R. – Establishment of Fees – 2nd Reading
3. Amendment to Board Policy – Section V.U. – Entertainment and Related Expenses – 2nd Reading
4. Intercollegiate Athletics – Financial Reports
5. Intercollegiate Athletics – Employee Compensation Reports
6. Lewis-Clark State College – Dependent Fee Proposal
7. University of Idaho – Idaho Law and Justice Learning Center Project – Tenant Improvements
8. University of Idaho – Executive Residence Project – Update
9. Institution Specific Intellectual Property Policies

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Professional Standards Commission Annual Report
3. Professional Standards Commission - University of Idaho Teacher Preparation Program Review
4. Professional Standards Commission – University of Idaho 2 + 2 Career & Technical Education Teacher Preparation Program Review

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.

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1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as submitted

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the December 18-19, 2013 Regular Board meeting, the January 10, 2014 Special Board meeting, the January 17, 2014 Special Board meeting, and the February 3, 2014 Special Board meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set February 25-26, 2015 as the date and Boise State University as the location for the February 2015 regularly scheduled Board meeting.



STATE OF IDAHO
BOARD OF EDUCATION

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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
December 18-19, 2013
College of Western Idaho
Micron Center
Nampa, Idaho**

A regularly scheduled meeting of the State Board of Education was held December 18-19, 2013 at the College of Western Idaho in Nampa, Idaho.

Present:

Don Soltman, President
Emma Atchley, Vice President
Rod Lewis, Secretary
Tom Luna

Milford Terrell
Bill Goesling
Richard Westerberg

Absent:

Wednesday, December 18, 2013

The Board met in the Micron Center at the College of Western Idaho in Nampa, Idaho. Board President Don Soltman called the meeting to order at 1:00 pm. Superintendent Luna joined the meeting at 1:25 p.m.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Atchley/Goesling): By unanimous consent to approve the agenda as submitted. The motion carried six to zero. Mr. Luna was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Atchley/Lewis): To approve the minutes from the October 16-17, 2013 regular Board meeting, the October 31-November 1, 2013 special Board meeting, the November 18, 2013 special Board meeting, and the November 20, 2013 special Board meeting as submitted. The motion carried six to zero. Mr. Luna was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Atchley/Lewis): To set December 17-18, 2014 as the date and North Idaho College as the location for the December 2014 regularly scheduled Board meeting. The motion carried six to zero. Mr. Luna was absent from voting.

At this time, Dr. Mike Rush introduced and welcomed the Board office's new research analyst Ms. Cathleen McHugh.

WORKSESSION – Planning, Policy & Governmental Affairs**A. Board of Education Strategic Plan****BOARD ACTION**

M/S (Westerberg/Atchley): To approve the 2014-2018 Idaho State Board of Education Strategic Plan as submitted and to authorize the Executive Director to finalize performance measures and benchmarks as necessary. The motion carried seven to zero.

Ms. Tracie Bent from the Board office walked the Board members through the various parts of the strategic plan, as well as provided additional information on potential performance measure changes. Staff has proposed initial amendments based on direction from the Board during the performance measure report at the October Board meeting.

Ms. Bent restated the Board's vision and mission statements and the three major goals that make up the plan. She pointed out the four performance measures under Goal 1, Objective A, are associated with access. She indicated there were no proposed changes to this portion of the plan and reported on how the ACT and SAT benchmarks were set. Under Goal 1, Objective B, there was a change to the percentage of first year freshmen returning for second year in an Idaho public institution. That language was changed to strike the words *first year freshmen* and insert the words *new full-time students*. The next change to that section is the benchmark for the Board's 60% goal. An additional benchmark was added for baccalaureate and graduate level degrees. It adds the language *26% with a Baccalaureate degree by 2020*, and *8% with a graduate level degree by 2020*. The language regarding the percent increase of postsecondary unduplicated students receiving undergraduate awards has been deleted. The performance measure around the percent of first-time, full-time degree seeking freshmen has been amended to state *postsecondary unduplicated awards as a percentage of total student headcount*, with a benchmark of 20% for both 2-year and 4-year institutions. This change was based on recommendations by institutions and Board staff. Under Goal 1, Objective C, there were no proposed changes. Under Goal 1, Objective D, Transition, the same number of performance measures were retained. However, based on discussion regarding STEM degrees, staff proposed a change to what previously was a count of the number of degrees conferred in STEM fields to a ratio of STEM to non-STEM baccalaureate degrees conferred. The benchmark will be a ratio of 1:4.

Ms. Bent moved on to discuss Goal 2 – Critical Thinking, Innovation and Creativity. Under Goal 2, Objective A, there are five performance measures. There was a change proposed to only look at the college readiness for Math on the SAT, with a benchmark of 42.2%. Mr. Soltman asked if the words "college entrance exam" could be eliminated. Ms. Bent responded she would make that change. Under Goal 2, Objective B, Quality Instruction, the only proposed change is to update the benchmark for the SAT to 1500 which is an average score of 500 on each exam. That change was based on work in which the research staff concluded the previous benchmark of 1650 was unreasonable. The 1500 is also the college readiness benchmark set by SAT.

Under Goal 3, Objective A, there are five measures. Previously under the average net cost to attend a public 4-year institution had not been determined. The benchmark of 90% of peers has been added. Additionally, related to the cost per successfully completed weighted student credit hour, the benchmark for 2-year institutions was amended to \$185; down from \$280. Mr. Howell commented that in using the

cost per student credit hour, there was a range of discrepancies among institutions when comparing to our peers. He indicated the institutions did not want to set a specific number for that cost and felt a goal of "to-90%" of our peers was a good range and in line as a comparison with peer institutions. He added it is an aggressive goal but one that is attainable.

Ms. Atchley asked about the basis for cost per credit hour. Mr. Howell responded it is looking at the cost for undergraduate instruction. Mr. Freeman added that this is a different calculation than what the Board reviewed in October because after a meeting with the institution research teams, a consistent definition was arrived at for this benchmark going forward. There was concern that the previous benchmark was not realistic for the four year institutions. Mr. Westerberg expressed concern and reiterated that the institutions must use the same definitions so that they are all measuring the same thing. Mr. Freeman responded and Mr. Howell echoed that they believe they have correct and consistent methodology in place going forward. Ms. Bent added that these benchmarks are intended to be stretch benchmarks and not the status quo.

Ms. Bent indicated there were no proposed changes to Goal 3, Objective B. She indicated the objective deals with increasing the quality, thoroughness, and accessibility of data for informed decision making and continuous improvement of Idaho's educational system. The only performance measure under this objective is the development of the P-20 to workforce longitudinal data system and the schedule is to have the three phases of that system completed by 2015. Currently we are between phase two and three. She asked if there were any additional questions or changes regarding the proposed strategic plan. There were no changes.

Mr. Luna wanted to make clear the point that there are three separate data systems for the P-20 to work force data, and that it is not all from one data bank. Dr. Rush expounded on why they decided upon the specific state longitudinal data system (SLDS) model that was chosen, adding that they feel the system that is being designed will be effectively managed and very sensitive to protecting student data by using very high levels of security.

Dr. Goesling asked how we are relating to the other departments and agencies of the state in our partnerships and encouraged further discussion and development of those partnerships. He asked how student progress is measured as they enter the work force and suggested that may be part of the Board's Vision and Mission statements. He thought it may be helpful to include the words, *and employable*, in the vision statement after the words *highly educated*. He also suggested expanding on the global competitiveness language contained in the Mission statement, asking if we want an aspirational goal related to the statement such as becoming an education leader in the Pacific Northwest. He felt that would give institutions something to aspire to beyond the 60% goal. Dr. Goesling went on to question under Goal 1, Objective D, if we have evidence we have provided students with the educational needs to efficiently and effectively transition them into the workforce.

Dr. Goesling asked if the institutions are in support of the Board's strategic plan and if it gives them the guidance they need toward their own strategic plans and missions. President Soltman asked the institution presidents and representatives to respond.

Mr. Westerberg expressed concern in re-writing the Mission and Vision statements in this venue, and not working through the committees. Dr. Goesling encouraged additional discussion hoping it would generate feedback on where the Board wants to go in the future. Mr. Burnett from University of Idaho (UI) responded that in regard to employability, if the plan could include a set of employment measures that include a gap analysis, it may lead to more meaningful benchmarks in that area. Dr. Vailas from Idaho State University (ISU) felt the subject was controversial and that the real goal of the institutions is for student attainment of credentials. He felt the subject of student placement after their degree attainment is a sensitive one and that there are not good metrics to develop that kind of tracking. There is not always good correlation between a student's degree and the career path they choose or why they choose it. The options are too broad for how the student chooses their path after college either on their own, or out of necessity, and trying to track that information could end up showing a narrowing effect on student potential. President Albiston from Eastern Idaho Technical College (EITC) responded that the

Board's strategic plan provides pretty good support and guidance for EITC's strategic plan. Dr. Fox from the College of Western Idaho (CWI) also felt the Board's strategic plan contributes to CWI's strategic plan and provides a good roadmap to where the institutions are headed. Mr. Browning commented on behalf of North Idaho College (NIC) stating that the measurement of the voluntary framework of accountability model is a better measure for community colleges. Dr. Glandon from the College of Western Idaho (CWI) responded that it is easier for the community colleges to directly correlate to the placement of students. He added that as a driver for economic development, it also depends on incentivizing and motivating certain career paths which would drive students in various directions; for example the IT industry.

Dr. Goesling responded it would be important to realize the state's vision for industry and look at an aspirational goal.

Mr. Westerberg reminded the Board that the strategic plan should be broad enough to not limit others by becoming too specific, and provide enough direction to keep forward momentum. He emphasized the importance of a plan that does not inhibit the institutions ability to pursue the kind of opportunities suggested in this discussion.

Mr. Lewis questioned if there were any gaps in the strategic plan. He asked if the efforts of the Education Task Force have been sufficiently included. Mr. Soltman indicated the Task Force recommendations may not be completely ready just yet for that step. Mr. Luna felt the Task Force recommendations have direct ties to higher education and suggested there may be certain things that could be implemented at the higher education level. There was additional discussion about the Education Task Force recommendations.

Mr. Lewis remarked that the Quality Instruction goal related to teacher prep may need a new recommendation and commented about tiered licensure being tied directly to this goal. He suggested including a sub-goal or descriptor related to implementation of the Task Force recommendation related to quality instruction. Mr. Luna reported that there would be an update on tiered licensure later at this meeting.

Dr. Goesling also felt there should be something in the plan related to growing research. Ms. Bent indicated Goal 2, Objective A, contains some performance measures related to research, and added that the Board does have a Research Strategic Plan that is tied to the Board's strategic plan, and an update on it is forthcoming during the Planning, Policy and Governmental Affairs (PPGA) agenda. Ms. Bent clarified how the plans are intertwined and are aligned with Board's overall strategic plan, and pointed out that it could be problematic to combine the plans into one massive plan because it would not apply the same to, for instance, the community colleges and the four-year institutions and the agencies under the Board. Ms. Bent reiterated that the Board's strategic plan was the k-20 statewide education plan and while it was important to have measurable objectives and goals to determine progress in implementing the strategic plan it is also a guiding document for the institution and agency strategic plans and must be broad enough to encompass all aspects of the education continuum, to that end the Board has also approved a higher education research strategic plan and will be consider the first phase of a STEM education strategic plan in an effort to address those areas that need a more specific focus statewide. The institution and agency strategic plans must then be in alignment to the Board's strategic while at the same time address their unique missions.

Mr. Soltman recommended further discussion in the PPGA Committee regarding the strategic plan and today's discussion. Mr. Lewis reiterated that the strategic plan needs to be flexible and should include some of the goals of the Task Force recommendations. Mr. Westerberg suggested a place holder for the Task Force recommendations because there is so much yet to do going forward. He also commented on the importance of not sacrificing quality to get to quantity.

Dr. Rush reminded the Board members that significant time and effort is being spent on quality, and staff will work on a better way to reflect that information to make it clearer.

Mr. Burnett indicated that the item of quality would be added as a future President's Council item.

Reflecting on content from earlier in the discussion, Ms. Atchley thanked Dr. Vailas for his remarks and echoed the sentiment about the lack of correlation between what a person studies and what one ends up doing in their career path. She remarked that study after study shows it is the number of people with college degrees in any given population that affects directly the economic activity in an area, no matter what type of activity it is. Raising the number of degrees clearly raises the economic activity and workforce. Ms. Atchley also pointed out that there is concern at a number of levels about designing postsecondary education and training solely for the workforce; particularly because of how dramatically the workforce can change over a relatively short period of time and based on demands.

DEPARTMENT OF EDUCATION

1. Superintendent's Update

Superintendent Tom Luna provided an update from the State Department of Education (SDE). He introduced Matt McCarter, Director of Student Engagement and Postsecondary Readiness at SDE, who provided a report on the Smarter Balanced Assessment System (SBAC) including key advancement opportunities for students. He indicated that one of their goals is to increase outreach for students, teachers, counselors, etc. The advanced opportunities align with recommendations from the Governor's Task Force on Education. He described the 8-in-6 program which is designed to enable students to complete eight years of school in six years. He clarified that it is a maximum potential program and many students will not reach completion in six years. Another key advanced opportunity is dual credit for early completers. Mr. McCarter recapped the highlights of the dual credit program. He also commented on the mastery advancement program which allows testing out for mastery in a particular area. He indicated that these three programs can work in collaboration with each other for students, with students realizing cost savings as well, and that counselor advisement to students is critical. Mr. Luna voiced that better training for teachers and counselors will be paramount for communicating these opportunities to students and parents.

Mr. Lewis asked if the 8-in-6 program has a recommended curriculum or path for students. Mr. McCarter responded that there is not a cookie cutter approach for mapping a student's path, and that each student's path is different and treated as such. He added that there are some consortium activities between districts that are intended to benefit students. Mr. Westerberg asked how many students are on this track. Mr. McCarter responded that a strong push started this summer and that this Fall's report indicates 90 students are participating from 20 districts at this time. Mr. McCarter added that the student needs to work with the district on the course and enrollment for these types of courses. They flag the student as an 8-in-6 participant and track them accordingly. The students can participate 8-in-6 at any point between seventh and twelfth grade, but cannot be reimbursed retroactively.

Mr. Lewis asked if this is a program a district adopts or if it is infiltrated from the state level. Mr. Luna responded that there is nothing to compel the district to promote it. Mr. Lewis suggested promoting it at the district level. Mr. Luna also indicated that it could affect a school's five-star rating if they did not participate in these types of programs. Mr. Lewis suggested making a metric part of the Department's strategic plan to make a certain percent of district's 8-in-6 districts. Mr. McCarter indicated that the statute says districts are required to make a "reasonable effort" to inform parents of these opportunities, and stated that they are working out the issues. Mr. Lewis asked what kind of infrastructure exists on the postsecondary side to make the program work. Mr. McCarter indicated there are some technical issues they are working on presently, and they also deal with case-by-case issues as they occur. Mr. Lewis suggested more in the way of measuring advanced opportunities to the Department's strategic plan.

Mr. Luna updated the Board on the transition to the next generation of assessments. He outlined the Idaho Core math standards, stating we are moving to a level that balances conceptual understanding and procedural fluency. This will engage students to reason abstractly and quantitatively, and construct viable arguments and be able to critique the reasoning of others. He summarized the Idaho Core ELA standards in reading, writing, speaking and language.

Mr. Luna indicated that Idaho is one of 23 states working together on the SBAC assessment and

summarized the assessment timeline. He reported that 2012-2013 was the timing of the pilot program, 2013-2014 is the practice test/field test timeline, and 2014-2015 is the operational test timeline. Mr. Luna pointed out that with the SBAC test, there will be a formative digital library resource and in-term assessments that will provide immediate feedback for teachers. The end result of this assessment system is that students are more college and career ready. He indicated there will not be a cost burden for the student and the state will be getting a better test for the same price.

Mr. Luna provided a chart showing estimated testing times for the 2014 field test and 2015 operational assessment tests. The total time for all combined assessments is between 7 and 8.5 hours. He clarified the testing time is flexible and students are not required to sit through eight hours of testing. The SBAC is a combination of all three assessments. Mr. Luna addressed the question of computer availability, and software and hardware requirements to handle the testing, responding that the technology is available to support the testing. He indicated that Idaho is testing 11th graders to more effectively measure college and career readiness. Also, the students can retake the test if necessary in 12th grade. He clarified that Idaho is testing all students because it serves as a “dress rehearsal” for students, and also the decision was reached by working with school administrators on the matter. He added that double testing was not an option.

Mr. Soltman asked if this will eventually be a graduation test. Mr. Luna responded that it will be a graduation requirement eventually. Mr. Soltman asked about keeping with the SAT. Mr. Luna responded the tests serve two separate purposes and the Department will continue to talk with administrators about using the SAT in the future.

Mr. Lewis asked about the ability of young students being able to type on the computer keyboard effectively. Mr. Luna indicated that item was not brought up as an issue in the pilot test and that they will keep an eye on it in the field test. He said they are not ignoring the concern, and added that there are also accommodations for students with limited English speaking abilities.

Ms. Atchley asked about how the tests would be proctored. Mr. Luna clarified how the tests would be proctored and clarified that there would be no additional expense for proctoring these tests. Ms. Atchley also asked about the loss of instructional time during testing time since the devices will be being used for testing. Mr. Luna responded that the testing time is less than 1% of instructional time, and additionally, there are many other instances where instructional time is sacrificed. He added that the value of these tests is in line with the benefit to the students. He indicated we would know a lot more after the conclusion of the field tests.

Mr. Westerberg thanked Mr. Luna for a robust communications plan on these efforts.

2. Tiered Licensure Presentation

Mr. Luna introduced Christina Linder, Director of Teacher Certification and Professional Standards from the Department, to provide a presentation on tiered licensure. He indicated that one of the recommendations of Governor Otter’s Task Force for Improving Education was “a continuum of professional growth and learning that is tied to licensure,” more commonly known as a tiered licensure system.

Ms. Linder started by providing a historical background of Idaho’s plan for tiered licensure which started from the Maximizing Opportunities for Students and Teachers (MOST) committee which was formed back in 1999. She outlined the recommendations of the MOST committee from 2004, and reviewed the current state of teacher licensure which is a single tier model. She described that there is entry into the profession, maintenance of certifications, and then advanced/leadership certificates. She indicated that Idaho is only one of fewer than 10 states that still use this single tier system, and that approximately 21 states use a two-tiered system, and at least 17 states use three or more tiers. Ms. Linder pointed out that multi-tiered licensure structures can incentivize educators to develop and improve their performance as they work toward advanced status. Tiered licensure also serves as a way to incentivize, and serve as an accountability mechanism for advancement in the system.

Ms. Linder indicated that superintendent Luna's initiative as the President of the Council for Chief State School Officers (CCSSO) focused on educator preparation. That initiative included ten recommendations in three areas. A grant was available which the Department applied for. In the grant, the Department proposed a tiered licensure system where there would be greater accountability for entering the teaching profession. This included teacher preparation, performance measures, and data available to help with teacher improvement. Ms. Linder outlined the details of the initial tier of licensure which is based on performance measures. It will look at the first three years of a teacher's career to decide what the teacher needs to be able to do and learn once they are in the classroom, then look at performance measures that say the teacher is ready to go on to professional licensure. The second tier is also based on performance measures and shall be proposed as a five-year, renewable license. Ms. Linder indicated they are still developing the model and looking at types of performance measures as well as preparation and remediation programs for teachers who may need it on an individualized basis. Some measures include student surveys, student learning objectives, measured student growth, and evaluations performed by certified evaluators using the Danielson framework.

The Department is also in the process of ensuring that every administrator and school leader responsible for evaluating teachers goes through proper training and is certified. They are in the process of developing initial and professional tiers of administrator licensure which will be designed over the next two years. Administrators will have a three year period of induction, and a renewable professional license will be granted only if specific performance measures have been successfully met. These performance measures are aligned with the Idaho Administrator Standards. By the end of the second year, the model shall be ready to be piloted across the state.

Mr. Lewis asked how administrator performance will be determined at the district level. Ms. Linder responded and that superintendents will be responsible for using performance measures to determine whether an administrator is being effective. She reiterated it is in its early stages of development and those measurements have not been developed yet.

Mr. Westerberg asked if a teacher would move forward and back between tiers based on performance. Ms. Linder responded that in the model they were using, a teacher could become "stuck" at a certain point where they would require remediation. At this point, the answer to that question remains to be determined by the Technical Advisory Committee. Ms. Linder followed by saying that in accordance with the Task Force for Improving Education's recommendation, the Department worked with stakeholders to form a Technical Advisory Committee that will make recommendations regarding the expectations and measures for each tier of the licensure model. Ms. Linder indicated that the committee is made up from many stakeholder levels.

Mr. Luna asked if the Board would like another update before the item comes back for rule in 2014 and recommended an update to the Board at the April meeting.

EXECUTIVE SESSION (Closed to the Public)

Boise State University

BOARD ACTION

M/S (Atchley/Westerberg): To go into Executive Session pursuant to Idaho Code §67-2345(1)(c) to conduct deliberations concerning labor negotiations or to acquire an interest in real property which is not owned by a public agency. A roll call vote was taken and the motion carried seven to zero.

M/S (Atchley/Terrell): To go out of Executive Session at 3:10 p.m. The motion carried unanimously.

Thursday December 19, 2013, 8:00 a.m., College of Western Idaho, Micron Center, Nampa, Idaho.

The Board convened at the College of Western Idaho in the Micron Center for regular business on Thursday, December 19, 2013. Board President Don Soltman called the meeting to order at 8:30 a.m. CWI President Glandon introduced several students who shared with the audience their personal accounts and successes with CWI in conjunction with their lives. Some of those students included Student Body President Joi Deter, Vice President Megan Carter, and Michael Kyle from the United Clubs and Registered Organizations (UROC) club.

Ms. Carter pointed out that the UROC club has representation from 26 of the 30 clubs at the university and remarked about the level of student participation campus wide. She reported on some of the clubs' fundraising events and commented on the success of the horticulture program and poinsettia sales this year. Biology club member Karen Gregory discussed how their club works with many members of the local and business community. President of Phi Theta Kappa honor society Jessica Bane remarked on how their club works with and gives back to the community by working with other clubs in the area. She introduced Michael Tamas, President of the Skills USA team, and the head of the heavy equipment and diesel technology program. He announced that April 5th is the date of their Skills on Wheels car show which is put on by students and teachers of CWI. Alicia Dickman of the Associated Students of CWI (ASCWI) commented on the contagion of student involvement in multiple clubs and organizations. Matthew Watson, a Wyakin Warrior Phi Theta Kappa representative, thanked CWI for its service to that organization and spoke of how disabled veterans and veterans in general have been accommodated by the CWI community and its instructors. President Soltman thanked the students for their comments and feedback.

At this time, President Soltman invited Dr. Todd Schwarz to the front of the room for recognition of his achievements, most recently as the Administrator of the Division of Professional-Technical Education, and to announce his transition to the Executive Vice President and Chief Academic Officer at the College of Southern Idaho. Mr. Soltman thanked Dr. Schwarz for his work and years of service to education.

Mr. Soltman also invited Dr. Trudy Anderson to the front of the room to recognize her length of service and notable achievements to Idaho's education. Ms. Anderson will be retiring at the end of 2013 from the University of Idaho and has spent her life supporting education.

OPEN FORUM

There was one individual who requested to speak during open forum. Mr. Max Cowan, University of Idaho Associated Student Body President, thanked the Board for the time to speak today. He commented on the student health insurance plans and offered the sentiments of students regarding the item. He remarked that the Affordable Care Act has created a lot of unknowns for students, and they are worried whether or not they will be required to have insurance coverage, whether they will be eligible for some form of subsidy, and finally what it will cost them to get insurance coverage. He reported that students have expressed great concern and also fear about the student health insurance issue.

CONSENT AGENDA

M/S (Atchley/Terrell): To approve the consent agenda as presented. The motion carried unanimously seven to zero.

Instruction, Research & Student Affairs

1. Quarterly Report: Programs and Changes Approved by the Executive Director
2. EPSCoR Idaho Appointment

Board Action

By unanimous consent to re-appoint Mr. David Barneby to the Idaho Experimental Program to Stimulate Competitive Research Committee as a representative of the private sector, effective January 1, 2014 to June 30, 2019.

Policy, Planning & Governmental Affairs

3. Alcohol Permits Approved by University Presidents

4. Boise State University – Facilities Naming

Board Action

By unanimous consent to approve Boise State University's request to name the TECenter in Nampa the "Jim Hogge TECenter."

5. Indian Education Committee Appointment

Board Action

By unanimous consent to appoint the members of the Idaho Indian Education Committee as presented in Attachment 1.

State Department of Education

6. Professional Standards Commission Appointment

Board Action

By unanimous to appoint Roger Quarles as a member of the Professional Standards Commission for a three year term effective immediately, representing the Department of Education.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS1. College of Western Idaho – Annual Progress Report

President Bert Glandon provided a report on the College of Western Idaho and started his report with a short but impressive video clip showcasing CWI. Dr. Glandon commented that their Board has set the number one goal for CWI as student success and remarked on the community learning centers and pre-enrollment support for all incoming students. He reported that in their strategic plan, they focus on many ways to help incoming students, mentioning their bridge and re-boot camp programs and a number of others. He commented that in addition to the academic needs of students, they need help with time management, access needs, and study habits which CWI is addressing. He maintained their focus is on continuous engagement and retention of students and building good foundations for those students through collaborative efforts and partnerships that engage learning. Dr. Glandon reported the retention rate for full time students is 49%, and part time students 37%.

Dr. Glandon also reported that as of just last week, Boise State University (BSU) is on the CWI campus and that they hope to continue developing relationships so other institutions may have a presence at the college. Dr. Glandon closed by highlighting the institutional priorities that support SBOE goals such as their focus on student success, employee success, fiscal stability, community connections, and institutional health. They are also engaged in ensuring the sustainability of CWI's infrastructure.

Mr. Terrell commended Dr. Glandon on the progress and growth at CWI. He asked if they are close to

having their own accreditation and separation from CSI. Dr. Glandon credited his team for the college's success and indicated they are looking at January 2016 target date for separation under the commission guidelines. Dr. Soltman echoed the remarks of Mr. Terrell and commented on Dr. Glandon's leadership and team.

2. President's Council Report

Interim President Don Burnett, current chair of the Presidents' Council provided a report on the recent President's Council meetings. Mr. Burnett indicated that during the August Board meeting the Presidents' Council, in response to the Boards request that the institutions evaluate their institution substance abuse policies, recommended the University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College submit a "Substance Abuse Safety Action Plan." Attachments 1 through 4 of the agenda materials are the institution responses to the request. Mr. Burnett summarized some highlights of those reports.

Dr. Goesling asked how the student response has been to the action plans. Mr. Burnett responded the students have responded favorably to the plans. Mr. Terrell thanked the presidents for their action on this item and felt these action plans will be very useful for the institutions in the future. Mr. Lewis echoed those remarks.

Mr. Burnett went on to report on the highlights of other council meetings from this Fall, indicating they met with the Idaho Business for Education (IBE) representatives Rob Gramer, Bob Lokken, and Skip Oppenheimer. He reported on the presentation by IBE and their findings which included Idaho data gathered from an on-line survey of 466 respondents from 26 organizations, most of which were at the CEO and executive level. The respondents were geographically located around the state. The findings suggested that 67% of jobs by 2018 would require some sort of postsecondary education, thus confirming the 60% goal, and in fact suggesting a sense of urgency to it. Additionally, employers are seeking soft skills in their employees and other areas where postsecondary education can play a distinctive role. The findings concluded the need to advise students starting at a younger age (such as 8th grade) about going to college and the need for career readiness. Mr. Burnett remarked that because the Presidents found the findings so pertinent, they have requested follow-up discussion with IBE, a possible gap analysis, and suggested a Board work session with IBE.

Mr. Burnett also summarized the discussion on regulatory materials, media opportunities for presidents, web portal development among others. They discussed strategic planning process, the Idaho Common Core, student preparedness for college (remediation), and the importance of a change in employee compensation (CEC), and the development in the Department of Education of a postsecondary rating system.

Mr. Freeman noted that for the IBE data, it is still in draft status and not yet ready for public consumption. They estimate the data will be available in February.

Dr. Kustra remarked on the video presented earlier by Dr. Glandon about CWI and commented on what a remarkable conversion it has been at that institution. He commended President Glandon and his colleagues for their good work and success.

Dr. Goesling shared some comments on Arthur Taylor's memorial service and his contribution to the University of Idaho and the Native American culture. Mr. Taylor was recognized as a truly outstanding member of the educational community and his absence will be a great loss to the entire community.

Superintendent Luna left the meeting for a conference call at 9:45 am MST.

3. Idaho Digital Learning Academy (IDLA) – Annual Report

Ms. Cheryl Charlton from IDLA introduced Mr. Jacob Smith Director of Operations, and Mike Caldwell Director of Program Development, to assist with their presentation. Ms. Charlton thanked the Board for

their work with the Governor's Task Force on Education, indicating they are looking forward to assisting with the deliverables from some of the recommendations made by the Task Force. She indicated many of IDLA's initiatives are in line with Board goals. Mr. Smith reported on IDLA's program data points. He indicated their organization spans eleven years now, and commented on the IDLA's initiatives to educate, innovate and elevate by creating new opportunities through collaborative partnerships. Mr. Smith reported IDLA has proudly served over 100,000 students through 208 course offerings; last year alone they served over 19,000 enrollments. They have 59 AP and dual credit courses, have trained 966 teachers, and have realized 100% district participation. He reported the top two reasons students take their courses is because they may not be offered at their local school districts or they want to free up their schedule during the day by taking the class on the weekends or during the evening.

Mr. Caldwell reported on initiatives of IDLA and on how IDLA is supporting Board goals and Governor's Task Force recommendations. He remarked on the iPath collaborative program which is designed to provide unlimited opportunity for Idaho students through secondary, postsecondary and industry opportunities for students. The vision of the iPath program is to create strategic K-20 partnerships with Idaho businesses and industries. They hope to give high school students opportunities and access to credentials and skills needed to launch meaningful careers.

He reported that IDLA has been working collaboratively across Idaho to help students navigate a path to college and career readiness. They provided a handout to illustrate the opportunities for students through IDLA. They also have a college and career success series which focuses on pathways to success, library research skills, career and life planning, high school to college transitions and a college readiness system called EdReady. Mr. Caldwell also reported on the many partnerships IDLA has benefited from and thanked those entities for their collaborative efforts. He also thanked the Board for their work on the web portal partnership.

4. Higher Education Research Council (HERC) – Annual Report

Dr. Mark Rudin provided a report from the HERC committee and thanked the people on that committee for their efforts. He also thanked industry partners for their contributions, and recognized a number of those partners in his comments. Dr. Rudin recapped what HERC has accomplished over the past year, such as the development and implementation of the Board's higher education research strategic plan and its importance as a guiding document. He also remarked on the success of the Incubation Fund related to the development of intellectual property as it relates to industry, adding that they are starting to see more of the results from seeds started in that program. Dr. Rudin reported that a study was done about tech transfer at each of the universities and results of that study would be presented to the Board at the April 2014 meeting. He closed by reporting that the HERC committee conducted a review of the HERC/iGEM proposals and intends to conduct a second review sometime this spring. HERC has also requested the universities provide regular updates on their CAES activities.

Mr. Soltman thanked Dr. Rudin and the members of HERC for their work on the committee.

5. Board Policy I.J. Facilities Use – First Reading

BOARD ACTION

M/S (Westerberg/Atchley): To approve the first reading of Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector as submitted. The motion carried six to zero. Mr. Luna was absent from voting.

6. Division of Professional Technical Education – Interim Administrator Appointment**BOARD ACTION**

M/S (Westerberg/Goesling): To appoint Dr. Vera McCrink as the Interim Administrator for the Division of Professional-Technical Education and to set her salary at \$44.95 hourly, effective January 1, 2014. The motion carried six to zero. Mr. Luna was absent from voting.

7. State Authorizer Reciprocity Agreement**BOARD ACTION**

M/S (Westerberg/Goesling): To authorize Idaho join the Western Interstate Commission for Higher Education State Authorization Reciprocity Agreement and to authorize the Executive Director to sign the agreement on behalf of the Board. The motion carried six to zero. Mr. Luna was absent from voting.

8. Statewide STEM Education Strategic Plan**BOARD ACTION**

M/S (Westerberg/Atchley): To approve the 2014-2018 P-20 STEM Education Strategic Plan mission, vision, goals, and objectives as submitted. The motion carried six to zero. Mr. Luna was absent from voting.

Ms. Willits provided some comments regarding the item indicating Superintendent Luna has been very supportive of it. She did point out that Mr. Luna was not in favor of adopting the next generation of science standards because it is consortium based, and that they will be reviewing the rotation of science standards in the next two years. Ms. Bent clarified that the action today was to approve the Goals and objectives of the plan. Once that step was accomplished Board staff would return at a later date with proposed performance measures and benchmarks. The mention of NextGen Science standards was an example provided by the stakeholder group who worked on the plan of a potential strategy on improving student success in science after high school. The stakeholder group was made up of representatives and teacher and administrators, business and industry, as well as, INL, the Micron Foundation, the Discovery Center, a representative of postsecondary professional-technical educators as well as the colleges and universities.

Ms. Atchley asked about the fact that over half of students who receive STEM degrees end up in careers in non-STEM fields. She asked about how to identify those students earlier on who may not end up in STEM fields after education and respond to that trend. Ms. Willits responded about connecting with students early on so they know more clearly what a career in a STEM field may look like, and ensure students are moving forward on a path that will retain their interest instead of deciding later it is not for them. She discussed the importance of providing STEM exposure before the student reaches the level of postsecondary education.

Mr. Luna returned to the meeting at this time.

Mr. Lewis asked about the increased graduation requirements for math and science and asked if the Department has a recommendation in mind. Mr. Luna responded that increasing graduation requirements is a strategy for student improvement that involves more seat time, credits, and rigor, and he is in support of holding students to higher standards.

Mr. Lewis expressed concern about the science standards and not wanting to adopt a consortium of standards. He asked if it would cause any delay in the implementation of new science standards. Mr. Luna responded that when standards were developed for Math and English, they were in line with other states while remaining specific to Idahoans. They determined that in working with other states to develop

standards in science, it was difficult to find “common” standards for some things that are controversial in science. They believe that they have the time to develop standards that will be good for Idaho students. There was a request by Mr. Lewis that when the science standards are developed, the Department present them to the Board along with a comparison to the national science standards.

9. CCA STEM Grant Announcement

Marilyn Whitney from the Board office reported that Idaho was successful in its grant application to Complete College America (CCA) and CCA has named Idaho as one of five states to receive a Guided Pathways to Success (GPS) in STEM Careers Initiative technical assistance grant. Other awardees are The District of Columbia, Illinois, Massachusetts, and Ohio.

Ms. Whitney reported that the goal of that initiative is to improve competitiveness of the US economy by increasing the number of students who complete degrees in STEM fields. The University of Idaho, Idaho State University, Boise State University, and College of Southern Idaho will each participate as part of the grant. Business in industry partners were also included and included partners such as the J.R. Simplot Company, Con-Agra Foods, St. Alphonsus Regional Medical Center, St. Luke's Regional Medical Center, Idaho Business for Education, and Idaho Technology Council.

The grant runs from September 2013 to March 2015, and during the two-year grant period, State Board of Education staff, policy makers, and campus teams will work with national experts and practitioners to develop STEM completion goals, analyze local STEM labor markets, and implement Complete College America's GPS best practices. In addition, Idaho will participate in a national network of state and postsecondary leaders dedicated to increasing STEM degrees and will have access to state convening's that showcase proven models of implementation. Ms. Whitney added that there are also detection systems in place to identify students who are struggling.

10. University of Idaho – Statement of Student Rights

BOARD ACTION

M/S (Westerberg/Goesling): To confirm that pursuant to Board Policy III.P., subsection 12, the President of the University of Idaho has the authority to approve amendments to the University of Idaho's Statement of Students Rights and that the requirement of a prior affirmative student vote and direct approval of the Board to effect any such change is inconsistent with Board Policy III.P., subsection 12. The motion carried 6-1. Ms. Atchley voted nay on the motion.

Mr. Burnett provided some historical background on the item and commented on the inconsistency between the Board and University of Idaho policy, and the need for clarity in the amendment process for the University of Idaho policies to have consistency with overarching policies of the Board.

Mr. Max Cowan of the Associated Students of the University of Idaho (ASUI) provided a few remarks on the item and asked that the Board not remove the provision for a student vote, but instead change the requirements so that they include the ASUI Senate, or change it so it does not have such stringent requirements as to a number of students that must be voting in that ballot.

Mr. Westerberg expressed concern regarding setting a precedent about interpreting Board policy. He felt counsel should opine on what Board policy is and communicate it to the institutions. Ms. Marcus indicated that this motion does restate what is in Board policy and that UI felt there were unique circumstances regarding the item which is why it was brought before the Board.

AUDIT

1. FY 13 Financial Statements Review

BOARD ACTION

M/S (Atchley/Terrell): To accept from the Audit Committee the Fiscal Year 2013 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as presented by Moss Adams LLP. The motion carried six to zero.

Ms. Mary Tate and Mr. Scott Simpson from Moss Adams reported on the audit findings for 2013. In October, they conducted a review of their audit findings with members of the Audit Committee, Business Affairs and Human Resources Committee, and Board staff. Mr. Simpson reported that audits were completed for BSU, ISU, UI, LCSC and EITC and a clean audit opinion for those five institutions was issued. They audits were started at the beginning of May and concluded at the end of October. There are four partners and approximately 30-40 auditors involved in this process. The institutions were thanked for their cooperation in the process.

Mr. Freeman remarked on the complexity of this work and thanked Moss Adams and their staff for their effort and communications in this process.

2. FY13 Net Assets Report

Mr. Freeman requested institution representatives provide comment on this item. Ron Smith from UI provided a brief report on the net assets for the university, commenting the net assets between this year and last year are nearly the same, but show a slight increase. Despite challenges and opportunities, they addressed needs and expenses to move the institution forward. He commented they are aware they need to increase institution reserves and intend to do that moving forward.

Mr. Westerberg asked Mr. Freeman if a minimum target for net assets of 5% was set. Mr. Freeman responded in the affirmative, indicating the strategic plan Goal A, Objective B, sets a target measure of 5%. Mr. Lewis followed up by asking if a time period goal should be set for UI to meet the 5% goal. Mr. Smith estimated they could be at 5% within three years. Mr. Westerberg recommended a financial recovery plan that the Audit Committee could review. Mr. Terrell recommended waiting for the new institution president to be on board before this type of time commitment was made. Mr. Lewis supported the idea of a recovery plan, and suggested that it would be helpful for it to be in place for the new president. Mr. Westerberg confirmed the Board is requesting a recovery plan. Ms. Atchley requested a report be provided to the Audit Committee at their June meeting.

Mr. Herbst reported for LCSC that they have been keeping tight control on expenses. They are at just over 5% for unrestricted funds available and are hopeful that with the upcoming legislative session an increase in CEC will be forthcoming. Ms. Atchley asked if their program prioritization is giving them some perspective in certain areas. Mr. Herbst responded that it will help increase efficiency in programs, but is not creating a windfall of reserves. Mr. Freeman reinforced the point that these reports are a snapshot in time from June 30.

Mr. Fletcher reported that ISU has \$26.1 million or 11.7% in unrestricted funds available and commented on the amount of deferred maintenance hurting ISU. Mr. Freeman asked what ISU's target is for unrestricted assets. Mr. Fletcher responded they want to be at the two month level or around \$37 million.

Mr. Westerberg asked about developing and optimal number, such as two months for example, for the same reasons the 5% was set. Mr. Luna cautioned about being too critical on an institution who has achieved optimal reserves. Mr. Lewis directed Board staff to work to find an optimal number and then collaborate with JFAC leadership. Mr. Freeman acknowledged this request.

Stacy Pearson reported that BSU's net position is \$385 million of which approximately 70% is their investment in capital assets. Their unrestricted net assets figure went up by about \$2.5 million, and their debt payment stayed close to the same. With regard to an optimal amount of unrestricted funds available, Ms. Pearson commented that they believe 5% is a prudent amount.

Dr. Goesling asked about their student fee increase and if any of those dollars ended up in the reserve. Ms. Pearson responded that it was very likely that some dollars returned to the reserve.

Mr. Lewis expressed concern about designated funds and how they appear to the Legislature. Mr. Soltman asked if designated funds could be itemized. Mr. Freeman responded they could, but an effort is to keep it on one page; adding that some institutions provide the detail in a separate worksheet.

Mr. Westerberg requested the BAHF committee do further work on this item. Mr. Terrell acknowledged this request.

3. FY13 College and Universities' Financial Ratios

Mr. Freeman provided a brief analysis of the financial ratios to the Board via a short PowerPoint presentation. The ratios discussed included the primary reserve ratio, the viability ratio, return on net assets, net operating revenues, and the composite index. The ratios are designed as a management tool to measure financial activity and trends within an institution. Mr. Freeman summarized the primary reserve ratio which indicates the sufficiency and flexibility of resources. The intent of the ratio is to focus on expendable net assets, with a ratio of .40% or higher being optimal. The viability ratio indicates the ability to repay total debt through reserves. It measures the availability of expendable net assets to cover long term debts. The benchmark of 1.25% shows an institution having sufficient assets. The return on net assets ratio indicates whether an institution is better off financially than in previous years. It measures a total return on investment and a benchmark of 6% indicates an institution is increasing its net assets and is strengthening its future financial flexibility. The net operating revenues ratio indicates an institution is operating within its available resources. It measures income/deficit that the institution generates. The benchmark is between 2-4% over a period of time. The Composite Financial Index (CFI) is an accumulation of those four ratios that combines it into a single score. The CFI threshold of financial health is equal to a score of three. A score of less than three requires attention; a score of greater than three indicates an opportunity for strategic investment for the institution. Mr. Freeman also pointed out these ratio benchmarks are the industry standard, and no benchmarks have been developed which exclude affiliated entity assets.

Mr. Freeman showed a diamond graph for BSU, ISU, UI and LCSC for illustrative purposes, pointing out where administrative action is recommended. He added the ratios are not a comparative analysis tool.

Mr. Smith from UI reported their primary reserve ratios stayed the same, their net income increased to the 2.0 benchmark, their return on net assets increased to 4%, and their viability ratio stayed the same, meaning that their expendable assets to recover debt is not at the benchmark. Overall CFI went up to 2.0. Mr. Smith commented this indicates that UI was able to meet the critical mission expenditures, but they did not have additional flexibility needed in resources for unexpected circumstances. They need to increase primary and viability ratios.

Mr. Herbst from LCSC reported that their primary reserves are at .60%, their net income for operations is at 4.7%, and their return on net assets is above the benchmark at 6.80%. Their viability is at 5.54% and CFI is at 7.6%. Mr. Herbst reported they are comfortable with where they are at in each of their ratios, and over all they are doing ok.

Mr. Fletcher reported that all of their financial ratios have increased over the past year, and they are essentially at or above the benchmarks for each of the five ratios. Mr. Fletcher reported that regarding their return on net assets, they are continuing to invest in investments that generate resources and that the institution is pleased with their CFI of 3.7%. Their goal is to continue to increase each of the ratios.

Ms. Pearson directed attention to their net operating revenues ratio of 4.7% and their viability ratio of .77% which shows they are building up reserves because of the amount of debt issued to grow the campus recently. Ms. Pearson indicated they are still seeking resources from outside the university to increase their viability ratio. She reported BSU's primary reserve ratio is down slightly, but is still above the benchmark; and their return on net assets has increased slightly above the benchmark to 6.9%. She pointed out their CFI went up slightly to 3.31%.

There were no questions for the institutions.

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Multi-Year Employment Agreement – Head Swimming and Diving Coach

BOARD ACTION

M/S (Terrell/Westerberg): To approve the request by Boise State University to approve a two year employment agreement with Women's Swimming and Diving Head Coach, Kristin Hill, for a term commencing July 1, 2014 and expiring on June 30, 2016 with an annual base salary of \$75,000, and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried six to zero. Mr. Lewis was absent from voting.

2. Idaho State University – Multi-Year Employment Agreement – Head Women's Softball Coach

BOARD ACTION

M/S (Terrell/Goesling): To approve the request by Idaho State University to approve a two year employment agreement with Julie Wright, Women's Softball Head Coach, for a term commencing retroactively on October 1, 2013 and expiring on June 10, 2016 with an annual base salary of \$54,340, and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried seven to zero.

Dr. Goesling requested consistency in using either a percent or an APR score. Mr. Terrell responded the Athletic Committee would address the issue for consistency.

Ms. Atchley expressed continued concern about academic achievements in coach contracts and recommended the Athletics Committee look at that as well.

3. Appointment of the Chief Academic Officer

BOARD ACTION

M/S (Terrell/Goesling): To appoint Dr. Christopher Mathias as the Chief Academic Officer for the State Board of Education and set his salary at \$44.24/ hr (\$92,019.20 annually), effective January 6, 2014. The motion carried five to zero. Mr. Lewis and Mr. Westerberg were absent from voting.

4. Boise State University – Material Terms for Employment Agreement – Head Football Coach

BOARD ACTION

M/S (Lewis/Goesling): To approve the Material Term Sheet between Boise State University and Bryan Harsin as Head Football Coach, subject to final approval of an employment agreement in substantial conformance with the Term Sheet set forth in Attachment 1. The motion carried seven to zero.

BUSINESS AFFAIRS AND HUMAN RESOURCES**Section II – Finance**1. University of Utah Agreement Renewal and Annual Report**BOARD ACTION**

M/S (Terrell/Atchley): To approve the three-year agreement extension between the University of Utah School of Medicine and the State Board of Education for the provision of a total of up to 32 medical school seats annually, and to authorize the Executive Director of the State Board of Education to execute the agreement in substantial conformance with the terms of the agreement set forth in Attachment 1. The motion carried seven to zero.

Mr. Freeman from the Board office provided a brief summary of the contract renewal, pointing out the only material change to the contract is related to leaves of absence. The contract provides that one leave of absence is allowed, and that multiple leaves of absence are not allowed. All changes contemplated in this agreement have been internally vetted and approved by UUSOM.

2. Amendment to Board Policy Section V.R. – Establishment of Fees – First Reading**BOARD ACTION**

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

Mr. Freeman provided a brief summary of the policy stating this change is the same change the Board approved previously for employee/spouse fees. The current senior citizen fee is for Idaho residents 60 years and older, and includes a \$20.00 registration fee plus \$5.00 per credit hour. This revision will allow each institution to determine eligibility and set the fee, subject to Board approval. The proposed revisions change the senior citizen fee from a set dollar amount to mirror language used for the employee, spouse, and dependent fees.

3. Amendment to Board Policy Section V.U. – Entertainment and Related expenses – First Reading**BOARD ACTION**

M/S (Terrell/Atchley): To approve the first reading of proposed amendments to Board policy V.U. Entertainment and Related Expenses, with all revisions as presented. The motion carried seven to zero.

Mr. Freeman indicated that based on research and comments received, the proposed changes will provide more clarification and controls for entertainment expenses. Additionally, staff suggests that membership in clubs outside of certain categories, such as a dining or country club (e.g. the Arid Club), should be limited to senior management and included in their contracts, subject to Board approval.

Mr. Lewis felt that paragraph two should be stated more clearly with what expenses should and should not be allowed.

4. Amendment to Board Policy Section V.F. – Bonds and Other Indebtedness – Second Reading**BOARD ACTION**

M/S (Terrell/Westerberg): To approve the second reading of proposed amendments to Board Policy V.F., Bonds and Other Indebtedness, with all revisions as presented. The motion carried seven to zero.

5. Boise State University – Sports/Recreation Green Field Project**BOARD ACTION**

M/S (Terrell/Atchley): To approve the request by Boise State University to proceed with construction of the Sports/Recreation Green Field for a total cost not to exceed \$1,762,000. The motion carried seven to zero.

Mr. Satterlee indicated this project will abate and demolish the Applied Technology and Mechanical Technology buildings to construct a natural grass field for Athletics and student intramural sports. He pointed out they will only be demolishing part of the building, so there may be some cost savings realized.

6. University of Idaho – Aquaculture Research Facility Building Project**BOARD ACTION**

M/S (Terrell/Atchley): To approve the University of Idaho's updated six-year capital plan to include the proposed aquaculture research facility. The motion carried seven to zero.

M/S (Terrell/Atchley): To move to approve the request by the University of Idaho to implement the planning and design phases of a Capital Project for the replacement of the Poultry Hill Aquaculture Research facility, in the amount of up to \$120,000, 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 contracts to fully implement the planning and design phases of the project. Bond Indebtedness Authorization and Construction Authorization will require separate authorization actions at later dates to be determined. The motion carried seven to zero.

M/S (Terrell/Atchley): To 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 replacement of the Poultry Hill Aquaculture Research facility as set forth in Attachment 2 to the materials submitted to the Board. The motion carried seven to zero.

Mr. Soltman remarked this item should have been included on the institution's six year plan.

7. FY 2015 Opportunity Scholarship**BOARD ACTION**

M/S (Terrell/Lewis): To approve the maximum award amount of the Idaho Opportunity Scholarship, to be \$3,000 per year (\$1,500/semester) for the fiscal year 2015. The motion carried seven to zero.

M/S (Terrell/Goesling): To set the Cost of Attendance to be used in the formula that determines the award for the Opportunity Scholarship at a maximum of \$18,600 for 4-year institutions and at a maximum of \$12,700 for 2-year institutions for the fiscal year 2015. The motion carried seven to zero.

M/S (Terrell/Lewis): To set the student contribution for the fiscal year 2015 at \$6,500 for students at 4-year institutions and at \$4,500 for students at 2-year institutions, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution. The motion carried seven to zero.

Mr. Freeman clarified that they believe appropriate methodology was used in setting the student contribution rates between the 2-year and 4-year institutions. He indicated the way the student contribution amount was calculated is by looking at a ratio of the 4-year student contribution amount to the 4-year cost of attendance. The same calculation of ratio was used for the 2-year institutions. This provides for the same proportional amount in terms of student contribution to scholarship amount for both the 2-year and 4-year institutions.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Affordable Care Act and Student Health Insurance

Mr. Westerberg introduced Ms. Shelli Stayner, Principal in the Boise office of Mercer Consulting, who provided the Board with a summary of the impact of the federal Affordable Care Act (ACA) on student health insurance in Idaho. Ms. Stayner provided a handout for the Board members and touched on some of the major items in an effort to inform the Board on the impact of ACA on students in Idaho and how it may impact Board policy.

Ms. Stayner indicated that the initial intent of student health plans was to offer inexpensive, limited benefits to cover a young, healthy population and outlined that the ACA mandates require student health insurance policies to meet many benefit limits identified in the handout provided to Board members. Ms. Stayner pointed out that many carriers that have traditionally underwritten these policies have left the market because of increased plan limits. Ms. Stayner pointed out challenges for educational institutions such as increasing costs and competition with public exchanges. She reported that institutions now need to determine if they will continue or discontinue offering plans to students. The obvious questions to the institutions are if they continue, how do they manage the plans, and if they discontinue, where will the students get health insurance?

Ms. Stayner commented that a large area of concern is that when looking at student health plans, it is difficult to determine what is affordable for students and their families. She reported that increasing costs to student health plans is a great concern. She discussed the options available to students if they do not enroll which were also described in the handout. Ms. Stayner also summarized the penalties for being without health insurance, which are fairly light for 2014 but increase greatly in 2016 and beyond.

There was discussion about the different levels of plans and Ms. Stayner posed several key questions for higher education institutions to ponder including if institutions should offer insurance plans to students. Additionally, she offered options available to students if plans are not available through the institutions, as well as a brief description of some plans and rates available on the exchange.

2. Student Health Insurance Program

Mr. Westerberg indicated that this item was originally intended to be an action item. He requested that, given the discussion from the previous item on the Affordable Care Act and student health insurance, and the lack of consensus on the item at the committee level as well as at the institution level, unanimous consent be granted to return IRSA item 2 back to the BAHF Committee for additional research.

Mr. Terrell recommended the IRSA and BAHF committees work together on the item, rather than BAHF working alone. Mr. Terrell requested unanimous consent to have both committees review the item. There were no objections to Mr. Terrell's request. Dr. Goesling added that he felt there should be more people working on the item instead of just the two committees. Mr. Soltman acknowledged that recommendation.

3. Remediation Update

Ms. Brenda Pettinger from CWI introduced Ms. Heidi Estrem from BSU to speak briefly on the English remediation portion of the remediation update. Ms. Pettinger provided a brief history on the work that has been done as a result of the Remediation Summit in April 2013. They identified two goals; one of which is an assessment and placement piece affecting under-prepared students and the second is to explore remediation models for transforming remediation at the postsecondary level.

Ms. Estrem thanked the Board for their work and support throughout the state on this effort. She reported that individuals across the state have been working together through workshops and meetings, and indicated that in English most of the institutions have moved to a co-requisite support model. She reported that four institutions have completely eliminated remediation altogether at the college level. She maintained that they continue to gather data to support student success. Early indicators were that Idaho students will follow national trends, and students who are moved into credit bearing courses that contain additional support will do as well as those in remedial courses. She reported 400 fewer students would be in remedial classes this spring at CWI than there were in the past, which realizes a monetary benefit for students by them moving through the system faster. They are exploring efficient and multiple measures and placement options for students.

Ms. Pettinger reported that the Math remediation group met this Fall and has been working with the general education Math discipline groups to establish competencies for college level math. That group is working on recommendations and cut scores for the state and will be continuing their work in the Spring.

Ms. Pettinger reported that independent of the placement and assessment piece, each of the institutions are in varying stages of planning and implementing the Math remediation models. Ms. Pettinger commented on the level of collaboration on this project and how beneficial it has been for driving momentum and enthusiasm.

Dr. Goesling asked about students who get below a certain grade point average being dis-enrolled. Kathy Aiken responded on behalf of the University of Idaho. She indicated there is not a correlation between those students and the ones who need remediation. She clarified that in their opinion it is more of a behavior issue for those students with a very low grade point average and is not related to academic remediation.

Mr. Luna excused himself for the rest of the meeting due to a conflicting meeting on his schedule.

4. Eastern Idaho Technical College – Approval to discontinue the Mechanical Trades program and convert Automotive Technology and Diesel Technology Options into Stand-Alone Programs

BOARD ACTION

M/S (Westerberg/Atchley): To approve the request by Eastern Idaho Technical College to terminate the Mechanical Trades program and convert the Automotive Technology and Diesel Technology options into stand-alone programs as shown in Attachments 1, 2, and 3 effective immediately. The motion carried six to zero. Mr. Luna was absent from voting.

5. Amendments to III.E. Certificates and Degrees – First Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the first reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1. The motion carried six to zero. Mr. Luna was absent from voting.

6. Amendments to III.Q. Admission Standards – First Reading**BOARD ACTION**

M/S (Westerberg/Goesling): To approve the first reading of proposed amendments to Board Policy III.Q. Admission Standards as submitted in Attachment 1. The motion carried six to zero. Mr. Luna was absent from voting.

7. Repeal III.F. Academic and Program Affairs – Amendments to III.G. Program Approval and Discontinuance – Second Reading**BOARD ACTION**

M/S (Westerberg/Terrell): To approve the second reading of amendments to Board Policy III.F, Academic Program and Affairs, repealing the section in its entirety. The motion carried six to zero. Mr. Luna was absent from voting.

M/S (Westerberg/Terrell): To approve the second reading of proposed amendments to Board Policy III.G, Program Approval and Discontinuance as submitted in attachment 2. The motion carried six to zero. Mr. Luna was absent from voting.

8. Repeal III.K. Prior Learning – Second Reading and Amendments to III.L. Continuing Education/Off-Campus Instruction – Second Reading**BOARD ACTION**

M/S (Westerberg/Goesling): To approve the second reading of amendments to Board Policy III.K, Credit for Prior Learning, repealing the section in its entirety. The motion carried six to zero. Mr. Luna was absent from voting.

M/S (Westerberg/Atchley): To approve the second reading of Proposed Amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as submitted in attachment 2. The motion carried six to zero. Mr. Luna was absent from voting.

9. Amendments to III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading**BOARD ACTION**

M/S (Westerberg/Lewis): To approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted. The motion carried six to zero. Mr. Luna was absent from voting.

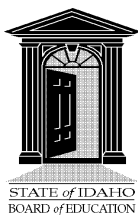
Mr. Westerberg thanked all involved in the revisions to this policy, adding that Board staff and the CAAP committee recommend approval as presented.

Dr. Goesling requested including a section to address multi-state programs and courses in the future. Mr. Soltman indicated CAAP would address those recommendations. Mr. Lewis thanked Dr. Rush and others for their collaboration on the item as well.

OTHER BUSINESS

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

Mr. Soltman requested unanimous consent to adjourn the meeting at 2:35 p.m. There were no objections to the motion.



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
January 10, 2014
Special Board Meeting
Boise, ID**

A special meeting of the State Board of Education was held January 10, 2014 via teleconference. It originated from the Board office's large conference room in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 12:00 p.m. MST. A roll call of members was taken.

Present:

Don Soltman, President
Rod Lewis, Secretary
Emma Atchley, Vice President

Richard Westerberg
Bill Goesling
Tom Luna

Absent:

Milford Terrell

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Task Force for Implementation of Education Improvement (discussion of Governor's recommendation)

Mr. Soltman introduced the item indicating that this meeting is intended to provide an update on the legislative items discussed recently at past meetings. He indicated that this first item came about as a result of the Governor's State of the State address on Monday. Mr. Soltman reported that the Governor did request the State Board of Education continue its work on the various items identified in the Governor's Task Force Recommendations. Mr. Soltman clarified the item will require an appropriated amount before it goes forward, but in anticipation he has asked Mr. Westerberg to head up the Task Force which will include three special committees that will function under the oversight of the Board.

Dr. Rush advised that another Special Board meeting will be scheduled for Friday, January 17th when more information is available on legislative items.

Mr. Goesling asked if the Board wants to address how new teachers are educated before they get into the system. Mr. Luna responded that recommendation, teacher prep, is one of the Task Force recommendations and it is being addressed through the Task Force. He read aloud the language of the recommendation from the Task Force for the benefit of the other Board members. Dr. Rush reminded the group that the Board chair and the Board office's new Chief

Academic Affairs Officer will be attending a meeting in Savannah, Georgia, later this month on that very subject.

2. State Board of Education Legislation

M/S (Westerberg/Atchley): To approve the proposed legislation in substantial conformance to the form submitted as attachments 1 and to authorize the Executive Director to make additional non-substantive changes as necessary as the legislation moves forward through the legislative process. The motion carried unanimously six to zero.

Ms. Bent from the Board office provided a brief summary on the legislative items the Board is anticipating. A summary of those items were provided to Board members in the agenda materials.

Ms. Bent indicated there is a new piece of legislation regarding the Public School Cooperative Facilities Repair Fund. The current code is not flexible enough to allow the Panel to reevaluate the approved scope of work. The changes would allow the Panel to reevaluate the approved scope of work up to termination of the project; and addresses the ability to reduce the scope if necessary. The electorate citizens within that district would still be responsible for paying back any funds that were expended on their behalf from the fund.

Ms. Atchley asked about the changes to the Board member appointments item. Ms. Bent responded the appointment time would still be five years. For existing Board members, it would add four months because instead of expiring in March, it would expire in July.

Mr. Luna asked about the changes to the legislation for the Public School Cooperative Facilities Repair Fund and what brought them about. Dr. Rush responded with details about the Salmon project, indicating the district may want to close the middle school down which has created a whole new element to the project. The law presently does not allow any flexibility to reduce the scope of the work or explore a better alternative which is what the changes to the legislation provide.

Mr. Luna asked about the University Administrative Flexibility bill. Ms. Bent responded the bill would provide increased flexibility to the state Board to govern the state colleges and universities and allow the institutions to request permission from the Board to "opt out" of identified state services. Ms. Bent responded that the Board would still have the authority to allow the institutions to look at other areas for efficiencies within their system.

Mr. Lewis asked about the Charter School Commission item and asked if the Board still has oversight and authority over appeals. Ms. Bent responded that the Board would still have oversight over public education and all rule amendments and legislation would come before the Board for approval. Appeals would still come before the Board also. The item makes the Board's staff no longer the Commission staff, so when the appeals come forward, there is no longer a conflict of interest. The largest change would be the Commission Executive Director would be hired by the Commission instead of the Board. Mr. Lewis asked about the appeals process and how it would work structurally outside of the Board. Dr. Rush clarified additional details about the Charter Commission legislation for Mr. Lewis, providing that it is ultimately a housing issue and not an operation issue. Mr. Soltman reiterated that it does eliminate the conflict of interest with the Executive Director.

Ms. Bent provided additional information related to self-governing agencies. Dr. Rush added

that the Charter Commission still has to follow the rules set by the Board. Mr. Lewis cautioned about making a technical change that would result in a major structural change instead. Mr. Goesling asked if Ms. Baysinger should report directly to the Board. Dr. Rush responded that it is problematic to separate authority and responsibility. Mr. Lewis asked if it should be set up like an agency such as Public Television, who responds to the Board. Ms. Bent indicated that may be an option and she could work on additional language. Mr. Lewis added that the Board may want to retain oversight but turn over administrative responsibilities. Ms. Bent commented they would have an update at next Friday's special Board meeting on the item and additional discussion to address legislative concerns.

3. Education Related Legislation

Ms. Whitney from the Board office provided a summary of the draft legislation that will likely be introduced this year. A written summary was also provided to the Board members in their agenda materials. Staff reminded Board members that once a piece of legislation is printed in the germane legislative committee and becomes public, the actual language will be brought back to the Board for consideration. Ms. Whitney pointed out that the House Education Committee has indicated they would be taking a good look at the Task Force recommendations.

Ms. Whitney commented on the student privacy and data collection bill that Senator Goedde is introducing. She was pleased to report the Senator had shared that bill with the Board office and was able to work with him on it. Several individuals from the Board office and Department were able to provide feedback and clarify what data is collected, how it is reported, and clarify the treatment of personally identifiable information. She added that the Board does have responsibility for this legislation with respect to the data elements that are collected, and if there are data elements to be added it will require approval through the rulemaking process at the legislature.

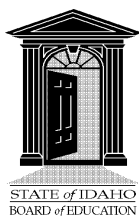
Mr. Luna added that there is also legislation related to academic standards being determined at the state level, and that curriculum and text books are local decisions. He offered to provide an update at the next special meeting on the Department's rules that are being presented to the Committees. Mr. Luna will be presenting to joint House and Senate Education Committees on January 15th, and he will present to JFAC on January 23rd. He mentioned on January 22nd, the House and Senate Ed Committees will hold a joint hearing on common core. Mr. Soltman added that Mr. Westerberg will be presenting an update on the Task Force on the 15th. Mr. Luna added that on January 30th the Department of Education will host an open house reception for legislators.

Mr. Lewis asked for Board members to be sent a weekly update on legislative events. Dr. Rush indicated that on February 3rd the Higher Education Legislative Luncheon will take place. Mr. Soltman indicated he would be attending.

Other Business:

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

M/S (Atchley/Lewis): To adjourn the meeting at 12:56 p.m. The motion carried unanimously.



STATE BOARD OF EDUCATION
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BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

**DRAFT MINUTES
STATE BOARD OF EDUCATION
January 17, 2014
Special Board Meeting
Boise, ID**

A special meeting of the State Board of Education was held January 17, 2014 via teleconference. It originated from the Board office's large conference room in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 9:00 a.m. MST. A roll call of members was taken and five members were present. Mr. Soltman requested the agenda be changed to start with the PPGA portion first.

Present:

Don Soltman, President
Milford Terrell
Bill Goesling

Richard Westerberg
Superintendent Tom Luna

Absent:

Rod Lewis, Secretary
Emma Atchley, Vice President

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Legislative Update

M/S (Westerberg/Terrell): To authorize the Executive Director to work with the Governor's Office to modify the Charter Commission Legislation, RS 22450, in substantial conformance to the form submitted as attachment 1. The motion carried five to zero. Mr. Lewis and Ms. Atchley were absent from voting.

Ms. Bent reported that two Board bills, the proprietary schools bill and the liquor funds disbursement bill have both passed the first reading in the House Education Committee and were approved to go to print. She indicated Board staff has received feedback regarding the Charter School Commission legislation and added as a result, there is a proposal to amend the language originally approved by the Board. There were no questions for staff.

BUSINESS AFFAIRS AND HUMAN RESOURCES1. Budget Update

Mr. Terrell asked Mr. Freeman from the Board office to provide an update to the budget request and Governor's recommendations, which includes significant new funding for higher education. Mr. Freeman indicated the Board members were provided with copies of a side-by-side comparison of the request and Governor's recommendations in their agenda materials, and proceeded to outline the highlights of the budget recommendations. Mr. Freeman reviewed the college and universities first. The amount of \$12.5 million that was requested for system-wide needs was not recommended by the Governor, but his recommendation did include \$15 million for all state agencies and institutions in the Permanent Building Fund Budget. This is a general fund transfer into the Permanent Building Fund for deferred maintenance. A request was made for the Higher Education Research Council for \$400,000 which included \$200,000 for and EPSCoR match and \$200 for Incubation Funds; the Governor's recommendation was for \$200,000 for the EPSCoR match. Mr. Freeman reported that under each of the institutions, the Board's number one priority line item was for a fund shift and change in CEC and benefits, which the Governor did not recommend. The Governor did recommend covering the employer's share of benefit cost increases which is not insignificant at \$1,450.00 per FTE. The Governor recommended partial funding for the 60% goal line item for a total of \$5 million for the four institutions which included an allocation for each institution. The Governor also recommended occupancy costs for those institutions who requested it which include BSU and ISU. There was also a Governor's initiative for \$1 million in on-going general funds for the Center for Advanced Energy Studies (CAES) split equally among the three universities. Lastly, UI's second year college of law request at \$400,000 was also recommended by the Governor.

Mr. Terrell asked about the deferred maintenance item and if the Board should make another request to the Governor on it. Mr. Freeman indicated how the \$15 million would be allocated if it is actually funded, wherein the universities could get an estimated amount of about 15% (\$2,225,000) and Lewis-Clark would get about 7.5% (\$1.12 million).

Mr. Freeman moved on to review the community college recommendations. The College of Southern Idaho (CSI) and the College of Western Idaho (CWI) both requested occupancy costs which the Governor recommended. The Governor approved funding to expand outreach centers for CSI and North Idaho College (NIC). CWI is also receiving some funding for a nursing program. Mr. Freeman reported that during the recession, Agricultural Research received significant reductions in funding. To restore operating expenses to Ag Research, the Governor is recommending \$1.5 million. Under the Health Education programs, the Governor has recommended the second year build-out for the WWAMI Trust seats, but did not recommend funding for another additional five seats. The Governor did recommend \$200,000 for the Kootenai Health Family Medicine Residency program.

Mr. Freeman went on to recap the funding request and Governor's recommendation for the Office of the State Board of Education. The Board office requested funding for a web developer position, which the Governor did not recommend. However, the Board office negotiated with the Division of Financial Management (DFM) to use a current vacant FTP and to transfer money from the system-wide needs budget to fund that position. Both DFM and the Governor are in agreement with the arrangement. For Professional-Technical Education (PTE), they requested almost \$1.7 million for an Advanced Manufacturing Initiative, and the Governor recommended \$1.3 million for the initiative.

Mr. Soltman asked about the additional five WWAMI seats and who would present that information to JFAC. Mr. Freeman responded that next Tuesday Dr. Mary Barinaga will be making that presentation. Mr. Goesling asked if we received any feedback from the Governor's office about not funding the WWAMI seats. Mr. Freeman indicated their response was they want to wait one or two years to fund the next five WWAMI, in part because they just funded the five trust seats. Mr. Freeman pointed out the Board Office's response to DFM is that they don't want to lose momentum on the WWAMI seats.

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Legislation Update

Superintendent of Public Instruction, Tom Luna, provided an update on the State Department of Education's upcoming Legislation for 2014.

1) Fingerprinting – SDE will bring legislation to increase the fee charged for processing fingerprinting and background checks for school employees and certain school volunteers. The State Police instituted a fee increase through rule in 2011 without notifying SDE, resulting in a significant decrease in net fee revenues for SDE to operate this program. The increase requested going to be based on what the State Police charges and will help make up for the loss in fee revenues.

2) Payment Schedule – This is change to the schedule through which SDE distributes formula funds to school districts from five to four (presently August 15, October 1, November 15, February 15 and May 15). The change would delete October 1 and money normally distributed in the October payment would be re-allocated to the existing August and February payments. Doing this will decrease workloads and reduce the likelihood that SDE would overpay school districts or charter schools to the extent that it would have to request that money be returned to the state mid-year. This will help alleviate cash flow problems for districts.

3) Small District Alternative Schools – Currently, very small school districts that are protected by the minimum funding provisions for grades 7-12 can essentially force the state to double fund any students that they enroll in an alternative school. SDE will bring legislation to close this loophole.

4) Alternative School Hours – A long-repealed State Board rule allowed alternative schools to provide as few as 900 hours of instruction. Since this was repealed in the 1990's, statute has required grades 9-12 to provide at least 990 hours of instruction (with certain minor carve-outs for items such as professional development). SDE had inadvertently been approving alternative schools at the 900 hour requirement in the years since. SDE will bring legislation to reduce the alternative school instruction requirement to 900 hours. If this is unsuccessful, SDE will notify all school districts through the post-legislative tour meeting that the requirement going forward will be 990 hours, as required by code.

5) Instructional Staff Hired after October 15 – SDE will bring legislation to allow school districts to count, for funding purposes, teachers hired after October 15 if the position had previously been listed, and counting the hire would help prevent the school district from suffering a financial penalty under the state's "use it or lose it" funding provision for instructional staff.

6) Lottery Dividend – Removes the sunset on legislation that has provided funding for the Public Schools' Bond Levy Equalization program from State Lottery revenues. This bill would keep

what the Department has been doing the last few years for one more year.

7) Curriculum Local Control – Legislation to clarify that curriculum and textbook decisions are ultimately made at the local level by local boards.

8) Health Insurance Line Item – SDE is working with legislators to create a line item for health insurance costs in the Public Schools budget, funded with money currently designated as discretionary funds (which is where school districts currently get the money to pay for health insurance), and then basing future increases in this line item on any increases in the amount that the state provides for health insurance per state employee.

9) Sick Leave – Currently, if a school district employee comes to SDE their sick leave transfers to the state. If a state employee, who has worked at the Department, leaves the state employment and returns to the district they may lose their sick leave balance. In addition, if a district employee comes to work for the Department, they must work for the state for five years in order to have access to their accumulated sick leave for retirement purposes. He provided some examples of the problems this situation has resulted in and clarified this bill would rectify both those provisions.

2. IDAPA 08.02.03.111 Request for Waiver

M/S (Luna/Goesling): To waive IDAPA 08.02.03.111.06 subsections j and k to allow flexibility for districts to choose whether to field test grades 9 and/or 10 and to require 11th graders to be field tested. The motion carried five to zero. Mr. Lewis and Ms. Atchley were absent from voting.

Mr. Luna indicated the Department is moving toward the field test portion of the SBAC test. The test has been piloted in about 120 schools last spring. The plan is to field test it in all of the schools this spring, and then have an operational test a year from now. The field tests would be in grades 3-8 and 11, and in an effort to address concerns, districts would have the flexibility option to test 9th and 10th graders.

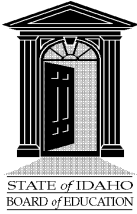
Mr. Westerberg asked if there was a reason for testing 11th graders rather than 10th. Mr. Luna responded that as we move toward a college and career ready standard, 11th grade is a more appropriate measure for determining if students are on track and college and career ready. Mr. Westerberg suggested testing 10th graders would provide a better result for when students actually take the real test as 11th graders, giving them some exposure for testing in advance of 11th grade. Mr. Luna responded one of the reasons for 11th grade is the flexibility and to set cut scores, and provided additional supporting details for testing the 11th graders.

Mr. Soltman asked if this rule was only for the field test year. Mr. Luna responded it is only applicable to the field test year. He indicated that after the results of the field test are available, they may make changes to the rule.

Other Business:

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

M/S (Terrell/Goesling): To adjourn the meeting at 9:48 a.m. The motion carried unanimously.



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

**DRAFT MINUTES
STATE BOARD OF EDUCATION
February 3, 2014
Special Board Meeting
Boise, ID**

A special meeting of the State Board of Education was held February 3, 2014 via teleconference. It originated from the Board office's large conference room in Boise Idaho. Board President Don Soltman presided and called the meeting to order at 10:30 a.m. MST. A roll call of members was taken. Superintendent Luna arrived moments after the roll was called.

Present:

Don Soltman, President
Emma Atchley, Vice President
Milford Terrell

Richard Westerberg
Bill Goesling
Tom Luna

Absent:

Rod Lewis, Secretary

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Legislative – SB 1254

M/S (Terrell/Westerberg): To move the State Board of Education oppose Senate Bill 1254. The motion carried six to zero. Mr. Lewis was absent from voting.

Ms. Marilyn Whitney provided some background and details of the bill. She pointed out that this legislation would mandate that the public higher education institutions would allow concealed carry license holders with an "enhanced" license to carry concealed weapons within most of the educational venues on campuses, allowing prevention only within institution dormitories or residence halls or in public entertainment facilities with a seating capacity of 1,000 or more. The bill would allow enhanced license holders as well as retired law enforcement officers to carry concealed weapons in most of the educational venues on campus.

Mr. Terrell expressed why he felt it was important to make the motion today. He commented that many people feel that in different scenarios, good people carrying guns can help deter bad people carrying guns. He pointed out, however, that many of those well intending people who carry concealed weapons are not necessarily as competent with a firearm as those who have been professionally trained in the area. Mr. Goesling echoed those remarks, adding that there

are often K-12 students on campus. He also expressed that if others besides law enforcement are carrying weapons, in the event of a situation, the law enforcement officers may not be able to distinguish who is who.

Mr. Luna commented that some of the arguments in favor of this bill refer to the Utah bill, and asked how this law differs from the law in Utah. Ms. Marcus responded that guns are allowed on campuses in Utah. Mr. Burnett also responded that Utah and Colorado have statutes that permit guns on campus. Mr. Burnett pointed out that Utah's higher education system is a legislatively directed system while Idaho's is a regent system.

Mr. Luna asked about the objection on the bill from the institution presidents and whether the objection was based on its constitutional bearing, or a safety issue and the management of safety on campus. Mr. Burnett responded on behalf of institution presidents that their concern is that control of firearms on campus should be addressed by those responsible on their respective campuses. Mr. Burnett commented that each of the institutions have addressed this issue in ways that are appropriate to their respective campuses, and believe that the distributive decision making is in the best interest of higher education, rather than a one size fits all policy. Mr. Burnett cited a number of concerns shared by institution leaders regarding safety on campus.

Mr. Luna thanked Mr. Burnett for the remarks he provided, and indicated K-12 has had similar struggles. He also added that first responders have shed additional clarification to the possible outcomes of situations involving guns on campus, and in their case they don't know who the perpetrator is if two people are pointing guns. He felt it important for higher education leaders to take the lead on this area to better define a plan or clarify the plan in place. Mr. Luna concluded his comments by saying there needs to be an organized discussion and effort in policy making going forward that gives people more comfort that our campuses are secure.

Mr. Westerberg felt there are two issues at hand; one is whether it makes sense to have guns on campus, and the other is who decides. He felt it important for the State Board of Education to protect the right of the local individuals to opine on the issue to decide what is best for them, and not give away that right.

Mr. Burnett indicated that there would be a news conference at 2:00 p.m. today where institution presidents would be expressing their concerns over Senate Bill 1254.

Other Business:

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

M/S (Terrell/Atchley): To adjourn the meeting at 10:45 p.m. The motion carried unanimously.

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PLANNING, POLICY AND GOVERNMENT AFFAIRS
FEBRUARY 26, 2014

SUBJECT

Idaho Business for Education (IBE) report on 2013 survey of education needs of Idaho's workforce.

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
June 2012	Board reviewed and approved the Complete College Idaho Plan and recommendations on certificate and degree production necessary to support the 60% goal.
February 2013	Board reviewed the progress of the initiatives of the Complete College Idaho Plan.
May 2013	Board initiated a program prioritization process for the four-year higher education institutions.
December 2013	Board requested the IBE present their survey findings at the February 2014 Board meeting.

BACKGROUND/DISCUSSION

From May to September 2013, IBE conducted a survey of business leaders across the state to gather information on the education level and background needed to meet their workforce needs. There were 466 respondents to this survey, with most respondents at the senior executive level.

After compiling initial data, IBE presented their findings to the Presidents' Council in December 2013. The data was further refined and formed the basis for a presentation and panel discussion with IBE representatives and the presidents of the four-year institutions at the State Board of Education's legislative luncheon on February 3, 2014.

IMPACT

The Board's certificate and degree production targets are important in assisting the Board and Idaho's public postsecondary institutions to be not only responsive to current workforce needs but also supportive of the state's overall direction in building a more knowledge-based economy with higher-skill, higher-wage job opportunities for Idaho citizens.

The IBE survey results reaffirm the Board's 60 percent goal and align with the most recent Georgetown University Center on Education and the Workforce research showing that by 2020, 67 percent of the jobs in Idaho will require some kind of postsecondary degree or credential.

ATTACHMENTS

Attachment 1 – IBE Presentation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

IBE President Rod Gramer will present the finding of the group's survey of Idaho business leaders and participate in a discussion with the Board and institution presidents regarding the survey results and implications.

Discussion topics include how to ensure the existing higher education system is being used effectively; how to create support and the additional infrastructure necessary to support the state's education needs; and how to work with industry to ensure graduates from Idaho's higher education institutions have meaningful career opportunities in Idaho thus addressing the outmigration of educated citizens.

The results of IBE's survey provide another piece of data for the Board and the institutions to consider as they evaluate programs and gauge progress toward the 60 percent completion goal and other benchmarks contained in the Board's strategic plan. This data will be useful as the Board's staff continue to gather and analyze information from the postsecondary and labor statewide longitudinal data system.

Following the discussion regarding the data provided by IBE Board staff will lead the Board through a discussion regarding the production of science, technology, engineering and math (STEM) degrees, the workforce needs and challenges faced in encouraging students to stay and work in Idaho. The work session will conclude with next steps for addressing the perceived gap between workforce needs and the certificates and degree that are being produced.

BOARD ACTION

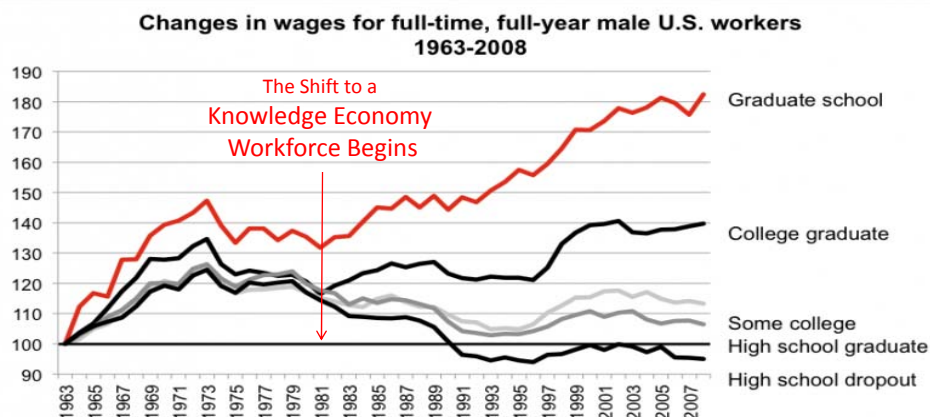
This item is for informational purposes only. Any action will be at the Board's discretion.

WHY BUSINESS CARES?



- A skilled workforce is the lifeblood of Idaho business
- Our economy cannot grow without an educated workforce

WHY EDUCATION MATTERS



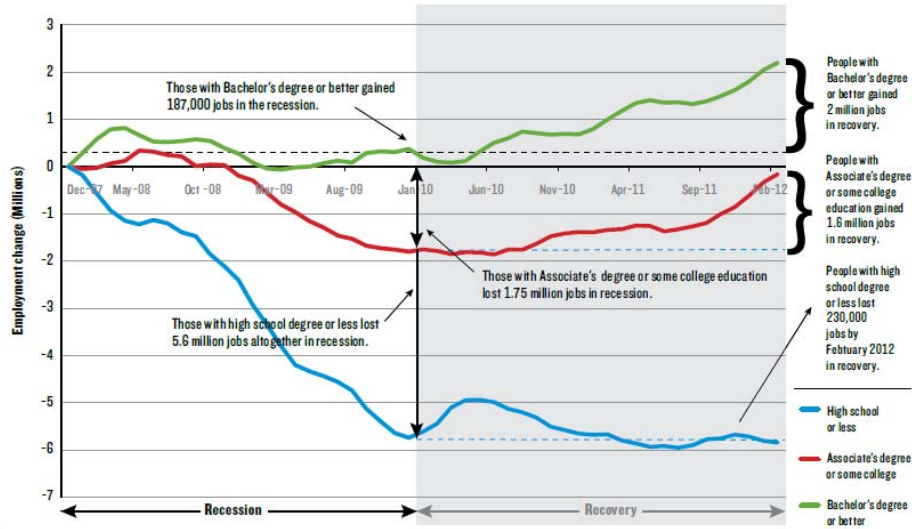
Source: Acemoglu and Autor (MIT), *Skills, Tasks and Technologies: Implications for Employment and Earnings* (2010).

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PA Consulting Group

EDUCATION = JOBS



THE IBE SURVEY



- Conducted May to September 2013
- 466 Respondents
- Most respondents senior executives

THE BOTTOM LINE



- **61 percent** of jobs by 2018 will require post-secondary credentials
- This supports Idaho's goal of having 60 percent of 25-34 year olds hold a post-secondary credential by 2020

EDUCATION LEVEL REQUIRED BY 2018



- No High School – 2.5 percent
- High School/GED – 19.3 percent
- Vocational Training – 10.3 percent
- Some college, no degree – 6.6 percent
- Certificates – 6.7 percent
- Associate Degrees – 12 percent
- **Bachelor's Degree – 29.7 percent**
- Advanced Degree – 12.9 percent

“The Type of Degree Matters!”

THE TOP 5 DEGREES IN GREATEST DEMAND

- Computer Science/technology
- Business and economics
- Engineering
- Health Science
- Communications



THE PROBLEM

- Only **35** percent have a post-secondary credential

2012 U.S. Census Bureau report

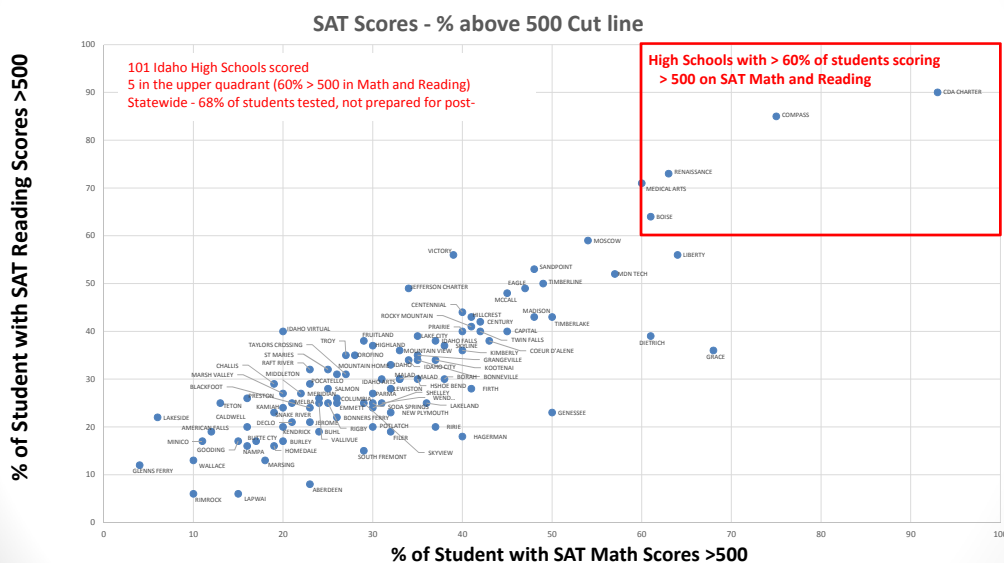


WORKFORCE GAP



- **26 percent gap** between the educated workforce we have and the one we need to fill jobs by 2018
- Result:
 - **High wage jobs are unfilled & business' leave the state in pursuit of workers**
 - **Low wage jobs are over-supplied, and thus Idahoan wages stagnate and fall further behind**

COLLEGE READY GAP



THE ECONOMIC FALLOUT



- Without educated workers businesses cannot grow
- Existing businesses may leave
- Difficulty recruiting companies
- Economy will stagnant or contract

WHAT WE NEED



- Tackle problem with urgency
- Get more H.S. graduates to go on
- Reduce costly remediation
- Get more students to graduate

WHAT IDAHO THINKS



- 60 Percent of Idahoans don't think we are doing enough for education
- Most think education is state's highest priority
- Nearly 90 percent say Idaho's economy will suffer if we don't do something to improve education

2013 Albertsons Foundation survey

KEY TAKE AWAYS



- Idaho's 60 percent goal is valid – MAYBE LOW
- Most jobs by 2018 will require more education
- Bachelor's Degrees will be in the greatest demand
- All post-secondary credentials are important
- Employers want workers with so-called soft skills
- High school grads can fill 19 percent of jobs
- Those with no H.S. degree will face dim future

RECOMMENDATIONS



- Support the Idaho Core Standards
- Implement all Governor's Task Force recommendations
- Do "gap analysis" of future jobs and post-secondary credentials
- Strengthen efforts to help H.S. students prepare for post-secondary education and careers
- Get more students to successfully obtain their credentials

QUESTIONS ?



**CONSENT AGENDA
FEBRUARY 27, 2014**

TAB	DESCRIPTION	ACTION
1	PPGA – Alcohol Permits – Issued by University Presidents	Information Item
2	PPGA – Idaho State Rehabilitation Council Membership	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CONSENT
FEBRUARY 27, 2014

SUBJECT

Alcohol Permits - Issued by University Presidents

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the December 2013 Board meeting. Since that meeting, Board staff has received thirty-five (35) permits from Boise State University, five (5) permits from Idaho State University, nine (9) 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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CONSENT
FEBRUARY 27, 2014

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2013 – June 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Football Coaches Club Holiday Party	SSC	X		12/13/13
Football Donor / Holiday Gathering	Gene Bleymaier Football Complex	X		12/16/13
EPSCoR, COEN, STEM / Faculty Researcher Networking	SSC	X		1/13/14
Bronco Athletic Assoc. / Board Meeting	SSC	X		1/21/14
Executive MBA / Open House	SSC	X		1/22/14 2/25/14 4/22/14 6/2/14
Gene Bleymaier Building / Naming Reception	Gene Bleymaier Football Complex	X		1/24/14
President's Dinner / Idaho Legislature	SSC	X		2/3/14
BSU Athletics / Football Donors	SSC	X		2/5/14
Wyakin Warrior Fundraiser Dinner	Student Union Building (SUB)		X	11/23/13
Verdi, Requiem / Boise Philharmonic Concert	Morrison Center		X	11/23/13
Celtic Thunder	Morrison Center		X	12/1/13
American Idiot / Broadway in Boise	Morrison Center		X	12/2/13
Oak Ridge Boys Christmas / Concert	Morrison Center		X	12/6/13
TECenter 10 th Anniversary & Honoring Jim Hogge	Small Business Development Center & TECenter		X	12/6/13
Handel's Messiah / Boise Philharmonic	Morrison Center		X	12/7/13
Jonathan Alter Speaking Event & Dinner	SUB		X	12/11/13
Healthwise Holiday Party	Stueckle Sky Center (SSC)		X	12/11/13
Albertson's / Intermountain Holiday Party	SSC		X	12/13/13
The Addams Family / Broadway	Morrison Center		X	12/14/13 12/15/13 (2)
Piano Guys	Taco Bell Arena		X	12/17/13

**CONSENT
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
The Nutcracker / Ballet Idaho	Morrison Center		X	12/20/13 12/21/13 (2) 12/22/13 (2)
ID Republican Party / Governor's Dinner	SSC		X	1/4/14
Golden Dragon Acrobats in Cirque Ziva /Circus, Performing Arts	Morrison Center		X	1/11/14
Diary of Anne Frank / Boise Philharmonic	Morrison Center		X	1/18/14
Association of Corporate Counsel / Awards Gala	SSC		X	1/28/14
An Evening with Styx / Concert	Morrison Center		X	1/29/14
YMCA / Strong Kids Campaign	SUB		X	1/30/14
Givens Purshley LLP / Annual Meeting	SSC		X	2/1/14
Catholic Charities of ID / Loaves & Fishes Gala & Roast	SSC		X	2/1/14
Ferguson Wellman / Investment Outlook	SSC		X	2/6/14
ACLU / Gala Event	SSC		X	2/7/14
Imagine Dragons	Taco Bell Arena		X	2/8/14
Ramonda's Wedding / Ballet Idaho	Morrison Center		X	2/14/14 2/15/14
An Evening with Kenny Rogers	Morrison Center		X	2/23/14
Carmen / Opera	Morrison Center		X	2/28/14 3/2/14

CONSENT
FEBRUARY 27, 2014

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2013 – March 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ISU Foundation / Pre- Concert Development Reception Joy to the World / An ISU Christmas	Bennion Promenade	X		12/14/13
Office for Research & Economic Development / Chamber Business After Hours	ISU Business & Technology Center 1651 Alvin Ricken Drive Pocatello, Idaho	X		3/6/14
University Honors Program / Fundraiser	SPAC – Rotunda	X		3/8/14
Portneuf Medical Center / Winterfest	Stephens Performing Arts Center (SPAC) - Rotunda		X	1/17/14
Idaho State / Civic Symphony Concert	SPAC – Rotunda		X	2/14/14

**CONSENT
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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO December 2013 – February 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
U of I Faculty & Staff / Holiday Reception	Student Union Building (SUB) – Ballroom	X		12/4/13
U of I Faculty Club / Interdisciplinary Reception	Commons Clearwater / Whitewater	X		12/6/13
Palouse Holiday Social	SUB – Ballroom	X		12/17/13
Trudy Anderson / Retirement Reception	Idaho Water Center, Boise	X		12/17/13
Business After Hours / Chamber of Commerce Reception	CBE Board Room, JAB	X		1/16/14
Prichard Benefit Auction	UI Prichard Art Gallery	X		2/8/14
South Idaho Faculty Club / Reception	College of Law – Boise Room 570	X		2/20/14
Lionel Hampton / Jazz Festival	Kibbie Dome & President's Residence	X		2/21/14 2/22/14
U of I College of Law / ABA Representation in Mediation Competition & Reception	U of I College of Law Idaho Water Center, 1 st Floor	X		2/22/14

CONSENT
FEBRUARY 27, 2014

APPROVED ALCOHOL SERVICE AT Lewis-Clark State College January 2014				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
LCSC Center for Arts & History	LCSC – 1 st & 2 nd Floor Galleries	X		1/24/14

**CONSENT AGENDA
FEBRUARY 27, 2014**

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.
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 AGENDA
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- 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 currently has three resignations; Irene Vogel who represented the Department of Education; and Angela Sperry and Jennifer Hoppins who represented Business, Industry and Labor. The Council has one nomination for appointment for Molly Sherpa to fulfill the federal regulation for a representative of a Disability Advocacy Group. The Council also has a request to reappoint Rachel Damewood currently representing Business, Industry and Labor. Rachel has fulfilled one three (3) year term which ends June 30, 2014.

IMPACT

The above resignations, removal, appointment and re-appointment will bring the IDVR Advisory Council membership to a total of fifteen (15) with one vacancy on the council for a representative from the Department of Education. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership	Page 5
Attachment 2 - Molly Sherpa Resume	Page 6
Attachment 3 - Rachel Damewood Resume	Page 8
Attachment 4 - Irene Vogel Resignation	Page 12
Attachment 5 - Angela Sperry Resignation	Page 13
Attachment 6 - Jennifer Hoppins Resignation	Page 14

**CONSENT AGENDA
FEBRUARY 27, 2014**

STAFF COMMENTS AND RECOMMENDATIONS

While Board approval is not required for the acceptance of a resignation, it is required to remove a member from the council who has not formally resigned.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment for Molly Serpa to the Vocational Rehabilitation State Rehabilitation Council as a representative for Disability Advocacy groups for a term of three years effective April 1, 2014 through March 31, 2017.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Members Shall Represent:	Number of Representatives Required	Name	Term Ends
Former Applicant or Recipient	Minimum 1	Lonnie Pitt	6/30/2015
Parent Training & Information Center...	Minimum 1	Agnela Lindig	6/30/2015
Client Assistant Program	Minimum 1	Dina Flores - Brewer	n/a
VR Counselor	Minimum 1	Max Sorenson	6/30/2015
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2015
Business, Industry and Labor	Minimum 4	Arnold Cantu	6/30/2014
		Angela Sperry	6/30/2015
		Jennifer Hoppins	6/30/2015
		Rachel Damewood	6/30/2014
Disability Advocacy groups	No minimum or maximum	Sean Burlile (re-nominate)	6/30/2015
		Kathy Buswell	6/30/2014
		Molly Sherpa	NEW
State Independent Living Council	Minimum 1	Robbi Barrutia	6/30/2016
Department of Education	Minimum 1	Irene Vogel	6/30/2014
Director of Vocational Rehabilitation	Minimum 1	Don Alvashere	n/a
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014
		David Miles	6/30/2014
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2015
TOTAL MEMBERS	15		

Mollynnae Sherpa

Professional Experience

8/12-Present Independent Living Specialist-Disability Action Center. Lewiston, ID

- Assist in developing programs for underserved and unserved individuals with disabilities.
- Provide direct services of peer counseling, IL skills training, advocacy, and others as requested by the consumer and in line with IL philosophy and the DAC workplan.
- Provide information and referral assistance as required.
- Provide personal assistant management training as required.
- Assist with recruitment, training, and supervision of volunteers to help meet DAC goals.
- Attend community meetings as Disability Action Center - Northwest, Inc. representative when appropriate.
- Promote IL philosophy and the principle of consumer control.
- Help develop and participate in outreach activities including speaking to various groups on independent living, disability rights, etc.
- Accurately and consistently track activities and actions according to DAC data tracking procedures.
- Transitional Management, work with IHC/MFP to relocate individuals from nursing homes to the community
- Foster relationships with youth and the Native American population
- Start and maintain Peer to Peer groups in region 2

3/09-1/12 Job Developer/ Job Coach-Opportunities Unlimited Inc. Lewiston, ID

- Contracted with State of Idaho and Washington to work with people with disabilities or who are disadvantaged.
- Developed viable community based employment leads using various outside sales tactics for the different cities under my supervision.
- Worked with Idaho and Washington Vocational Rehab counselors, community employers, and participants in all aspect of job site development and to ensure employer's standards were met, as well as acting as an advocate for said participants.
- Created and supervised the implementation of specific individual plans.
- Completed required documentation in accordance with IDVR, WDVR, and CARF standards.
- Responsible for various clerical duties including maintaining caseload files, email correspondence, filing, and phone communication. Proficient with MS Word and Excel.
- Assisted participants, as necessary, to meet the quality and quantity demands of their job, provided any follow up needed regarding work behaviors or special problems by communicating with the participant, employer, and other agencies involved.

Mollynnae Sherpa

Skills Summary

- ◆ I have excellent communication skills that I have obtained through working with public. I excel in adapting to various situation and individuals in order to address every situation appropriately and professionally. I have many years of working with various computer programs such as, MS Word, Excel, Outlook, Adobe, and Oracle. I am organized and efficient and pride myself on focusing on all details.

Education and Training

- **2013 Building an Effective Peer Program**
- **2013 Train the Trainer, Idaho Home Choice-Money Follows the Person**
- **2013 Keys to Accessing the Power of Work, Workers with Disabilities**
- **2013 Cultural Competence and Ethics**
- **2012 Idaho Home Choice Transitional Management Training**
- **2007/2008 Grace Hill Multi-Family Housing**
- **2004 UAF Communications Skills Builders**
- **2002 UAF Clerical & Computer Training Update**

RACHEL W. DAMEWOOD



SUMMARY OF EXPERIENCE

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

EXPERIENCE

February 2005 – November 2013: Idaho National laboratory (INL) – Battelle Energy Alliance (BEA)
October 1997- February 2005: INEEL - Bechtel BWXT Idaho, LLC. Consulting Technical Specialist, Environmental Compliance

Engineer/TOPs 3, INL Environmental Support & Services

Provide subject matter expertise to programs. Manage the INL Spill Notification Team. Manage self-assessments program and perform audits as a qualified lead auditor for independent assessments. Manage environmental objectives/targets, develop audit plan and schedule, and lead the communication activities in support of the ISO 14001/EMS certification and surveillances. Managed INL FIFRA program. Provided pollution prevention (P2) performance measurement. Managed the Environmental Records Management Initiative project (\$220K). Managed \$360K Site-wide Support budget. Received Innovations & Improvements Award in recognition of outstanding contribution on bioassay process improvement at RWMC, resulting in \$72K annual saving. Received Excellence Award for sustained superior performance in the development of environmental performance metrics, the INEEL Pesticide Management Program, and ISO 14001 Project. Received INEEL Performance Plus Award in recognition of efforts in achieving ISO 14001 Registration for INEEL in 2002. Received INL Excellence in Action Award for the exemplary performance of critical work leading to successful ISO 14001 Registration of the INL EMS in 2005. Received four INL Exceptional Contributions Program awards for safety leadership and improving assessment quality for Environmental Compliance in 2006, two for outstanding support of the internal and external EMS and ISO 14001 re-registration audits in 2008, and excellent performance as Spill Team Lead (2009) and during the ISO 14001 assessments (2010), Trending analysis (2011). Retired in November, 2013.

August 1995 - October 1997: Lockheed Martin Idaho Technologies Company (LMITCO)

Consulting Administrative Specialist, Waste Operations.

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

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

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

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

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

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

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

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014**

Damewood pg.3

and documentation. Provided consultation and training of environmental management. Developed mass balance tracking system for Department compliance programs. Managed the DOE Order Compliance Initiative project. Responsible for \$500K general-purpose capital equipment (GPCE) budget.

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

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

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

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

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

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

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

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

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

EDUCATION

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

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

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

Major in Finance and Management. Cumulative GPA, 3.80.

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

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

PUBLICATIONS

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

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

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

PROFESSIONAL AFFILIATION

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

HONORS AND AWARDS

INL Exceptional Contributions Program awards, BEA, 2006, 2008, 2009, 2010, 2011.
INL Excellence in Action Award, BEA, 2005
INEEL Performance Plus Award, Bechtel BWXT Idaho, 2001, 2002, 2003, 2004.
Innovations & Improvements Award, LMITCO, 1997.
Excellence Award, LMITCO, 1995 - 1998.
Marquis Who's Who in The West, 1994-1995.
International Who's Who of Professional and Business Women, 1990.
Who's Who of Women Executives, 1989-1990.
Performance Incentive Award, EG&G Idaho, Inc., 1987
Outstanding Young Women of America, 1986.
Planning and Budget Incentive Award, EG&G Idaho, Inc., 1985.
Productivity Award, EG&G Idaho, Inc. 1985.
Elected member, the Honor Society of Phi Kappa Phi, 1984.
Elected member, Beta Gamma Sigma, 1984.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014**

December 27, 2013

Kathy Buswell
PO Box 151
Lewiston, Idaho 83504

Re: Member on the Idaho State Rehabilitation Council

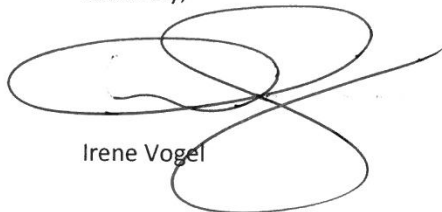
Dear Kathy,

I received your letter concerning my participation on the council and understand your concern.

It is not a lack of interest that has kept me from attending the meetings but rather work commitments that I have been required to participate in. Our Division has had many new initiatives this past year that has kept me in our office and traveling around the state. And as of January 2014, we will have a new administrator, so I am uncertain what my future workload will be.

At the current time, I will need to resign my position with the Idaho State Rehabilitation Council. At a future time, when my schedule settles down, I would like to be considered for the council again. I have enjoyed my time serving on the council and feel passionately about the participants that are served by the Division of Vocational Rehabilitation.

Sincerely,

A handwritten signature in dark ink, consisting of several loops and a long horizontal stroke extending to the right.

Irene Vogel

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

From: [Sperry, Angela](#)
To: [Jacque Truax](#); [DVR-All Staff Members](#); [Angela Lindig \(angela@ipulidaho.org\)](#); [Arnold Cantu](#); [David Miles](#); [Dina Florez Brewer \(dina@disabilityrightsidaho.org\)](#); [Don Alvashere](#); [Gordon Graff \(gordon.graff@labor.idaho.gov\)](#); [Irene Vogel \(ivogel@pte.idaho.gov\)](#); [Jennifer Hoppins \(jhoppins@bcidaho.com\)](#); [Kathy Buswell](#); [Lonnie Pitt \(lpitt@live.com\)](#); [Lori Gentillon \(lori.gentillon@dwinc.org\)](#); [Max Sorenson](#); [Rachel Damewood \(rdamewood@cableone.net\)](#); [Ramona Medicine Horse](#); [Robbi Barrutia](#); [Sean Burlile \(sean.burlile@va.gov\)](#)
Subject: Resignation from council
Date: Friday, January 24, 2014 4:31:18 PM

Fellow ISRC Members,

This email is to inform you all that due to work commitments, I must resign my position with the Idaho State Rehabilitation Council. Thank you very much for the opportunity to serve and take part in influencing how our Idaho public is served through this council.

It has been a pleasure getting to work with you. If things change in the future and my time opens up, I would welcome the opportunity to again join this great council and serve the Idaho public with you all.

Many thanks,

Angie Sperry

LEADER, CUSTOMER SERVICE

Idaho Power Company | Customer Account Management Center
1221 W Idaho St | Boise, ID | 83702



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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014**

January 27, 2014

Re: State Rehab Council Resignation

To Whom It May Concern:

I regret to inform you that I must resign from my seat on the State Rehab Council. I appreciate the opportunity to serve on such a worthwhile committee.

Best Regards,

Jennifer Hoppins

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY – ANNUAL PROGRESS REPORT	Information Item
2	PRESIDENTS’ COUNCIL REPORT	Information Item
3	IDAHO PUBLIC CHARTER SCHOOL COMMISSION – ANNUAL REPORT	Information Item
4	IDAHO COMMISSION FOR LIBRARIES – PRESENTATION	Information Item
5	SMALL BUSINESS DEVELOPMENT CENTER - PRESENTATION	Information Item
6	CENTURYLINK ARENA – REQUEST	Motion to Approve
7	BOARD GOVERNING POLICY AND PROCEDURES - BYLAWS – FIRST READING	Motion to Approve
8	BOARD POLICY I.J.– SECOND READING	Motion to Approve
9	IDAHO INDIAN EDUCATION COMMITTEE - RECOMMENDATIONS	Motion to Approve
10	LEGISLATIVE UPDATE	Motion to Approve
11	GOVERNOR’S TASK FORCE FOR IMPROVING EDUCATION RECOMMENDATIONS	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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BOISE STATE UNIVERSITY

SUBJECT

Boise State University Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

IMPACT

Boise State University's strategic plan drives the University's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS

Attachment 1 – Summary Annual Statistics per the Board's Template Page 3

BOARD ACTION

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

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Boise State University Progress Report
February 2014
Presented by: Dr. Robert W. Kustra, President

Strategic Plan Implementation

The goals and strategies of our new strategic plan, *Focus on Effectiveness 2012-2017*, provide the blueprint by which we will deliberately and methodically attain our vision to become a Metropolitan Research University of Distinction. The goals are:

- *Create a signature, high-quality educational experience for all students.*
- *Facilitate the timely attainment of educational goals of our diverse student population.*
- *Gain distinction as a doctoral research university.*
- *Align university programs and activities with community needs.*
- *Transform our operations to serve the contemporary mission of the university.*

Goals as established in the plan are in response to the needs of our larger community and region, much of which has changed significantly in recent years especially in terms of population and economy. To this end, we are already seeing success on a variety of ways:

- Hotjobs in the next 10 years as provided by the Idaho Department of Labor are heavily weighted in the fields of health care and high technology
- To meet industry and student demands, we have grown in both size and in the number of innovative, high-tech offerings we provide – as well as in other areas that feed the “hot jobs” of tomorrow

***Select New Degrees in Past 10 Years to Meet
Economic Demands***

Materials Science (MS, PhD)
Computer Engineering (MS)
Electrical Engineering (MS)
Electrical & Computer Engineering (PhD)
Mechanical Engineering (MS)
Management Information Systems (MS)
Information Technology Management (MBA)
STEM Education (MS)
Nursing (MS, DNP)
Nursing (BS – Distance)
Radiologic Sciences (BS)
*Health Sciences Studies (BS – includes emphases in
leadership and health policy or health informatics,
among others)*
Kinesiology (BS-Pre Professional, MS)
Biomolecular Science (PhD)

***Select New Degrees/Certificates planned in the
next Few Years to Meet Economic Demands***

Computer Systems Engineering (BS)
*Bioinformatics (BS/MS *joint program with ISU)*
Business Intelligence (Certificate)
Biomedical Sciences (BS)
Biomedical Engineering (MS)
MBA with Health Care Emphasis
Computer Science (PhD)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Of course, adding programs isn't enough – graduate production is key and our efforts are paying off.

In the past five years we have:

- *Increased nursing bachelor's and master's degree graduates by more than 300 percent*
- *Doubled our graduates in biology, chemistry and pre-medical studies*
- *Boosted our mechanical engineering graduates by 50 percent*
- *Doubled our computer science BS and MS graduates*

Our focus on ensuring our students are prepared for the world that they will live and work in does not stop with program development. We have embarked on new ventures that have students in all majors developing the skills they will most need to succeed in the workplace and beyond.

Foundational Studies

We have been told by employers that even more important than subject matter expertise is the ability to communicate/work in teams/ solve problems of all kinds. Thus, we redesigned our core to ensure students are getting these skills.

- *Critical thinking*
- *Problem-solving and inquiry*
- *Written and oral communications*
- *Innovation and teamwork*
- *Ethics and diversity*

E-Portfolios

Through the new foundational program, we are also teaching students to create e-portfolios. I liken these to electronic resumes that not only present information on what a student has done educationally, but that provides examples of their writing, descriptions or examples of academic projects and potentially their extracurricular experiences that convey to future employers and graduate schools much more about the breadth and depth of an individual's skills and experience. As the world moves more toward electronic communication for just about everything, we think these will be the "resume" of the future.

Career Center

Our Career Center engaged with Phil Gardner, a Michigan State researcher considered one of the top experts in the country for collegiate job placement. The study showed employers need:

- Specific skills (programming, etc)
- Competency in several areas (critical thinking, leadership, social media, web)
- Degree-specific talent (STEM especially)

We are taking this information and working it into our course designs. We are also changing the way our career services interact with students. They are now more involved with freshman when they arrive on campus rather than the old way when they focused on students at graduation. It is key to provide information for them to use as they choose their major – trends on which careers are growing, what are the needs of local industry, etc. -- so they are setting their course of study with career goals in mind.

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Venture College

Our new Venture college is not about learning how to start a business — it's about starting a business

- No credit, no additional cost
- 'badges' that show even those students who decide against entrepreneurship have valuable skills for employers
- More than 200 local leaders mentor and assist

Budget

Revenue Projections

FY 2014

State General Account - (Includes Special Programs)	\$77,703,500
Student Tuition and General Education Fees	82,819,800
Other Student Fees	37,736,289
Federal Grants & Contracts **	125,742,131
State Grants & Contracts	2,597,409
Private Gifts & Grants	30,515,015
Sales & Services of Auxiliary Enterprises	54,301,532
F & A Recovery	5,539,503
Other (inter-dept. revenue, transfers from fund balance & interest income)	26,188,400
Total Estimated Revenue	\$443,143,579

Estimated Expenditures

Instruction	\$112,366,933
Research	32,111,329
Public Service	13,788,180
Academic Support	22,892,201
Library	7,287,094
Student Services	16,541,328
Institutional Support	33,325,817
Physical Plant	21,262,303
Scholarships & Fellowships	13,164,621
Federal Student Financial Aid	93,000,000
Auxiliary Enterprises	77,619,959
Planned Use of Reserves	(216,186)
Total Estimated Expenditures	\$443,143,579

**

Includes \$93 Million Federal Student Financial Aid

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Enrollment fall 2013

(From PSR-1 Fall, October 15 census date)

Undergraduate	16,557
Early college	2,162
Non-degree seeking	1,129
Graduate	2,133
Total	21,981

2013 Graduates

Bachelor's Degree Awarded:	2,905
Master's Degrees Awarded:	691
Doctoral Degrees Awarded:	11
Total:	3,607

Employees

From 2013 IPEDS Human Resources report (based on Nov 1, 2012 snapshot).

- Instructional faculty, 803 FTE (or 36% of the workforce population)
- Professional staff (all), 904 FTE (or 40% of the workforce)
- Classified staff, 546 FTE (or 24% of the workforce)

Research and Economic Development

	2009	2010	2011	2012	2013
	<i>Office of Technology Transfer</i>				
Invention Disclosures	7	14	23	25	24
Patent Applications Filed	4	11	8	18	16
Patents Issued	0	4	7	2	7
Licenses/Options/Letters of Intent	1	4	12	15	22
License Revenue	\$5,000	\$1,000	\$500	\$34,471	\$37,582
Startups	0	0	0	0	1
FTEs	1	1	1	2	2
	<i>Office of Research Compliance</i>				
Number of protocols reviewed by:					
Institutional Biosafety Committee	8	19	16	29	45
Institutional Animal Care and Use Committee	32	31	42	52	50
Social and Behavioral Institutional Review Board	315	309	280	300	319
Medical Institutional Review Board	32	54	62	38	23
	<i>Office of Sponsored Programs</i>				
Sponsored Project Awards	\$37,072,523	\$50,059,948	\$35,974,642	\$36,028,314	\$31,367,273
Sponsored Project Expenditures	\$26,810,306	\$31,256,226	\$35,048,296	\$36,466,488	\$37,090,178
Expenditures	\$12,305,000	\$18,731,000	\$24,204,000	\$27,920,000	forthcoming

Collaborations (*select*)

Two years ago, Gov. Butch Otter and the Idaho Legislature created the Idaho Global Entrepreneurial Mission, or IGEM. Among the first round of grants was \$700,000 to Boise State University to expand and restructure our computer science department, which produces the software developers and innovators so sought after in our region's growing high tech community.

We had three goals with these funds and are pleased report some of the positive return to date on this very important investment:

Goal 1: Increase research

Five new faculty members have been hired by College of Engineering Dean Amy Moll, who incidentally was recognized this past year as one of the nation's leaders in bringing women to STEM disciplines (science, technology, engineering and math).

Among them are Dr. Jim Conrad, who has top-notch academic credentials as well as some 25 years of industry experience, including nine years at Hewlett-Packard; Dr. Elena Sherman, who augmented her post-graduate work with internships at Google and NASA; and two international professors, Dr. Dianxiang Yu and Dr. Vijay Dialani, who bring experience from companies like IBM and Amazon and institutions including Texas A&M.

Our faculty are now engaged in 12 grant-funded research projects, with seven more projects pending National Science Foundation funding totaling nearly \$4 million. We've also added two invention disclosures and one provisional patent in this timeframe.

Goal 2: Increase industry collaboration

We revitalized our Industry Advisory Board with local industry leaders, including Jay Larsen from the Idaho Technology Council, Alden Sutherland from MWI Veterinary Supply, and members from companies including BaliHoo, Keynetics, BoduBuilding.com, Clearwater Analytics, HP, Healthwise, MetaGeek, Micron, Scentsy, WinCo Foods and more.

Meanwhile, a software engineering class is piloting some capstone projects from local companies that will connect students to our area innovators. We have beefed up internships and now have about 80 percent of our computer science undergraduates taking advantage of a local internship before they graduate. We also have some new adjunct professors from local industry including Micron, Keynetics, and Z Studio Labs. Our faculty are also consulting with local companies more frequently.

Goal 3: Increase graduates

By improving advising, improving the curriculum, focusing on retention and recruiting, we have increased enrollment and graduation from just 25 total bachelor's and master's degree recipients in 2010-2011 to more than 40 last year. And our graduates are highly sought-after. Of the 26 bachelor's degree graduates last year, four went on to graduate school and 21 of the remaining 22 accepted job offers in Idaho.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The next step: Expand.CS

We are making a giant leap toward all three goals with a new public/private partnership, which has us partnering with eight local high-tech companies. Together, we were able to secure a \$1 million state grant that will help again double the number of computer science graduates by the 2015-16 academic year.

The Idaho Department of Labor grant — which comes from the state's Workforce Development Training Fund — begins in January 2014 and runs for two years. The money, as part of the department's focus on creating high-paying, quality jobs for Idaho, will provide student scholarships and hire needed faculty and staff.

The partnership includes more than \$280,000 in matching funds from local software development companies and about \$30,000 in program costs from Boise State. Most of the money coming from the software companies is designated for scholarships to juniors and seniors.

The grant will allow Boise State to hire three full-time faculty, two new teaching assistants, a program coordinator and an IT specialist, significantly adding to the numbers of students moving through the program and assuring a steady supply of well-educated and experienced computer scientists for the Treasure Valley economy. We think this is exactly the kind of public-private partnership that the state of Idaho needs to boost its long-term economic prosperity.

The overall impact is expected to be:

- 127 new jobs filled by Boise State CS graduates, industry-wide.
- 34-42 jobs filled by EXPAND.CS industry partners.
- \$33.39 average hourly wage of new-hire positions.
- 50 students supported by scholarships.

The state's IGEM and Expand.CS investments are targeted and well-leveraged, and promise to have a direct positive impact on our students and the economy of the state and region.

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

Interim 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.

BOARD ACTION

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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SUBJECT

Idaho Public Charter School Commission Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-5213, Idaho Code

BACKGROUND/DISCUSSION

Idaho Public Charter School Commission Chairman Alan Reed and Director Tamara Baysinger will update the Board on the status of Idaho's public charter schools and the Commission's efforts to implement legislation passed in 2013 charter effecting public charter schools and the Commission. Topics will include:

1. Public charter school growth, achievement, and funding;
2. IPCSC and stakeholder collaboration to implement 2013 legislation; and
3. Plans for continued development of best authorizing practices in Idaho.

IMPACT

This report will inform the Board of the current progress the Commission has made in implementing the provisions of legislation passed in 2013, as well as provide an update to the Board regarding the schools authorized the Commission.

ATTACHMENTS

Attachment 1 – Idaho Public Charter Schools Lists	Page 3
Attachment 2 – IPCSC Performance Certificate	Page 5
Attachment 3 – IPCSC Performance Framework	Page 13

BOARD ACTION

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Number	Name (Active Schools Only)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
2	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
5	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
6	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
7	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
8	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
9	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
10	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
11	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
12	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
13	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
14	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
15	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
1	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
2	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
3	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
4	Bingham Academy (formerly ID Stem)	2014	Blackfoot	9-10	Postsecondary Preparation	PCSC
5	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
6	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
7	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
8	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
9	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
10	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
11	Idaho College and Career Readiness Academy	2014	Statewide	9-12	Career Technical	PCSC
12	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
13	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
14	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
15	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
16	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
17	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
18	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
19	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
20	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
21	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
22	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
23	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
24	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
25	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
26	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
27	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalauiate	PCSC
28	Syringa Mountain School	2014	Ketchum	1-5	Waldorf Inspired	PCSC
29	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
30	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
31	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
32	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
33	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
34	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
35	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
TOTAL 50						
Four district-authorized public charter schools have closed: Lost Rivers, Renaissance, Idaho Leadership Academy, and OWL						
Two PCSC-authorized public charter schools have closed: Nampa Classical Academy and DaVinci Charter School						
One district-authorized public charter school was converted to a traditional school in 2008-2009: Hidden Springs						
Two district-authorized public charter schools have transferred to PCSC authorization: White Pine and BCCLC						

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Number	Name (All Schools)	Year	Location	Grades	Method	Authorizer
1	ANSER Charter School	1998	Boise	K-8	Expeditionary Learning	Boise SD
CLOSED	Lost Rivers Charter School	1998	Arco			Closed (Butte Cnty SD)
2	Moscow Charter School	1998	Moscow	K-6	Arts & Tech	Moscow SD
3	Coeur d' Alene Charter Academy	1999	Coeur d'Alene	6-12	College Prep	Coeur d'Alene SD
4	Liberty Charter School	1999	Nampa	K-12	Harbor	PCSC
5	Meridian Technical Charter High School	1999	Meridian	K-12	College Prep	Meridian SD
6	Pocatello Community Charter School	1999	Pocatello	K-8	Expeditionary Learning	Pocatello SD
CLOSED	Renaissance Charter School	1999	Moscow			Closed (Moscow SD)
7	Blackfoot Community Charter Learning Center	2000	Blackfoot	K-6	Brain-Based	PCSC
CLOSED	Hidden Springs Charter School	2001	Boise	K-8	Harbor	Boise SD
8	Sandpoint Charter School	2001	Sandpoint	6-8	Project-Based	Lake Pend Oreille SD
CLOSED	Idaho Leadership Academy	2002	Pingree	K-12	Paidea, Leadership	Closed (Snake River SD)
9	Idaho Virtual Academy	2002	Statewide	K-12	Virtual	PCSC
10	Richard McKenna Charter High School	2002	Mountain Home	9-12	Virtual/At Risk	PCSC
11	Meridian Medical Arts Charter High School	2003	Meridian	9-12	College Prep	Meridian SD
12	North Star Charter School	2003	Eagle	K-9	Harbor	Meridian SD
13	White Pine Charter School	2003	Idaho Falls	K-8	Core Knowledge	PCSC
14	Idaho Distance Education Academy	2004	Deary	K-12	Distance Ed	White Pine SD
15	Thomas Jefferson Charter School	2004	Caldwell	K-12	Harbor	Vallivue SD
16	Victory Charter School	2004	Nampa	K-12	Harbor	PCSC
17	Compass Public Charter School	2005	Meridian	K-12	Harbor	PCSC
18	Falcon Ridge Public Charter School	2005	Kuna	K-8	Harbor	PCSC
19	Idaho Arts Charter School	2005	Nampa	K-12	Arts Focus	Nampa SD
20	INSPIRE Connections Academy	2005	Statewide	K-11	Virtual	PCSC
21	Rolling Hills Public Charter School	2005	Boise	K-9	Harbor	PCSC
22	Upper Carmen Public Charter School	2005	Carmen	K-5	General	Salmon SD
23	ARTEC Charter School	2006	Twin Falls	9-12	Prof Tech	Minidoka SD
24	Academy at Roosevelt Center, The	2006	Pocatello	K-12	Harbor	PCSC
CLOSED	DaVinci Charter School (Formerly GCCS)	2006	Boise	K-8	Adlerian	PCSC
25	Taylor's Crossing Public Charter School	2006	Idaho Falls	K-10	Harbor	PCSC
26	Vision Public Charter School	2007	Caldwell	K-12	Classical	PCSC
27	Xavier Charter School	2007	Twin Falls	K-12	Core Knowledge	PCSC
28	iSucceed Virtual High School	2008	Statewide	9-12	Virtual	PCSC
29	North Valley Academy	2008	Gooding	K-12	Core Knowledge	PCSC
30	Idaho Science and Technology Charter School	2009	Blackfoot	6-8	Science/Tech Focus	PCSC
CLOSED	Nampa Classical Academy	2009	Nampa	1-9	Classical/Trivium	PCSC
31	Palouse Prairie School of Expeditionary Learning	2009	Moscow	K-6	Expeditionary Learning	PCSC
32	Wings Charter Middle School (Formerly SILC)	2009	Twin Falls	6-9	Differentiated	PCSC
33	Idaho Connects Online (Formerly KAID)	2009	Statewide	6-12	Virtual	PCSC
34	Kootenai Bridge Academy	2009	Coeur d'Alene SD	11-12	Virtual	PCSC
35	Another Choice Virtual School	2010	Treasure Valley	K-12	Virtual, Special Needs	PCSC
36	Sage International School of Boise	2010	Boise	K-8	Int'l Baccalaureate	PCSC
CLOSED	Owl Charter Academy	2010	Nampa	K-8	Multi-Sensory	Nampa SD
37	Monticello Montessori Charter School	2010	Idaho Falls	K-2	Montessori	PCSC
38	Payette River Technical Academy	2010	Emmett	9-12	Non-Traditional	Emmett SD
39	The Village Charter School	2011	Boise	K-8	Limitless Learning	PCSC
40	Legacy Charter School	2011	Nampa	K-8	Harbor	PCSC
41	Heritage Academy	2011	Jerome	K-6	Schoolwide Enrichment	PCSC
42	Heritage Community Charter School	2011	Caldwell	K-8	Classical	PCSC
43	North Idaho STEM	2012	Rathdrum	5-8	STEM	PCSC
44	SEI Tec Charter School	2013	Preston	9-12	Prof Tech	Preston SD
45	American Heritage Charter School	2013	Idaho Falls	K-8	Core Knowledge	PCSC
46	Chief Tahgee Elementary Academy	2013	Fort Hall	K-6	Language Immersion	PCSC
47	Odyssey Charter School	2013	Idaho Falls	6-12	Project-Based	PCSC
48	Bingham Academy (formerly ID Stem)	2014	Blackfoot	9-10	Postsecondary Preparation	PCSC
49	Syringa Mountain School	2014	Ketchum	1-5	Waldorf Inspired	PCSC
50	Idaho College and Career Readiness Academy	2014	Statewide	12-Sep	Career Technical	PCSC

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____, 20____ by and between the Idaho Public Charter School Commission (the “Authorizer”), and _____ (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the “Charter Schools Law.”)

RECITALS

[FOR EXISTING SCHOOLS] WHEREAS, on [DATE], the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year ____; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

[FOR NEW SCHOOLS] WHEREAS, on [DATE], Authorizer received a petition to request the creation of a new charter school referred to as [NAME OF SCHOOL;] and

WHEREAS, on [DATE], the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix A;

[FOR RENEWAL SCHOOLS:] WHEREAS, on [DATE], the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, on [DATE], the Authorizer issued to the school a public charter school performance report and charter renewal application guidance; and

WHEREAS, on [DATE], Authorizer received a renewal application from the School; and

WHEREAS, on [DATE], the Authorizer approved the renewal application subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Establishment [or Continued Operation] of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment [OR continued operation] of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school on [DATE]. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.
- C. Term of Agreement.** This Certificate is effective as of [DATE], and shall continue through [DATE], unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer

within five (5) business days of approval by the Charter Board.

- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows:
- B. Grades Served.** The School may serve students in grade XX through grade XX.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer’s Role will be to evaluate the School’s outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School’s academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good*

Standing or Honor on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer

policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be [NUMBER] of students. The maximum number of students who may be enrolled per class/grade level shall be as follows:
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** [FOR NEW SCHOOLS:] Location. The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities. [FOR RENEWAL SCHOOLS:] Location. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows:
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll

procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible

for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective [DATE].

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014
PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: _____ Year Opened: _____ Operating Term: _____ Date Executed: _____

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 27, 2014

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
		1	0	<hr/>			
		0.00					
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
				<hr/>			
		0.00					
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
				<hr/>			0.00
					0.00		
Notes							
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
				<hr/>			0.00
					0.00		
Notes							

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

FEBRUARY 27, 2014

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
Notes							0.00
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes		0.00					
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes		0.00					
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes		0.00					
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
Notes		0.00					

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

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INDICATOR 4: COLLEGE AND CAREER READINESS								
Measure 4a Advanced Opportunity		Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
Coursework		Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
		Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
		Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
		Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes					0.00			
Measure 4b1 College Entrance Exam Results		Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
		Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
		Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
		Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
		Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0.00			
Measure 4b2 College Entrance Exam Results		Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
		Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
		Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
		Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
		Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0.00			
Measure 4c Graduation Rate		Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
		Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
		Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
		Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
		Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes								0.00

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Weight	Score
	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes	Consistent with best practices and input from stakeholders, a significant portion (40%) of a school's total score on the framework reflects the school's performance on a set of Mission-Specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of Mission-Specific measures should be established during one-on-one negotiations between school and authorizer.			
Measure 2	Is the school ***?	Result	Weight	Score

	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				
Measure 3	Is the school ***?	Result	Weight	Score

	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				

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Measure 4	Is the school ***?	Result	Weight	Score

	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				
Measure 5	Is the school ***?	Result	Weight	Score

	Exceeds Standard:			
	Meets Standard:			
	Does Not Meet Standard:			
	Falls Far Below Standard:			
Notes				

0

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INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
	Notes			0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00

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		Result	Points Possible	Points Earned
Measure 1d English Language Learners	<p>Is the school protecting the rights of English Language Learner (ELL) students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>25</p> <p>15</p> <p>0</p>	<p>0.00</p>
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>25</p> <p>15</p> <p>0</p>	<p>0.00</p>
Notes				
Measure 2b GAAP	<p>Is the school following Generally Accepted Accounting Principles (GAAP)?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		<p>25</p> <p>0</p>	<p>0.00</p>
Notes				

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GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	<p>Is the school complying with governance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00
Measure 3b Reporting Requirements	<p>Is the school complying with reporting requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	<p>Is the school protecting the rights of all students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00

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		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
		Result	Points Possible	Points Earned
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00
		Result	Points Possible	Points Earned
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00

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INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible
	<p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>		25
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0
Notes			0.00

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INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result	Points Possible
			25
			Points Earned
			50
Notes			10
			0
			0.00
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result	Points Possible
			50
			10
			0
Notes			0.00
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result	Points Possible
			50
			30
			0
Notes			0.00
Measure 1d Default	Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result	Points Possible
			50
			0
			0.00
Notes			

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INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
Notes				0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Notes				0.00
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
Notes				0.00
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
Notes				0.00

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ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
May be divided among multiple measures as determined through individual negotiations	X						
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

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ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

IDAHO COMMISSION FOR LIBRARIES

SUBJECT

Idaho Commission for Libraries

BACKGROUND/DISCUSSION

Idaho's education system is being widely discussed throughout the state, yet the ongoing and potential contributions of Idaho's libraries are largely unrecognized by both local and state policymakers.

This presentation will include:

- An overview of the current education resources Idaho libraries and librarians provide for all ages
- Highlights of early literacy services supported by the Commission for Libraries
- Challenges to increasing library education resources

IMPACT

This presentation is intended to open a conversation about how the Commission might better interact with the formal K-Career system so existing library resources are more effectively used by students, parents, teachers, and faculty and needs for additional resources are addressed more collaboratively and cost-effectively.

ATTACHMENTS

Attachment 1 – From Readers to Leaders	Page 3
Attachment 2 – Role of Libraries Pre-K – 20 & Beyond	Page 4
Attachment 3 - LearningExpress Library	Page 5
Attachment 4 - Idaho Library Makerspaces	Page 6
Attachment 5 - Read to Me	Page 7

BOARD ACTION

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

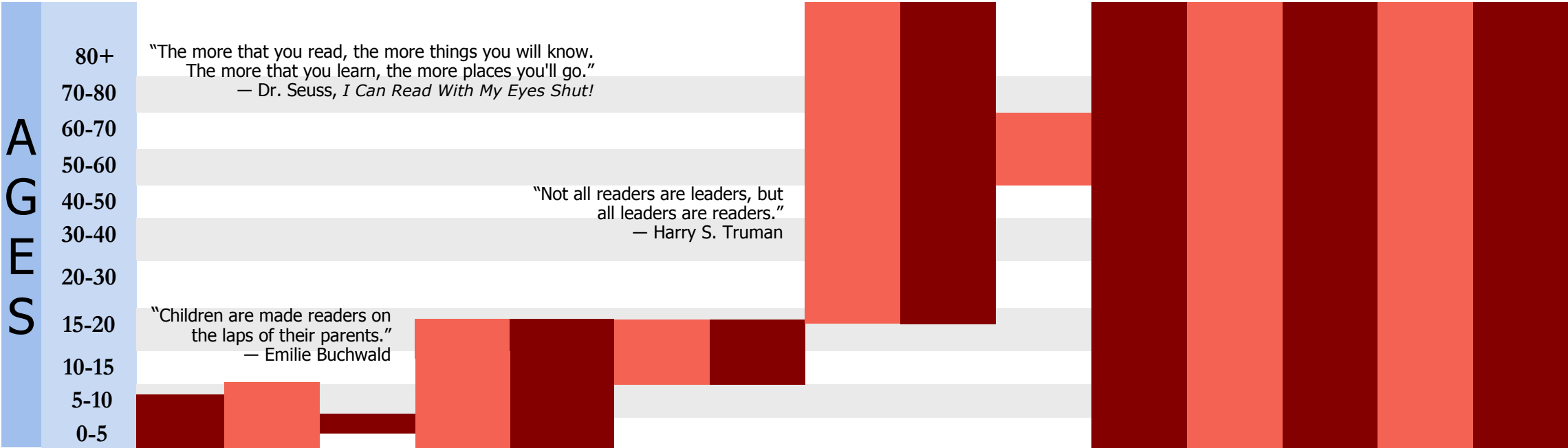
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Idaho
Commission
for Libraries

From Readers to Leaders: ICfL Programs and Services for Libraries

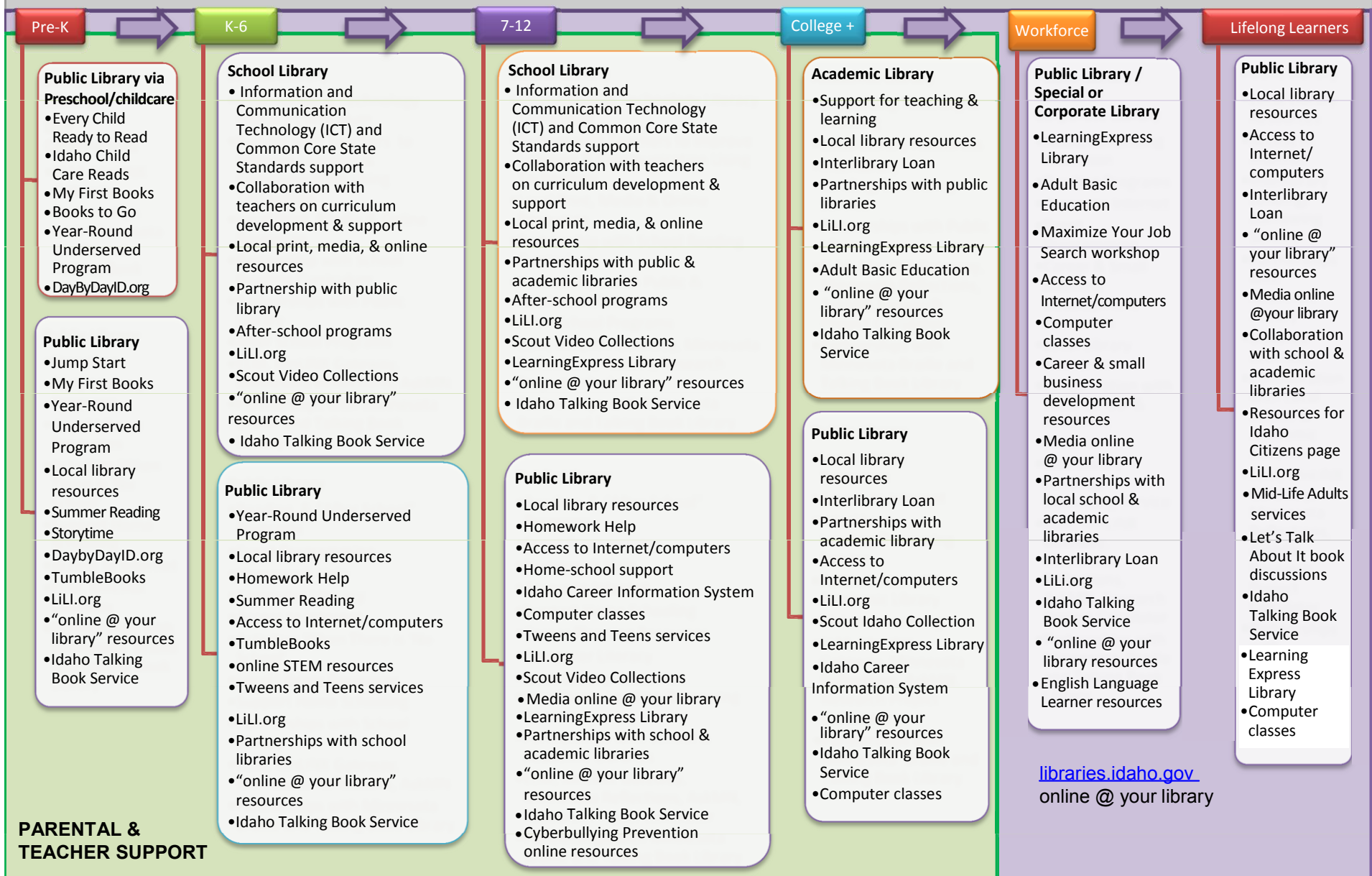
Assisting libraries to build the capacity to better serve their clientele



PROGRAMS AND SERVICES AVAILABLE TO IDAHO LIBRARIES

Routes to Reading: Program to significantly increase reading in Idaho homes and childcare settings by providing Books to Go, TumbleBooks ebooks, and daily online storytimes.	Every Child Ready to Read: Family workshops that involve young children and their parents/caregivers in learning the early literacy skills that prepare children for	My First Books: Program that provides books and library resources for at-risk children	Jump Start: Participating librarians provide early literacy info and a free book to children and their families during kindergarten registration	Year-Round Underserved Pilot Program: Program provides books for libraries to distribute during outreach visits	Summer Reading: Kids enjoy special programs and reading adventures, and keep reading skills sharp for the coming school year	Teen Read Week: In October, school and public libraries collaborate to encourage teen to read	Teen Tech Week: A March event that incorporates technologies into teen programs and services	Idaho Child Care Reads: Librarians host early literacy workshops for childcare providers and distribute professional development and children's books	Let's Talk About It: Bringing together humanities scholars and adult readers in public libraries to read and discuss fine literature	Mid-Life Adults: Providing information, training, tech assistance, and resources for libraries and their community partners related to services for mid-life adults	Idaho Talking Book Service: Loaning audio books and magazines to Idahoans unable to read standard print due to a physical disability	LiLL.org: Idaho's link to databases with top quality articles, magazines, journals, newspapers, reference books, and other resources for all Idaho residents	online @ your library: 2½-year BTOP grant project that includes expanded online workforce training and online learning resources, and expanded Internet access at Idaho public libraries	English Language Learners: Training and resources to support library efforts to serve English Language Learner patrons	Idaho Family Reading Week: A statewide celebration of family reading with library events to reinforce the fun and value of reading

ROLE OF LIBRARIES PRE-K – 20 & BEYOND: LIFELONG LEARNING



Original graphic for Minitex
by Jennifer Hootman

Updated with permission
February 2013 by ICfL



LEARNINGEXPRESS LIBRARY

BUILDING SKILLS FOR: STUDENTS, ADULT LEARNERS, WORKFORCE, AND LIFELONG LEARNERS

LearningExpress Library provides instant 24/7 access to a comprehensive collection of test preparation tools, skill-building materials, and career resources. It helps users of all ages meet their education and career planning needs.

ICfL STATEWIDE
SUBSCRIPTION COST

\$110,400

That's 95% savings

COST IF LIBRARIES
PURCHASED

\$2,475,055

The Commission for Libraries has included ongoing annual funding for the statewide LEL subscription in its FY2015 budget request.

25,213



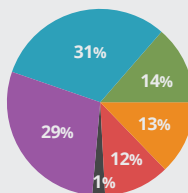
The number of times
Idahoans used LearningExpress
tools in FY2013

During FY2013, the most popular uses of
LearningExpress Library were:

GED Preparation
Viewed 7,892 times

K12 Education Tools
Viewed 7,293 times

Other Uses
Viewed 496 times



College Preparation
Viewed 3,379 times

**Career & Professional
Licensing**
Viewed 3,261 times

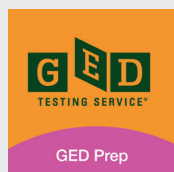
**Software & Internet
Tutorials**
Viewed 2,892 times

LearningExpress has
612 ebooks, tutorials,
and practice tests.

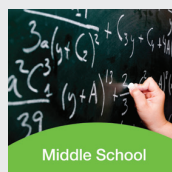


LearningExpress Library Tools

Preparation tools for GED, College Entrance, and Career Licensing



GED Prep



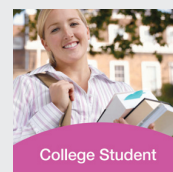
Middle School



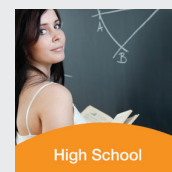
U.S. Citizenship



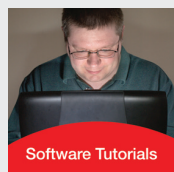
Career Building



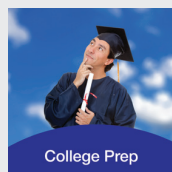
College Student



High School



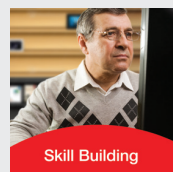
Software Tutorials



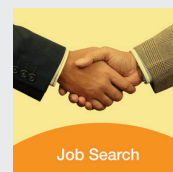
College Prep



Elementary School



Skill Building



Job Search



Recursos en español

LearningExpress has:

✓ Resources for improving basic skills in reading, writing, math, grammar, business writing, computer skills, personal finance, and more.

✓ Practice tests for GED, college entrance exams, and professional certifications.

✓ Tools for creating resumes and preparing for interviews.

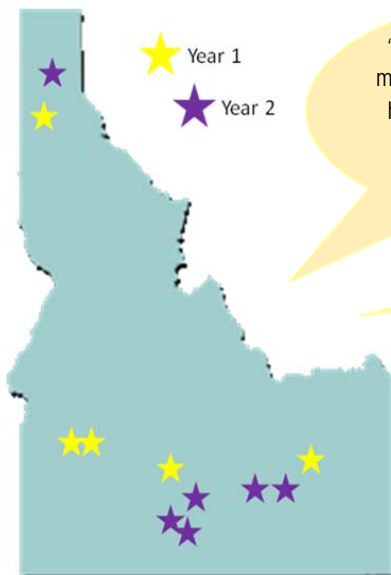
A valuable investment for Idaho

ICfL Idaho
Commission
for Libraries

IDAHO LIBRARY MAKERSPACES



A pilot project implemented in 2013 to support the creation of makerspaces in five public libraries serving a population of over 250,000 Idahoans. Idaho Commission for Libraries provided the necessary materials, trainings, and support to implement creative STEAM-based programming for tweens & teens. The project encourages the use of the technologies and tools and has expanded to include opportunities for all ages. This innovative project has garnered national and international attention.



"The biggest surprise in adding a makerspace to our library has been how it made us rethink our entire library and what we do...going beyond just a collection."

"Makerspaces help bridge the gap between play and education, and develop 21st century skills critical for student success."

"Reaching 'makers' has helped us engage a new demographic that didn't necessarily consider the library a resource before."

LESSONS LEARNED

Plan, plan, plan...and then be flexible.
Makerspaces can be created in any space.
Kids love a challenge and learn best when having fun!
Stealth programming engages reluctant teens & introduces others to makerspace possibilities.
Seek out partners to lighten the load and help expand your programs.

OUTCOMES

<p>Outreach: Several libraries hosted successful outreach programs with schools, Head Start classes, Boys & Girls Clubs, and other community organizations. A mobile maker lab was implemented in one of the bookmobiles to test drive the engineering materials with patrons.</p>
<p>Partnerships: Each library developed at least one new partnership within their community to support maker activities and expand the opportunities and types of programs offered.</p>
<p>Approximately 4,600 teens have participated in maker activities.</p>



For more information please contact
erica.compton@libraries.idaho.gov
or visit facebook.com/makeitidaho



Find out more on the Commission website:
libraries.idaho.gov/make-it-idaho



This project was made possible
in part by the U.S. Institute of
Museum and Library Services.



Read to Me

The Idaho Commission for Libraries' **Read to Me program** helps strengthen the traditional role of public libraries in working with parents, schools, and other community partners to help young kids become good readers.

Read to Me consists of a variety of a “buffet” of programs designed so each library can choose those that best meet its community’s needs and resources. Each program is designed to be easily customized and implemented by a typical Idaho public or school library. All Read to Me programs have been evaluated by BSU Literacy Professor Dr. Roger Stewart to determine effectiveness and suggestions for improvement. Descriptions of some of the most popular Read to Me program follow:

Elementary School Library Access to Books Mini-Grants

State funding has been allocated to develop school library collections so books can be checked out to children in developmental preschool, kindergarten and first grade. Many schools were not allowing children in these youngest grades to check out books due to low book budgets. Cash grants of \$1,000 to \$5,000 are awarded to purchase books for the library collection to help ensure that access to materials starts from the beginning of children’s schooling.



Target Audience: Schools that have children enrolled in district special education developmental preschool programs on school grounds and agree to check out books to these children to take home are ranked highest. Applications are then ranked by the number of students eligible for free and reduced lunches and IRI scores.

Additional Information: 23 Idaho elementary schools received grant funds this year to improve collections and change check-out policies so the youngest students can take home books.



My First Books

My First Books provides children from underserved families the opportunity to read and own new books. The program provides a book a month from September through May for each participating child and librarians offer early literacy workshops for families. In addition to providing children with books, a goal of the Read to Me program is to encourage contact between underserved families and librarians, in order to promote local library services and issue library cards.

Target Audience: Idaho public libraries work with community partners (e.g. Head Start, daycares, kindergarten classes) who serve children from birth to age 6 who are unlikely to have books in their homes.

Additional Information: This year 41 public libraries and their community partners are participating in this longest-running Read to Me outreach program, serving 3,800 children statewide.



Books to Go

ICfL provides Books to Go bins of books for public libraries to make available at Head Start sites, developmental preschools, child care centers, and home-based child care locations so parents and caregivers will have convenient, continuous access to pre-packaged books. The bags contain age-appropriate quality books and an early literacy handout that corresponds with the titles. Child care providers are able to use the books and materials throughout the day and parents are able to check out “Books to Go” when they pick up their child.



Target Audience: Children, ages birth to five, and parents throughout the state in 250 Head Start, Health and Welfare’s Infant-Toddler program, child care and developmental preschool programs

Additional Information: A National Leadership Grant is funding Books to Go and also made it possible to provide online access to TumbleBooks™ ebooks for every public library in the state, an online storytime project accessible at DayByDayID.org, and regional meetings to support the goals of the Campaign for Grade-Level Reading.



Bright Futures Summer Reading Outreach Opportunities

Free, voluntary, summer reading is one of the most important ways children can maintain achievement levels from spring to fall. Almost all Idaho libraries host a summer library program each year, and participation in programs is free. In order to reach more underserved children, Read to Me sponsors several “opt-in” summer reading outreach opportunities, referred to as Bright Futures.

Target Audience: Idaho libraries participate in Bright Futures to help prevent “summer slide” for Idaho children. They partner with schools and other organizations to reach as many children as possible and often host programs outside the library.

Additional Information: In 2013, over 95,000 children were involved in summer library programs.

Every Child Ready to Read

Every Child Ready to Read® Family Workshops involves young children and their parents in learning about the six early literacy skills that help prepare children to be successful in school. Once a week, for six weeks, parents and their children attend an Every Child Ready to Read Workshop.

One of the six early literacy skills is highlighted each week and parents have a chance to practice the skill with their child during the 45-minute workshop. They also get a book each week that goes with the skill to take home to keep and use with their child. At the end of the six-week session, each family will have received six books, letter magnets, a book bag, other materials and great information to help prepare their children for school.



Target Audience: Parents and children ages birth to six statewide

Additional Information: The past two years, many libraries have added “Fun with Math and Science” family workshops with materials provided by ICfL.



IDAHO SMALL BUSINESS DEVELOPMENT CENTER

SUBJECT

Update from the Idaho Small Business Development Center

BACKGROUND/DISCUSSION

The Idaho Small Business Development Center (SBDC) receives funding under the Special Programs budget of the Idaho State Board of Education. The organization is hosted at Boise State University with contractual agreements with North Idaho College, Lewis-Clark State College, College of Southern Idaho, and Idaho State University, and a collaborative relationship with the University of Idaho's Small Business Legal Clinic. Idaho SBDC staff provides business coaching, consulting, and training to help small businesses accelerate their growth. Leveraging the resources of Idaho's colleges and universities, and working collaboratively with other public and private entities, the Idaho SBDC reaches all parts of the state to grow Idaho's economy through business creation and expansion.

Katie Sewell, State Director for the Idaho SBDC, will give the Board an update on the organization's activities, economic impacts, and future opportunities.

IMPACT

The report will provide the Board with an update on the current activities of the Idaho SBDC and one of the resources available to small businesses in Idaho.

ATTACHMENTS

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 Small Business Development Center



Katie Sewell, State Director

Idaho State Board of Education
February 27, 2014

Our Mission:

To enhance the success of small businesses in Idaho by providing high-quality coaching, consulting and training leveraging the resources of Idaho's colleges and universities.

sbdc

Our Network

Boise State University – **Boise and Nampa**

North Idaho College – **Post Falls**

Lewis-Clark State College – **Lewiston**

College of Southern Idaho – **Twin Falls**

Idaho State University – **Pocatello**

Idaho State University – **Idaho Falls**

University of Idaho – **Legal Clinic**



sbdc

Growing Businesses for Idaho



BOISE STATE UNIVERSITY



sbdc

Small Businesses

84% businesses are < 20 employees

Create **60 – 70%** of the net new jobs

60% existing / 40% startups



SBA Office of Advocacy

sbdc

Services

Consulting/Coaching

- Individualized, Confidential, No-cost
- Assess root cause
- Make recommendations
- Coach and teach new skills
- Long-term, in-depth assistance
- **10** hours /client
- **1,600** clients per year

Training – 300 trainings/year



sbdc

Our Team



Bill Jung
North Idaho College
Post Falls



Bryan Matsuoka
College of Southern Idaho
Twin Falls



Barbara Leachman
Lewis-Clark State College
Lewiston



John Hart
Idaho State University
Pocatello



Betti Newburn
Boise State University
Boise



David Noack
Idaho State University
Idaho Falls



Denise Dunlap
Boise State University
Nampa



Student teams

sbd

Funding through **Special Programs Budget** under the State Board of Education



\$247,500

sbd

Home Helpers and Direct Link

Services to help the elderly stay active and independent in their own homes

- Opened in 2010
- 56 employees
- Sales growth doubled in the second year
- Purchased building



sbdc

Bullet Tools

Innovative fixed-blade cutting tool for installation of flooring, siding and insulation

- Started in a garage
- Developed an innovative tool
- SBDC helped them obtain funding, build leadership skills and export
- Strong sales through the recession
- Exporting to Canada, Europe and Japan



sbdc

Average Yearly Business Starts = **72**

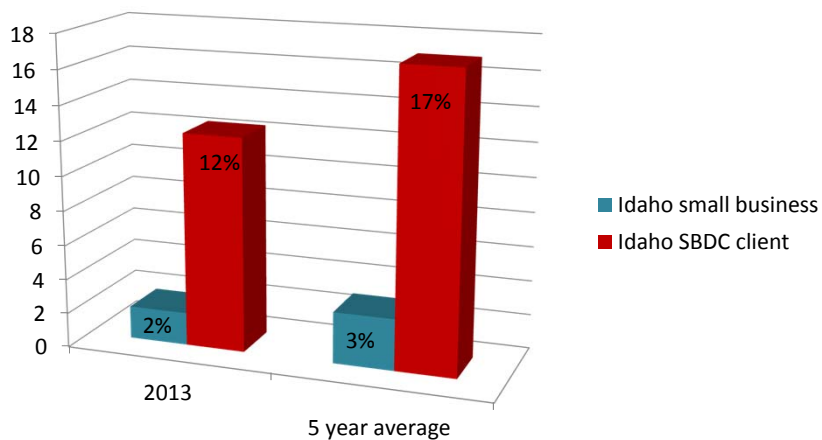
Capital Raised = **\$19 million**

Jobs Created/Saved = **1,000**

Client verified Idaho SBDC data

sbdc

Sales Growth



Data from third party researcher, Dr. Jim Chrisman, *Economic Impact of Small Business Development Center Counseling in Idaho*

sbdc

- Increased **state** tax revenue
\$2.2 million
- Increased **federal** tax revenue
\$1.8 million
- Return on Investment = **4:1**



5 year average of data from third party researcher, Dr. Jim Chrisman, *Economic Impact of Small Business Development Center Counseling in Idaho*

sbdc

Opportunities

- New to **Export**
- **Innovation/technology**-based businesses
- Strengthening **Rural Idaho**



sbdc

Proposal for FY16

- **4** additional FTEs
- **\$298,100** funding
- **Statewide** distribution



sbdc

Economic Impacts

Annual Expected Impact

Output:

- **4,000** additional consulting and coaching hours

Outcomes:

- **100** jobs created
- **16** new businesses started
- **\$2 million** in capital raised
- **15 companies** new to exporting
- **15 companies** with innovations/technology
- **10% growth** in economic impacts in rural Idaho

sbdc

Growing Businesses for Idaho



BOISE STATE UNIVERSITY



sbdc

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CENTURYLINK ARENA

SUBJECT

Pouring of beer and alcohol at CenturyLink Arena for men's basketball contests involving Boise State University, University of Idaho and/or Idaho State University.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy, Section I.J. Use of Institutional Facilities and Services specifies the provisions for the consumption and sale of alcohol at institutional facilities, including the prohibition of consumption and or sale of alcohol at student athletic events occurring in college or university owned, leased, or operated facilities, or anywhere on campus grounds. The policies and procedures do not exclude a private facility from hosting a neutral site basketball event between Universities to sell and serve alcoholic beverages.

CenturyLink Arena is a privately-owned facility that currently pours alcohol at all its ticketed events and maintains security and strict alcohol management rules for all of these events.

IMPACT

This will impact CenturyLink Arena from maximizing revenues in order to potentially meet guaranteed contractual requirements of payouts to each University.

ATTACHMENTS

Attachment 1 – Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The attached agreement between Boise State University, the University of Idaho, and CenturyLink Arena is not a lease agreement for the facility; however, in respect to the Board's concern regarding alcohol service in conjunction with athletic events, CenturyLink arena is requesting Board approval to serve alcohol during these games. Alcohol was not served at the November 27, 2013 game. If approved, CenturyLink Arena would provide alcohol service at the November 26, 2014 game, as well as any future games that may be scheduled at the arena under similar agreements. This approval would not cover any sporting events held at the area where the institution leased the facilities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

BOARD ACTION

I move to approve the request by CenturyLink Arena to pour alcohol at college basketball games played in their facility, as long as they have the appropriate licenses, security, and abide by proper alcohol management.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO'S PREMIER SHOWPLACE

AGREEMENT TERMS SUMMARY

This AGREEMENT is made and entered into this day by and among University of Idaho and Boise State University (hereinafter collectively referred to as "Institutions") and the Block 22 LLC d.b.a./ CenturyLink Arena (hereinafter referred to as "Arena").

Event Name.....	Boise State University vs. University of Idaho Basketball Games
Event Date.....	Game 1: Wednesday, November 27, 2013 – BSU is home team Game 2: Wednesday, November 26, 2014 – Idaho is home team
Overtime Fee.....	\$0 per hour, beginning at Overtime Use Start Time.
Minimum Liability Insurance Limit...	\$500,000, state of Idaho self-funded liability coverage. Naming Block 22 LLC d.b.a./ CenturyLink Arena as additionally Insured to be received two weeks prior to event.
Rental & Damage Deposit.....	NA
Credit Card Charge.....	3% of credit card sales
Food & Beverage Concessions.....	Arena has the exclusive right to operate, sell and disburse food and beverage concessions.
Arena Use Period(s):	
Move-In:	Day of events 7:01 AM
Move Out:	Day of events 11:59 PM
Show Times:	Start: 7:00pm End: 10:00pm

AGREEMENT TERMS

Institutions and CenturyLink arena agree to hold two basketball events: Game 1: Wednesday, November 27, 2013 and Game 2: Wednesday, November 26, 2014 featuring the men's basketball teams from University of Idaho and Boise State University. Institutions will each receive half the arena tickets to sell; and will have until November 1 of each year to sell their allotment. After that date, the remaining tickets will go on sale to the general public.

FINANCIAL TERMS

CenturyLink Arena will guarantee each school receives a minimum of \$45,000 net for each game or the three parties agree to split the net revenues generated from each event equally – whichever is greater. Net revenues are defined as Gross Ticket sales, ticket facility fees, arena concessions, suite rentals and suite food and beverage and sponsorships.

Less the following expenses for each game:

- 6% Idaho state sales tax as provided for in ¶1(B).
- Cost of the officials
- Cost of 22 round trip airlines tickets to Boise for the University of Idaho from Lewiston
- Cost of 10 hotel rooms for the University of Idaho for one or two nights, depending on the game time.
- Ground transportation costs for both teams
- Two (2) days per diem at \$30 a day X 22 people for each team
- Arena staffing, including ushers, post-event clean-up, public address announcer, scoreboard operator, court rental, etc.; see ¶4
- Game promotion (advertising, marketing, etc.) conducted by the Arena, which shall not exceed \$5,000. (Game promotion conducted by the Institutions will be at their own expense.)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

Institutions will also be responsible for:

- Contacting alumni & current students through email marketing.
- Proof of insurance for Student Athletes.
- Getting the Vandal and Bronco bands & cheerleaders to attend and perform at game.
- Media relations.
- Costs of any additional institution needs not outlined here.

Boise State University will be responsible for organizing the following for the game on Wednesday, November 27, 2013 and the University of Idaho will be responsible for organizing the following for the game on Wednesday, November 26, 2014:

- Official scoring, statistical responsibilities, etc. of NCAA and the MWC.
- Ensuring Arena basketball court meets official NCAA basketball regulations (3 pt. arc, lane width, player bench locations, etc.)

MISCELLANEOUS FOR EACH GAME:

- Idaho Vandal Season Ticket Holders and Boise State Broncos Season Ticket Holders receive a pre-sale opportunity to purchase tickets to the event. Idaho Steelheads Season Ticket Holders will receive pre-sale opportunity after UI and BSU Season Ticket Holders.
- The institutions shall be responsible for informing their Season Ticket Holders of the pre-sale opportunity; the Arena will not be provided with a list of the Institutions' Season Ticket Holders.
- Institutions must allow passes to pre-selected performances to be distributed to Corporate Suite holders (to their corporate suites) and 28 additional tickets in the arena at any scale due to prior contractual obligation.
- Arena to receive 24 complimentary tickets per show date for use.
- Each team will receive 75 comp tickets. Does not include Band and cheerleaders who will be non-ticketed and sit behind baskets. The Arena will accommodate up to 60 band members/cheerleaders for each team.
- Both teams will exchange their last five (5) game tapes with each other.
- BSU will wear their home uniforms during the game on 11/27/13; Idaho will wear their home uniforms during the game on 11/26/14.
- The officials to work the game will be assigned by the Mountain West Conference.
- Game tickets will be allocated 50% to each team and will be sold by the CenturyLink Arena box office. Allocation will be in accordance with the map attached as Exhibit X (map). Both parties have until November 1st to sell their designated allotment. After November 1 of each year any unsold tickets will go on sale to the public.
- Each school will be allocated space to sell their own licensed novelty items in the facility.
- Each school shall keep the revenue from their own novelty sales.
- Title sponsorship and in arena sponsorships will be the responsibility of CenturyLink Arena but will be part of the overall net revenues to be split amongst the three parties. Title Sponsorship is subject to approval by Boise State University and the University of Idaho.
- All television revenue will be split equally between Boise State University and the University of Idaho. Learfield Sports will sell the television rights on behalf of both schools.
- Each school shall have the right to originate a radio broadcast from the game site by a station designated by the institutions at no cost.
- This contract shall be void in the event it becomes impossible to play the said basketball game for the reason of fire, earthquake, war, invasion, hostilities, rebellion, insurrection, confiscation by order of the government, military or public authority, or prohibitory or injunctive orders of any competent judicial or other governmental authority, civil or military.
- Any party failing to comply with the conditions of this contract, for any reason other than those contained in the above bullet point, either by cancellation or failure to appear, shall pay the other two parties, as liquidated damages and not a penalty, the amount of \$150,000, such amount to be split between the remaining two parties, no later than December 31st of the year of the contest, unless such cancellation shall be by consent of two of the three parties, in which case this agreement shall be null and void.
- Event sponsors must not conflict with Arena Naming or Feature Partners (Century Link Products, Pepsi Products, Blue Cross of Idaho and Key Bank).
- Event settlement will occur within 3 business days of conclusion of the event.

This Agreement is Void if not executed and returned by September 15, 2013.

Offered by:

Eric Trapp
CenturyLink Arena
Boise, Idaho

Date

9/13/13

Accepted by:

Julia R. McIlroy
For the Regents of the
The University of Idaho
Moscow, Idaho

Date

9/11/13

Stacy Pearson
Stacy Pearson, VREA
Mark Coyle
Boise State University
Boise, Idaho

Date

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

Premises/Term. Institutions shall play the above described collegiate men's basketball game at the CenturyLink Arena ("The Arena") during *Arena Use Period(s) specified in the Agreement Terms Summary.*

1. Box Office/Tickets.

- A. Arena shall have sole supervision over the sale and collection of all tickets at such places as Arena, in its sole discretion, deems appropriate. Institutions may request that ticket sales privileges be extended to additional persons and if Arena grants the request, then Institutions assume all responsibility for collection of unsold tickets or of funds from the sale of tickets from such persons and will be liable to Arena for the value of all tickets so distributed.
- B. Arena shall have the complete right to custody and control of all moneys received from the sale of tickets wherever sold and admission fees wherever received. All such moneys shall be the rightful property of Arena for the purposes of applying same in accordance with the terms and conditions of this agreement toward payment of rent and other charges due or to become due to the Arena for purposes described in this agreement.

The Arena will provide all tickets. The Arena operates a computerized ticket office. The number of tickets printed will not exceed seating capacity negotiated. Any mailing lists generated from the sale of tickets become the property of Institutions. The Institutions agree the Event Audit Report will be accepted as the box office statement for settlement purposes. Ticket prices will include a 6% Idaho State Sales Tax (or current sales tax) and will be the first deduction from gross receipts, unless Lessee secures an exemption in writing from the State of Idaho.

- C. Immediately upon the close of the box office, Arena will tabulate ticket sales and receipts and then prepare an invoice reflecting rental, ticket service charges and all other charges to Institutions. The Institutions agree that all funds from the sale of tickets are the property of Arena and that payment to Institutions under the terms of this Agreement are not to be made from the proceeds of ticket sales but from the general funds of the Arena in such amounts as are otherwise determined by the Agreement.
- D. Arena shall have the complete right to custody of all database information gathered from the sale of tickets through the Arena's computerized ticketing system. Arena may grant, upon request by Institutions, limited access to database information related to this agreement only.
- E. Lessee agrees to provide Arena the right to extend first right of refusal to purchase tickets for the event to special Arena customers, including all season ticket holders and suite licensees, prior to tickets being made available to the general public or reserved by the client in any way.
- 2. Insurance.** Institutions shall furnish the Arena not less than ten (10) days in advance of the term of this Agreement, a certificate showing as **ADDITIONAL INSURED: Block 22, LLC/CenturyLink Arena** with limits of not less than the *Minimum Liability Insurance Limit amount specified in the Minimum Liability Insurance Limit term set out above* for the hours set forth in the *Arena Use Periods specified in the Agreement Terms Summary.* The Institutions' liability coverage is provided through a self-funded liability program administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. Limits of liability, and this indemnification, are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act and this Agreement. The Institutions' obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this Agreement.
- 3. Overtime.** There shall be added to the costs deducted from gross ticket sales and paid to Arena as additional sums due hereunder the *Overtime Fee specified on the Agreement Terms Summary* for each hour or fraction of an hour for the extension of said performance on the premises by Institutions, their patrons or customers beyond the *Overtime Use Start Period specified on the Agreement Terms Summary.*
- 4. Operating Personnel, Services and Equipment.** The Arena shall furnish for the premises customary heating, lighting, air conditioning, and customary housekeeping. Arena will designate and provide as a shared expense, additional personnel and services above and beyond the event staffing as outlined in the Agreement Terms Summary in connection with Institutions' use of the premises, as may be required by Arena or Institutions including, but not limited to, a house engineer, paramedics, a PBX operator, ticket sellers, ushers, gatemen, doormen, program and novelty salesmen, stage hands, guards, traffic controllers, event clean up, and security personnel including the services of stand-by firemen assigned to the Arena by Arena.
- 5. Custody of Property.** In the receipt, handling, care or custody of property of any kind shipped or otherwise delivered to the premises by or for Institutions, Arena shall act solely for the accommodation of the Institutions and neither the Arena nor any of its agents or employees shall be a bailee or liable for any loss, damage or injury to such property.
- 6. Lost and Found.** The Arena shall have the sole right to collect and to have the custody of articles left in the building by persons attending any performance or event given or held in the demised premises, and neither the Institutions nor any person in the Institutions' employ shall collect or interfere with the collection or custody of such articles.

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7. **Advertising.** Arena will receive full advance information as to the nature and content of any performance, exhibit, entertainment, or advertising relating to Institutions' use of the Arena. Institutions agree that no such activity, or part thereof, shall be given or held if Arena makes written objection to same on the grounds of violation of any law, Institutions' inability or failure to uphold event advertising claims, or violation of any terms and conditions relative to the nature and general content of Institutions' use of the Arena at the time of completion of this Agreement. Any advertising whether television, newspaper, program, poster, outdoor, transit or other print advertising must utilize the Arena logos which are provided by and available from the Arena, and specifically identify the Arena's Box Office location, web site and telephone number.
8. **Public Address.** Arena reserves the right to make public announcements during intermissions and other such times as will not unreasonably interfere with Institutions' performances. Said public announcements may relate briefly to "future attractions" at the Arena or to the welfare and safety of those attending the performance. Institutions are prohibited from making public announcements, other than those, which pertain to the event for which this agreement is made, without prior written approval of the Arena. Institutions agree to submit in typed form all public announcements, which Institutions intend to make. Institutions will not make any public announcements in connection with a performance in other locations, which Arena, in its sole discretion, considers to be in competition with the Arena, without Arena's written approval.
9. **Broadcast.** The Lessee will not permit anyone to broadcast, over any radio or television station, any event, program, speech or music of any kind whatsoever, or any part thereof, produced on the premises, unless and until the Arena shall have given its written permission therefore. Recordings or transcriptions of performances shall not be made without the written permission of the Arena. Arena retains the right to use in-house video presentation capabilities to provide video feeds to the Arena's closed circuit video network, which services the Grand Entertainment Suites and Sports Bar facilities. All broadcasts must identify the name of the Arena.
10. **NA**
11. **Default.** It is agreed that if Institutions shall fail, neglect or refuse to keep and perform any of the covenants, conditions or agreements contained in this Agreement, Arena may terminate the same without liability to Arena therefore and without releasing Institutions from their liability to pay the full amount of rent provided for herein. A breach of any part of this contract by Institutions constitutes a breach of the contract in its entirety.
- A. In any case where this Agreement is terminated before the end of the Arena Use Period(s) by reason of breach by Institutions, Arena may, in its sole discretion, but shall not be required to, relicense the Arena or any part or parts thereof, as the agent of Institutions or otherwise, at any time or times during the Arena Use Period(s) for whatever compensation Arena shall obtain, and it shall be presumed that such relicensing during the Arena Use Period(s) is in lieu of licensing by Arena during other open dates, and consequently shall not be credited against Institutions' damages unless Institutions proves by clear and convincing evidence that such relicensing was possible only during the Arena Use Period(s), in which event the net receipts of relicensing or letting after subtracting all expenses (including but not limited to Arena overhead) incurred in connection therewith shall be credit against the damages owed by Institutions. Institutions hereby expressly waives (i) the service of notice of intention to enter, (ii) any and all rights of redemption to the extent permitted by law, and (iii) all rights to trial by jury in any proceeding hereafter instituted by Arena against Institutions in respect to Arena facilities or this Agreement. Institutions also agrees that if Arena commences any summary proceeding against Institutions, Institutions shall not interpose any counterclaim of whatever nature or description in any such proceeding. The words "enter" and "entry" as used in this Agreement are not restricted to their technical legal meanings.
- B. In the event of a breach or threatened breach of Institutions of any of its agreements or obligations hereunder, Arena shall have the right of injunction and the right to invoke any remedy allowed at law or in equity or otherwise as if entry, summary proceeding or other remedies were not provided for herein.
- C. In the event of entry by Arena, Arena at its option, may store at the cost of Institutions any personal property of Institutions or its servants, employees and agents then in or about Arena facilities, but in such case Arena shall not be obligated to store such property for more than 30 days and thereafter may dispose of such in any way it sees fit, upon 10 days notice in writing to Institutions. Arena shall be entitled to retain from Institutions all costs and expenses for storage of Institutions' property and if Arena shall sell such personal property, it shall be entitled to retain from the proceeds thereof any amounts due from Institutions to Arena, including but not limited to the expense of the sale and costs of the storage.
12. **Production Requirement.** Institutions shall file with the Arena, at least fifteen (15) days prior to the event which is the subject of the Agreement, a full and detailed outline of Institutions' requirements for the facilities to be used, including but not limited to all stage, sound, lighting, chair or table set-ups, and such other information as may be required by the Arena concerning such event. All public address or sound reinforcement requirements shall be submitted to Institutions not later than 72 hours prior to the performance and are subject to approval.
13. **Property Restriction.** Institutions shall not use or permit the premises to be used for any purpose other than that set forth hereinafter. Institutions further covenants and agrees:
- A. To keep aisles, corridors, passages, vestibules, trails, elevators, stairways and escalators free and clear of obstructions and shall not use these areas other than for ingress and egress;

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- B. To refrain from injuring or defacing the premises or any part thereof and not to drive or permit others to drive nails, hooks, tacks, or screws into any part of the premises or furnishings located therein or to apply tape or other materials to the walls;
- C. To make no alterations in the authorized areas;
- D. Not to use or permit the use of flammable tissue paper, crepe paper, or material for decorative purposes or any combustible liquid or substance unless the same has first been approved by the Boise Fire Department;
14. **Content Restrictions.** No performance, exhibition or entertainment shall be given or held in the Arena, which is indecent, obscene or immoral, including nudity and graphic obscenities. Should any performance, exhibition or entertainment or any part thereof, be deemed by the Arena to be indecent, obscene, immoral, or in any manner publicly offensive, Arena shall have the authority to stop such event or to demand the removal of objectionable subject. If the Arena should exercise its prerogative hereunder, all rentals and other fees due to Arena will remain the property of the Arena and any unpaid charges arising under this agreement shall be considered payable to Arena. Arena reserves the right to eject or cause to be ejected from the premises any objectionable person or persons. The Arena shall not be held liable to the Institutions for their actions under this paragraph.
15. **Lawful Activity.** In carrying out its obligations under this Agreement, Institutions shall comply with all rules, regulations, laws and ordinances of the United States, the State of Idaho, and the City of Boise, including the State of Idaho Governor's Edict prohibiting smoking in all public spaces. The Institutions shall have the responsibility for obtaining all permits or licenses required of it by the laws, ordinances, rules and regulations of the City of Boise or the State of Idaho.
16. **Compliance with Laws.** The Institutions will not do, nor suffer to be done, anything on the premises in violation of any laws, ordinances, rules or regulations. If the attention of the Institutions is called to any violation on its part, or of any person employed by it or admitted to the Arena, the Institutions will immediately desist and correct the violation. Audio volume (measured in decibels) must conform to the limits established by the Idaho Environmental Health and Safety Act. The Institutions shall be responsible for, and shall pay, all taxes, charges, fees, licenses and permits, whether federal, state, county, or city, due on account of its business and other permitted activities engaged in under this agreement.
17. **Indemnification.** To the extent permitted by Idaho law and subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University of Idaho shall indemnify and hold the Arena and its agents and assigns harmless from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's wrongful acts or omissions in the performance of this Agreement. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of (i) the Arena, its agents, or its assigns, or (ii) any student, intern, or any other person who is not an employee of the University, or when the claim or suit is made against the Arena by the University. The Arena shall promptly notify the University of Idaho Office of Risk Management, P.O. Box 443162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with the University or its representatives in the defense of the same.
- To the extent permitted by Idaho law and subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Boise State University shall indemnify and hold the Arena and its agents and assigns harmless from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's wrongful acts or omissions in the performance of this Agreement. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of (i) the Arena, its agents, or its assigns, or (ii) any student, intern, or any other person who is not an employee of the University, or when the claim or suit is made against the Arena by the University. The Arena shall promptly notify the Boise State University Office of Risk Management & Insurance, 1910 University Drive MS-1245, Boise, ID 83725, of any such claim of which it has knowledge and shall cooperate fully with the University or its representatives in the defense of the same.
18. **Assumption of Risk.** The Institutions assumes the risk of any loss or damage to its property or the property of any person or entity authorized by it to be in the Arena. The Arena, and its officers, agents and employees shall not be responsible or liable for any loss of, or damage to, property while in the Arena regardless of how the loss or damage is sustained, except to the extent any such claims or actions result from the negligence of Arena, its officers, employees or agents. Nothing in this agreement shall be construed so as to increase or to extend Arena's liability under sections 6-901, et seq., Idaho Code.
19. **Liens.** The Institutions agrees to pay promptly when billed by the Arena any costs, expenses and other charges incidental to the use and occupation of the premises and to save the Arena harmless from and, to the extent permitted by Idaho law, indemnify it against any such costs, expenses and charges and from and against all claims, demands and liens of whatever character arising by reason of contract, express or implied, or negligence, or any other act or omission on the part of any person, firm or corporation other than Arena, including all costs, expenses, and attorney's fees incurred by Arena in connection with any asserted claim, demand, or lien. Arena has, at all times, final approval and control over any decision or decisions related to the cancellation of a performance and/or decision to refund in the event developments, other than those previously mentioned, warrant. In the event of the cancellation of any performance or event relating to this agreement, purchasers of tickets therefor shall have a period of time not to exceed sixty (60) days to apply to Arena for a refund of the purchase price. Thereafter, all funds generated from ticket sales and not refunded shall remain the property of Arena.

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20. **Copyright.** Each Institution agrees to assume full responsibility for complying with the Federal Copyright Law of 1978 (17 U.S.C. section 101, et seq.) and any regulations issued thereunder, including but not limited to the assumption of any and all responsibilities for paying royalties which may be due for the use of copyrighted work in its performances or exhibitions, including those royalties due to ASCAP and/or BMI. Institutions further agree to furnish to Arena, upon demand, proof of authorization of use by copyright owners or their representatives and, if unable to do so, hereby grants to Arena the right to withhold a reasonable amount from those amounts due to Institutions in order to hold Arena harmless from any and all said claims, losses or expenses incurred with regard thereto. The Arena agrees to assume full responsibility for complying with the Federal Copyright Law of 1978 (17 U.S.C. section 101, et seq.) and any regulations issued thereunder, including but not limited to the assumption of any and all responsibilities for paying royalties which may be due for its use of copyrighted work during the event, including those royalties due to ASCAP and/or BMI.
21. **NA**
22. **NA**
23. **Assignment.** The Institutions shall not assign this Agreement or any rights hereunder, and any attempt to sell or assign this Agreement or any rights hereunder shall thereby terminate this agreement. In such event, any and all payments that shall have been received by the Arena hereunder shall be deemed to be the property of Arena and in addition thereto Institutions shall be liable to the Arena for any and all damages occasioned by the attempted assignment.
24. **Charitable Collections.** No collections, whether for charity or otherwise, shall be made, attempted, or announced on the premises without the prior written consent of the Arena.
25. **Ingress/Egress.** All articles, exhibits, fixtures, materials, displays, and staging, lighting and sound equipment of the Institutions shall be brought into or taken out of the building only at such entrances as may be designated by the Arena.
26. **NA.**
27. **Interruptions.** Arena shall retain the right to cause the interruption of any performance in the interest of public safety, and to likewise cause the termination of such performance when in the sole judgment of the Arena such act is necessary in the interest of public safety. In such event, Institutions waive any and all claims for damages or compensation from Arena.
28. **Circumstances Beyond Control.** In the event the Arena or any part thereof shall be destroyed or damaged by fire or any other cause which shall render the fulfillment of this Agreement by the Arena impossible including, but without limitation thereto, the requisitioning of the premises by any governmental agency, or by reason of labor disputes between the Arena and its employees, agents, contractors or subcontractors, then this Agreement shall terminate. Institutions hereby waive any claims for damages or compensation it may have against the Arena should this Agreement be so terminated.
29. **Medical Services-Ambulances.** It is further agreed that if Institutions or its agents, representatives, managers, employers, players, performers, or participants in or about the Arena during the term of this Agreement shall at any time accept or use the services of a physician or surgeon, or accept or use an ambulance service in connection with any injury or sickness occurring to any person while within or about the Arena during the term of this Agreement, even though such service or services be made available or be obtained through the Arena or any of its agents or representatives or equipment, the Institutions accept full responsibility for the acts and conduct, or services rendered, of any physician or surgeon or ambulance service or other services, and will hold the Arena harmless from all responsibility or liability.
30. **Controlled Substances/Alcohol.** The service, sale, consumption, possession, importation, or transportation of controlled substances to or within the Arena is expressly prohibited. The service, sale, consumption, possession, importation, or transportation of alcohol shall not be permitted at or within the Arena during this event, as prohibited by Idaho State Board of Education Governing Policies & Procedures, Section I.J.2.
31. **Removal of Property.** In the event Institutions fails, neglects or refuses to remove its property from the authorized areas of the Arena promptly upon a termination for default or after the time specified for removal thereof, said property shall be deemed abandoned and the Arena shall have the right to remove, place in storage or otherwise dispose of any such property at the sole cost and expense of Institutions. Institutions hereby irrevocably constitutes and appoints the Arena as its special attorney-in-fact to do and perform all acts necessary in removing, storing and disposing of said abandoned personal property and to execute and to deliver a bill of sale therefore.
32. **Situs.** The situs of this Agreement is Boise, Idaho, and the law of the State of Idaho shall govern any action, claims, suits or disputes arising hereunder. Should Arena commence suit against Institutions under the terms of this Agreement because of Institutions' breach thereof, Institutions agrees to pay Arena's reasonable attorneys' fees, costs and expenses. In the event any legal action is taken under this Agreement the prevailing party shall be entitled to have and recover from the losing party reasonable attorney's fees, cost of suit, and other costs reasonably related to enforcement of its rights under this Agreement.

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33. **Paragraph Headings.** The paragraph titles herein are for convenience only and do not define, limit or construe the contents of such paragraphs.
34. **Construction of Agreement.** Time, and especially time of payment of moneys due from the Institutions, shall be of the essence of this Agreement. Nothing herein shall be construed so as to make Institutions the agent, employee or representative of Arena for any purpose.
35. **Waivers and Modifications.** No waiver of any provision hereof, shall be effective unless stated in the *Agreement Terms Summary* and signed by the Arena and Institutions. No such waiver shall constitute a waiver of the same provision on a subsequent occasion nor of any other provision of this Agreement. This Agreement, with items incorporated by reference, shall constitute the entire agreement between the parties, unless modified in writing and executed by Arena and Institutions.
36. **Force and Effect.** This Agreement shall have no force or effect unless executed. The original hereof shall be delivered to the Arena. Institutions covenants and agrees that its failure to full and faithfully perform all covenants, conditions and agreements hereunder shall excuse Arena's continued performance.
37. **Additional Remedies.** Reference in this Agreement to any particular remedy shall not preclude Arena from any other remedy at law or in equity. Arena's failure to seek redress for violation of, or to insist upon strict performance of, any covenant or condition of this Agreement shall not prevent a subsequent act which would have originally constituted a violation from having all the force and effect of any original violation. No provision of this Agreement shall be deemed to have been waived by The Arena unless specific waiver thereof by Arena shall be in writing.



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SUBJECT

Board Bylaws, Section H. Committees of the Board – first reading

APPLICABLE STATUTE, RULE, OR POLICY

Board Bylaws, Section H. Committees of the Board Audit Committee Charter

BACKGROUND/DISCUSSION

Board Bylaws, section H. Committees of the Board and the Audit Committee Charter both stipulate Committee members shall be appointed by the Board and shall consist of six or more members. Three members of the Committee shall be current Board members and three members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. In practice, the Committee has consisted of not more than two independent non-Board members, and staff has encountered difficulty in recruiting individuals to serve on the Committee. Proposed amendments to the Board Bylaws would reduce the number of independent non-Board members from three to two. The Bylaws and Charter also require that terms will be staggered such that two members exit and two members are added each year.

In the past, the Board has taken action on subjects or requested reports during Board meetings and staff has had inquiries regarding the length of time that these actions or requests are effective. Additional amendments to the Board's Bylaws specify that Board action shall be effective for the length of time specified in the motion or expire after one year. Reporting requirement and committees, intended to last over a year, will be incorporated into Board policy.

IMPACT

Currently, there is only one independent non-Board member, which is counter to Board Bylaws and the Committee Charter. Due to the small number on the Committee, staggering the terms of the Committee members has also not been followed.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading

Page 3

Attachment 2 – Audit Committee Charter

Page 14

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to Board Bylaws subsection H.4.c.1) and the Audit Committee Charter as submitted. This will reduce the required number of independent non-Board members from three to two. Staff will make a concerted effort to find a second non-Board member. These revisions will also remove the requirement to stagger the terms of Committee members in order to allow more flexibility.

Institutions have requested Board staff, on various occasions, to interpret the length of time Board action was effective for. The additional proposed

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amendments to Board Bylaws subsection C. will clarify the timeframe of Board action when the formal motion does not include effective dates.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading to Board Bylaw and the Audit Committee Charter, as presented in Attachment 1 and Attachment 2, respectively.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

Attachment 1

SECTION: BYLAWS

~~December 2009~~April 2014

A. Membership

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

B. Office of the State Board of Education

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

C. Powers and Duties

The State Board of Education and Board of Regents of the University of Idaho have all the powers and duties specified in the Constitution of the State of Idaho and the Idaho Code. Board motions shall include effective dates of action as applicable. All requests approved either by consensus, unanimous consent or formal Board action that to do not include effective and/or end dates shall expire one (1) year after the Board meeting in which action was taken. All ongoing reporting, committee's, or policies shall be incorporated in Board policy.

D. Meetings

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

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may be held upon a two thirds vote of a quorum of the Board for the purpose of considering (a) appointment of an employee or agent, (b) employee evaluation or termination or hearing of complaints and disciplinary action, (c) labor negotiations or acquisition of private real property, (d) records that are exempt from public inspection, (e) preliminary negotiations on matters of trade or commerce, or (f) matters of pending or probable litigation as advised by its legal representatives.

E. Rules of Order

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

F. Officers and Representatives

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

G. Duties of Board Officers

1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.

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

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

H. Committees of the Board

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

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

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

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

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b. Composition

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

c. Responsibilities and Procedures

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

- i. long range planning and coordination;
- ii. initial discussions and direction on strategic policy initiatives and goals;
- iii. legislative proposals and administrative rules for Board agencies and institutions;
- iv. coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. reports and recommendations from the Presidents' Council and the Agency Heads' Council;
- vii. other matters as assigned by the Board.

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

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Policy and Government Affairs Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting

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recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

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

c. Responsibilities and Procedures

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

- i. agency and institutional instruction, research and student affairs agenda items;
- ii. instruction, academic or professional-technical program approval;
- iii. instruction, academic or professional-technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. outreach, technology and distant learning impacting programs and their delivery;
- v. long-range instruction, academic and professional-technical planning;
- vi. registration of out-of-state institutions offering programs or courses in Idaho;
- vii. continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. student organizations' activities and issues; and
- ix. other matters as assigned by the Board.

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

3. Business Affairs and Human Resources Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

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

- i. agency and institutional financial agenda items;
- ii. coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. long-range fiscal planning;
- iv. fiscal analysis of the following:
 - 1) new and expanded financial programs;
 - 2) establishment, discontinuance or change in designation of administrative units;
 - 3) consolidation, relocation, or discontinuance of programs;
 - 4) new facilities and any major modifications to facilities which would result in changes in programs or program capacity; and
 - 5) other matters as assigned by the Board.

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

4. Audit Committee

a. Purpose

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FEBRUARY 27, 2014

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

b. Composition

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

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

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

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

5. Executive Committee

a. Purpose

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

b. Composition

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

c. Responsibilities and Procedures

The Executive Committee shall have such duties, responsibilities, and authority as may be delegated from time to time to the Executive Committee by the Board, and in the intervals between meetings of the Board, the Executive Committee shall, in conjunction with the executive director, assist in directing the management of the business and affairs of the Board. However, the Executive Committee may not undertake any action that, pursuant to any applicable law, rule, or policy of the Board, must be performed by another committee of the Board, or which must be acted upon by the whole Board in public session. The Board's executive director, under the direction of the Board President, prepares the agenda for and schedules each meeting of the Executive Committee, which may be conducted telephonically. A written record is not kept of the committee's activities, but it shall be the responsibility of the executive director to promptly communicate to all Board members who are not members of the committee regarding information related to the committee's discussions and activities.

I. Committee Presentations

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

J. Presidents' Council

1. Purpose

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

2. Composition

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

3. Duties of the Chair

The chair:

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

4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

K. Agency Heads' Council

1. Purpose

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

2. Composition

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

3. Duties of the Chair

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

L. Adoption, Amendment, and Repeal of Bylaws

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

Audit Committee Charter

Purpose, Responsibility and Authority of Audit Committee

The Audit Committee ("Committee") shall assist the State Board of Education ("Board") in its financial oversight responsibilities over the institutions under the Board's governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) ("Institutions"). The Committee is a permanent standing advisory committee of the Board. The Committee will advise and assist the Board and other standing committees on matters relating to financial reporting and financial controls and procedures. The Committee shall be responsible for communication with and among the independent external auditing firm ("auditing firm"), Institution management, the internal audit staff and the Board. The Committee will not assist in the preparation of or assess the institutions' budgets or perform other management functions. The Committee shall make policy recommendations to the Board to improve financial oversight. Approval of adoption or changes to policies are exclusively under the responsibility of the Board.

(See Appendix A.)

Composition of the Committee

The Committee members shall be appointed by the Board and shall consist of ~~six~~ five or more members. Three members of the Committee shall be current Board members and ~~three~~ two members shall be non-Board members who are permanent residents of the state of Idaho. All members shall have voting rights. No employee of an institution under the governance of the Board shall serve on the Committee.

The Committee chairperson shall be appointed by the Board President. Appointments shall be for a three-year term. ~~Terms will be staggered such that the term of two members end and two members are appointed each year. Member can be reappointed.~~ Committee members may be appointed for up to two additional terms.

Each Committee member shall be independent and have no conflicts of interest. Committee members who are not Board members shall not be compensated for their service except for reimbursable out-of-pocket expenses. All Committee members shall have an understanding of the Committee Charter and the institutions' financial affairs. At least one member of the Committee shall have current accounting or related financial management expertise.

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SUBJECT

Board Policy I.J. Use of Institutional Facilities and Services – Second Reading

REFERENCE

February 2011	Board approved first reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.
April 2011	Board approved second reading of amendments to Board policy I.J. specific to the alcohol possession and consumption section in relation to NCAA events.
December 2013	Board approved first reading of amendments to Board policy I.J. specific to the use of institutions facilities in competition with the private sector.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J.
Use of Institutional Facilities and Services with Regard to the Private Sector.

BACKGROUND/DISCUSSION

Board Policy I.J. specifies that institution facilities should be used for educational purposes related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector. Amendments clarify that institutional facilities may be used in competition with the private sector; however, said use must be to the benefit of a specific educational program of the institution.

IMPACT

Approval of the changes will allow for clarity in the administration of this Board policy.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy I.J. Page 3

STAFF COMMENTS AND RECOMMENDATIONS

No comments have been received since the first reading regarding the amendments. No changes have been made between first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.J. Use of Institutional Facilities and Services with Regard to the Private Sector as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: J. Use of Institutional Facilities and Services with Regard to the Private Sector

February 2014

1. Use of Institutional Facilities and Services

- a. Consistent with education's primary responsibilities of teaching, research, and public service, the institutions, under the governance of the State Board of Education and Board of Regents of the University of Idaho (Board), have and will continue to provide facilities and services for educational purposes. Such services and facilities, when provided, shall be related to the mission of the institution and not directly competitive with services and facilities reasonably available from the private sector, unless said use is for the benefit of a specific educational program of the institution and the institution has received prior Board approval. In addition, the Board recognizes that the institutions have a role in assisting community and economic development in a manner that supports the activities of the private sector. To this end, cooperation with local, state, and federal agencies is encouraged. A short term rental or lease of facilities for private use is not prohibited.
- b. Priority and guidelines for use of institutional services and facilities is as follows:
 - i. Institutionally sponsored programs and projects.
 - ii. Community programs or projects of an educational nature where the services or facilities provided by the institutions are directly related to the teaching, research, or service mission of the institution.
 - iii. Local, state, or federally sponsored programs and projects.
 - iv. The institutions will maintain a list of special events, services and facilities provided in those special events, the sponsor's name, the date of the use, and the approximate number of persons attending. This list will be available for public inspection. Individual institutional policies should be adopted in accordance with this general philosophy and policy statement of the Board. To this end, a coordinated effort between the public and private sector is encouraged.

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. The chief executive officer of each institution may waive the prohibition against

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possession or consumption of alcoholic beverages only as permitted by and in compliance with this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.

- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this 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. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
 - i. An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.
 - ii. The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving

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alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.

- iii. Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- iv. A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- v. Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- vi. No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.
- vii. An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the

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area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the general public, or to access by persons other than those properly participating in the Permitted Event.

- viii. Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
- ix. The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- x. The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- xi. The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
- xii. The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.

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xiii. These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.

c. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football games may be permitted with prior Board approval. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting, for the ensuing football season. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The Board will review the proposal under the following criteria and, upon such review, may also apply further criteria and restrictions in its discretion. An institution's proposal shall be subject to the following minimum conditions:

i. The area must be for sponsors to entertain clients/guests for home football games. Attendance is limited to adult patrons and guests who have received a personal written invitation and must not be open to access by the general public.

For pre-game events held in institution stadium suite areas, only patrons who hold tickets to seats in the area shall be allowed into the area during games.

ii. The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.

For events held in institution stadium suite areas, the sale of alcohol must begin no sooner than three hours prior to kick off and must end at the start of the 4th quarter to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

iii. The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued. A color-coded wrist band system must identify attendees and invited guests, as well as those of drinking age. Unless otherwise specifically approved annually by the Board, under such additional terms and conditions as it sees fit, no one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event. The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

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For events held in institution stadium suite areas adult patrons may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such adult patrons.

- iv. Companies involved in the event must be sent a letter outlining the location and Board alcohol policy. The letter must state the minimum drinking age in Idaho is 21 and that at no time should such companies allow any underage drinking and/or serving of alcohol to visibly intoxicated persons.
- v. Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
- vi. The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
- vii. Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.
- viii. Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.
- ix. Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of \$2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

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- x. A report must be submitted to the Board annually after the conclusion of the football season before consideration is given to the approval of any future requests for similar events on home football game days.
 - d. The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA football bowl games shall be permitted only with Board approval under the same conditions i. through x, as described in subsection c. above, except that the minimum amount of insurance/indemnification shall be \$5,000,000.
 - e. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another room mate or roommates) as their individual living space.
3. Alcohol-making or -distributing companies shall not be allowed to advertise goods or services on campus grounds or in any institutional facilities.

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SUBJECT

Idaho Indian Education Committee Recommendations

REFERENCE

February 2013	The Board approved the first reading of Board Policy I.P.
April 2013	The Board approved the second reading of Board Policy I.P.
December 2013	The Board appointed members to the Indian Education Committee

BACKGROUND/DISCUSSION

The State Board of Education approved, at the April 2013 Board meeting, Board Policy I.P., which formally established the Indian Education Committee as an advisory committee to the State Board of Education and the State Superintendent of Public Instruction, and to also serve as a link between Idaho's Indian Tribes.

At their December 13, 2013 meeting, the Indian Education Committee held considerable discussion regarding access issues and options for increasing financial aid opportunities for Native American students. An overview of the changes to the state's scholarship programs was provided to the committee, which brought about concerns regarding the consolidation of the Grow Your Own (GYO) and Minority At-Risk (MAR) scholarships into the Opportunity Scholarship. GYO and MAR were two of several state scholarships that were consolidated into the Opportunity Scholarship last year as a result of the Board's reform of the state's scholarship programs. The Indian Education Committee is concerned that this greatly diminishes scholarship prospects for Idaho's Native American students. The Committee feels that while the Opportunity Scholarship seems to be a better solution for the general student population of Idaho, it does not reflect inclusion of culturally relevant considerations in the areas of academia and leadership for Native American students.

The Committee discussed several options that have significant potential to provide greater access and opportunity for Native American students that the committee will continue to evaluate and make formal recommendations on after further research. Those areas included the following:

- Tuition waivers (fee) based on a percentage of the Native American student enrollment for Idaho's tribes.
- Tuition discounting for Idaho's tribes to increase a college-going culture for Native American communities in Idaho.
- Create a specific scholarship for Native American students similar to the Governor's Cup.
- Discussion with the Governor's office regarding the Governor's Cup Scholarship also supporting Native American students.
- Near Peer Mentor program opportunities similar to those implemented through the College Access Challenge Grant.

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The Committee also reviewed K-12 and postsecondary data that looked at enrollment numbers and performance of Native American students compared to their peers. It became apparent in the review of data that there are some access concerns with regard to gifted and talented programs, as well as appropriate student success supports in schools with predominantly Native American students.

The Committee discussed the possibility of partnering with the University of Idaho to develop an Idaho At-A-Glance pamphlet specific to Native American students, similar to what is produced in collaboration with the University of Idaho and the Idaho Council on Hispanic Affairs.

The Committee also supported that the limited budget allocated by the State Department of Education to support the Indian Education Coordinator's projects and duties be reserved to support and reinstate the Summit previously supported by the State Department and Institutions of Higher Education.

Finally, the Committee established three sub-committees that would focus on the follow areas related to Native American Students and access and opportunities. Those include: Data, Policy, and Best Practices. At the conclusion of the meeting the Committee determined that at their March 7, 2014 meeting they would focus on the following:

- Review of action items from prior meeting
- Determining points of contact for Johnson O'Malley Programs
- Access of statewide SAT testing to Bureau of Indian Education (BIE) schools
- Federal Trust responsibility requirements
- Tribal career needs related to institutional programs
- Waivers/Scholarship opportunities

STAFF COMMENTS AND RECOMMENDATIONS

The Indian Education Committee is responsible, in part, for making recommendations to the Board and Department for educational policy as it relates to American Indian student access, retention, graduation, and achievement. Final recommendations of the committee will be brought forward to the Board for consideration at a future date.

BOARD ACTION

This item is for information purposes, any action will be at the discretion of the Board.

SUBJECT

Legislative Update

BACKGROUND/DISCUSSION

Since the last Special Board meeting, Legislative Update, a number of education related bills have been introduced that the Board may wish to take a position on. Sample bills include:

House Bill 521 – directing each school district and public charter school to develop a strategic plan that focuses on improving student performance. This legislation is intended to address two recommendations from the Governor’s Task Force for Improving Education: annual strategic planning and training and develop of school administrators, superintendents and local school boards.

House Bill 504 – establishing leadership premium payments for public school educators that local school districts identify as serving in a leadership capacity. This legislation is intended to address part of the recommendation from the Governor’s Task Force for Improving Education: the “Leadership Awards” component of the career ladder.

Additionally, staff will provide the Board with an update on the Joint Finance and Appropriations Committee action regarding the funding of the institutions Enrollment Workload Adjustment.

Other Legislative Issues

JFAC Budget Setting

February 20

- Office of the State Board of Education
- Health Education Programs
- Special Programs

February 25

- Division of Vocational Rehabilitation
- Ag Research and Extension
- Professional-Technical Education

March 3

- Public Schools Support
- Idaho Public Television

March 6

- College and Universities
- Community Colleges
- Superintendent of Public Instruction

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

IMPACT

Board action, either supporting or opposing individual bills would allow for Board staff to testify to the Boards position during the hearings on the bills during the legislative committee meetings.

ATTACHMENTS

Attachment 1 – EWA Worksheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to walk the Board through specific legislation that the Board may wish to opine on as well as answer questions regarding the impact that a given piece of legislation may have on the state educational system.

The Board has the option of supporting, opposing or taking no action on any of the bills discussed. Board staff will be available to walk through the bills and answer specific questions and give recommendations on the bills discussed.

Under Board Action is suggested language Board members may wish to use, should they want to take action on any given bill.

BOARD ACTION

I move the State Board of Education oppose _____. (*insert bill number*)

OR

I move the State Board of Education support _____. (*insert bill number*)

College & Universities

Enrollment Workload Adjustment FY2015 Request

Description/Calculation	Weighted Resident Credit Hours				
	BSU	ISU	UofI	LCSC	Total
1 EWA Calculation: Three-Year Moving Average					
2 FY11 Actual EWA Cr Hr	917,144	679,467	613,588	120,854	2,331,052
3 FY12 Actual EWA Cr Hr	894,063	704,890	636,639	135,326	2,370,918
4 FY13 Actual EWA Cr Hr	905,393	682,868	611,757	129,438	2,329,456
5 3 Year Average	905,533	689,075	620,661	128,539	2,343,809
6					
7 FY12 Actual EWA Cr Hr	894,063	704,890	636,639	135,326	2,370,918
8 FY13 Actual EWA Cr Hr	905,393	682,868	611,757	129,438	2,329,456
9 FY14 Proj EWA Cr Hrs	905,393	682,868	611,757	129,438	2,329,456
10 3 Year Average	901,616	690,209	620,051	131,400	2,343,277
11 Projected FY14 % Incr by Institution	0.00%	0.00%	0.00%	0.00%	0.00%
12 Change in 3 Year Ave	(3,917)	1,134	(610)	2,861	(532)
13					
14 FY15 EWA Calculation: 3 Year Average	(\$271,900)	\$78,700	(\$42,400)	\$198,600	(\$37,000)
15	\$69.41	\$69.41	\$69.41	\$69.41	
16 <u>Prior Year Adjustment:</u>					
17 Prior Yr Revised with Actual Hrs	905,533	689,075	620,661	128,539	2,343,809
18 Prior Yr calculation 3 Yr Avg	904,737	698,765	628,955	130,502	2,362,959
19	796	-9,690	-8,294	-1,963	-19,150
20 Adjustment calculated at prior year reduction rate	\$ 66.17	\$ 66.17	\$ 66.17	\$ 66.17	
21 Total Prior Adjustment	\$ 52,700	\$ (641,200)	\$ (548,800)	\$ (129,900)	\$ (1,267,200)
22					
23					
24 Total FY 2015 EWA	(\$219,200)	(\$562,500)	(\$591,200)	\$68,700	(\$1,304,200)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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College & Universities

Calculation of Weighted Credit Hour Value

	07EWA FY07 Base	08EWA FY08 Base	09EWA FY09 Base	10EWA FY10 Base	11EWA FY11 Base	12EWA FY12 Base	13EWA FY13 Base	14EWA FY14 Base	15EWA FY15 Base
1									
2									
3 Base from Leg Bdgt Bk									
4 General Account	228,934,100	243,726,400	264,227,700	285,151,500	253,278,100	217,510,800	209,828,300	227,950,500	236,543,600
5 Endowment	9,519,600	7,624,800	7,851,500	8,595,000	9,616,400	9,616,600	9,616,600	9,927,400	10,729,200
6 Total	238,453,700	251,351,200	272,079,200	293,746,500	262,894,500	227,127,400	219,444,900	237,877,900	247,272,800
7 Less:									
8 One-Time Funding			1,560,000						
9 Acad Affairs									
10 HERC	1,440,000	1,440,000	1,440,000	1,440,000	1,341,000	1,435,500	1,435,500	1,424,600	1,435,500
11 Assoc Acad Off.									
12 Legal Counsel									
13 IGEM	Projected FY13 % Incr by Institution		165,000	146,000				2,010,900	2,000,000
14 System-wide Needs	75,000	100,000	100,000	100,000	93,100	140,000	140,000	140,000	140,000
15 Technology Grants/SLDS	1,575,000	1,575,000	1,575,000	1,575,000	1,275,600	1,151,100	942,600	942,600	942,600
16 Total Sys Needs	3,090,000	3,115,000	4,840,000	3,261,000	2,709,700	2,726,600	2,518,100	4,518,100	4,518,100
17 Base Less Sys Needs	235,363,700	248,236,200	267,239,200	290,485,500	260,184,800	224,400,800	216,926,800	233,359,800	242,754,700
18 Funds Used in EWA X 67%	77,670,021	81,917,946	179,050,264	194,625,285	174,323,816	150,348,536	145,340,956	156,351,066	162,645,649
19									
20 EWA Request									
21 Wghted Cr Hrs/3 Moving Ave	2,116,702	2,070,622	2,027,821	2,023,956	2,083,139	2,203,504	2,307,819	2,362,959	2,343,277
22 EWA Value	36.69	39.56	88.30	96.16	83.68	68.23	62.98	66.17	69.41
23									
24									
25									
26									
27 Sect: V.T.2.b.(3) - "The total budget base of the institutions shall									
28 be multiplied by 0.67 and divided by the 3-year moving average of									
29 total weighted credit hours for the prior year." Starts in FY 08									

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
FEBRUARY 27, 2014

SUBJECT

Implementation plans for recommendations of the Governor's Task Force for Improving Education.

REFERENCE

December 2012	Governor Establishes Task Force for Improving Education.
September 2013	Final Report and Recommendations delivered to the Governor
January 2014	Governor Otter requests \$50,000 appropriation for three special committees that would function under the oversight of the State Board of Education.
February 2014	Legislature's Joint Finance-Appropriations Committee unanimously supports \$20,000 supplemental appropriation for FY 2014 and \$30,000 general fund appropriation for FY 2015 to fund committees under the direction of the State Board of Education to develop plans to implement the Task Force Recommendations.

BACKGROUND/DISCUSSION

The 20 recommendations of the Governor's Task Force for Improving Education have received broad support from stakeholder groups across the state. The 2014 Legislature is currently considering legislation that would address a few of the specific recommendations. However, many of the recommendations require further study and development of plans for implementation. The Governor's budget recommendation supports special committees to do this work under the direction of the State Board of Education.

Board member and Task Force Chair Richard Westerberg has agreed to chair the overall work of the committees with Board President Don Soltman as co-chair. Two working groups would be created to develop proposals, including implementation strategies, necessary legislation or administrative rules, timelines and required funding. Each group would work from an established charter that would define the scope of activity based on the recommendations from the Task Force. These groups may splint into subgroups to work through the technical details necessary for specific areas within the broader subject.

Those groups would be:

- Career Ladder and Tiered Licensure (including mentoring)
- Structure and Governance (Mastery/Accountability/Autonomy/Enrollment Funding model).

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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This process would allow the working groups to collaborate on areas that overlap and for joint meetings as necessary. Work would be monitored by the Chair and Co-chair.

IMPACT

Board staff will be required to support the work of the two committees. The \$50,000 appropriation will help defray the costs of holding meetings and of bringing in experts or consultants as required by the committees.

BOARD ACTION

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

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 27, 2014**

TAB	DESCRIPTION	ACTION
1	COMPLETE COLLEGE IDAHO-GENERAL EDUCATION REFORM	Information Item
2	IDLA WEB PORTAL	Information Item
3	BOARD POLICY III.G. PROGRAM APPROVAL AND DISCONTINUANCE- FIRST READING	Approval Item
4	BOARD POLICY III.N. GENERAL EDUCATION– FIRST READING	Approval Item
5	BOARD POLICY III.Y. ADVANCED OPPORTUNITIES– FIRST READING	Approval Item
6	BOARD POLICY III.E. CERTIFICATES AND DEGREES– SECOND READING	Approval Item
7	BOARD POLICY III.Q. ADMISSION STANDARDS– SECOND READING	Approval Item
8	WAIVER OF BOARD POLICY III.Q. 4.c. PLACEMENT SCORES	Approval Item
9	PH.D EXPERIMENTAL PSYCHOLOGY-UNIVERSITY OF IDAHO	Approval Item

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 27, 2014

SUBJECT

Complete College Idaho – General Education Reform update.

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary credential - degree or certificate - by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	The Board approved the final version of the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan).
February 2013	The Board was given a comprehensive update and overview of the CCI Plan, its five strategies and underlying initiatives.
December 2013	The Board received a CCI Plan update that focused exclusively on Transforming Remediation (Strategy Two)

BACKGROUND/DISCUSSION

When the final version of the Complete College Idaho (CCI) Plan was approved by the Board in June 2012 significant work began in collaboration with the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the Five Strategies underlying the CCI plan. Strategy number Three – Structure for Success – involves the General Education Reform initiative.

General Education (Gen. Ed.) Reform is a critical component of the CCI Plan. The goal of this initiative is to re-map the delivery of general education statewide by creating an outcomes-based core, rather than a discipline-based core. It has major implications for the State's increased focus on demonstrable learning outcomes and how "general education" is articulated statewide across institutions. A statewide framework for General Education promotes transfer by

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
FEBRUARY 27, 2014

providing a clearly articulated pathway through General Education that applies to each institution.

This presentation outlines progress to date, the current status of Gen. Ed. Reform efforts, the participants, and how Gen. Ed. Reform relates to some other CCI-related initiatives.

IMPACT

The CCI Plan focuses on improving educational attainment, responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state business to Idaho, thus positively impacting Idaho's future economic development. The postsecondary degree and certificate projections and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. The CCI Plan outlines initiatives for implementing the Board's strategic plan, including the Board's education attainment goals.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will continue to provide the Board with updates on the initiatives – such as Gen. Ed. Reform - that support the Five Strategies in the CCI Plan. These updates will provide opportunities for Board discussion and feedback on progress and the work being conducted.

BOARD ACTION

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

IDAHO DIGITAL LEARNING ACADEMY (IDLA)

SUBJECT

Presentation on Transfer Web Portal

BACKGROUND/DISCUSSION

The Web Portal is a centralized location where students can learn whether and how almost any course will transfer between Idaho's public postsecondary institutions and how that course will impact their program completion goals. This is a project that was begun under the guidance of the Office of the State Board of Education. This is in conjunction with the Complete College Idaho (CCI) initiative, Structure for Success. IDLA was contracted to work with a taskforce consisting of the Registrars from Idaho's public institutions. The scope of the taskforce is to address transfer issues and agree upon a single infrastructure where students can assess how courses transfer between institutions. In subsequent phases, there will be additional tools available for college students as well as high school students.

This presentation will walk the Board through the Web Portal and provide an overview of the three phases of the project and future development potential.

IMPACT

As a result of this Web Portal, college students will have the ability to know ahead of time if courses they have taken at one institution will transfer across in the same manner or as an elective. Additionally, in future phases, the Web Portal will allow high school and college students to plan their postsecondary courses.

ATTACHMENTS

Attachment 1 – IDLA Presentation - Draft

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

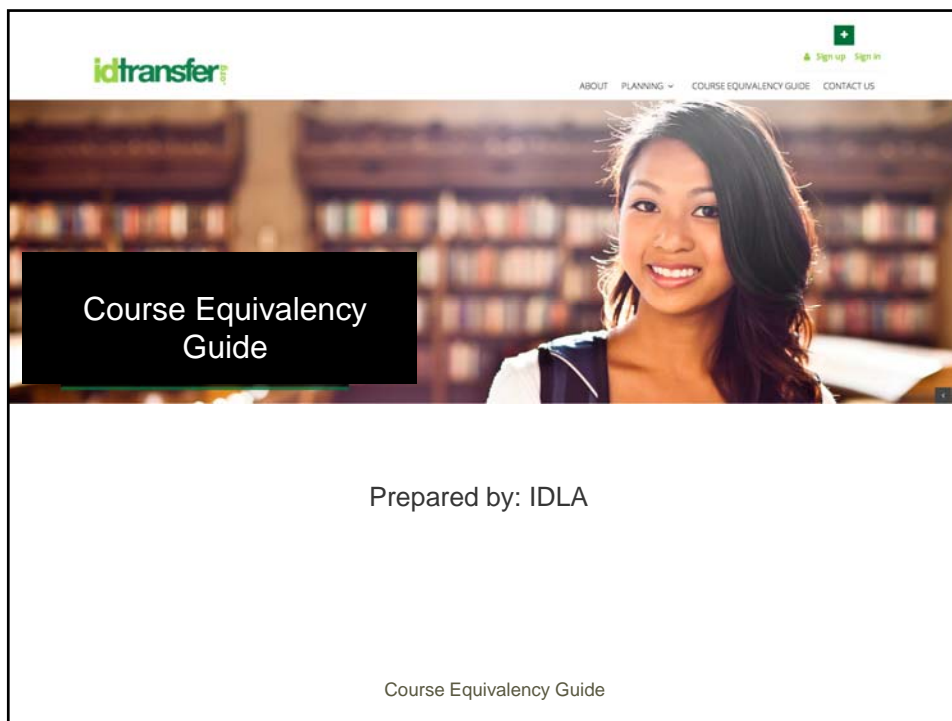
Since the final version of the CCI plan was approved by the Board in June 2012, significant work began in collaboration with the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the Five Strategies contained within the CCI plan. Strategy number Three – Structure for Success – involves the Web Portal initiative.

The State Board of Education has been concerned with the challenges students face when transferring from one program or university to another. Students find it difficult to gather answers to common transfer-related questions. This is compounded by policies that are interpreted differently by each institution. The Web Portal will serve as a planning tool and information resource.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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BOARD ACTION

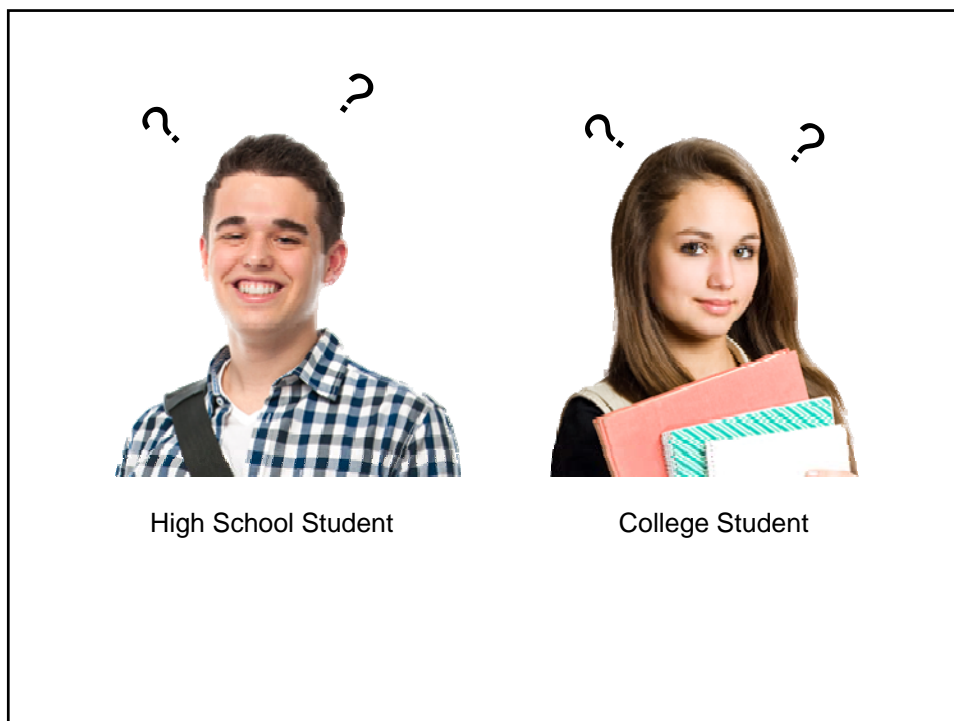
This item is for informational purposes only. Any action will be at the Board's discretion.



Introduction

- Objective
 - Development of website and resources for prospective transferring students
- Outcome
 - Simplification of transfer across all Idaho state sponsored post-secondary institutions



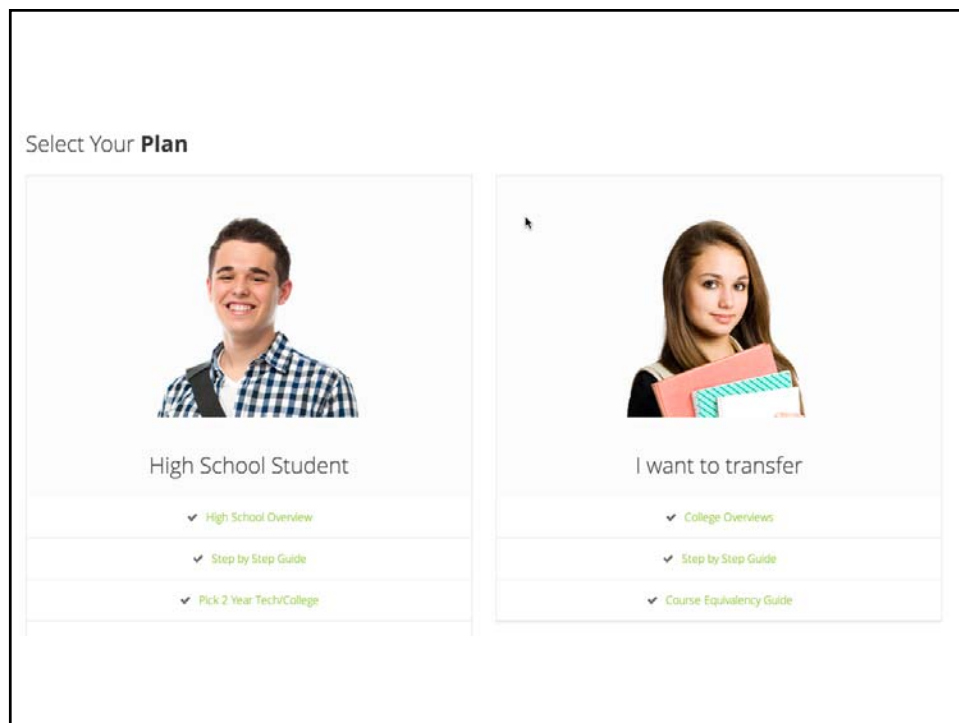
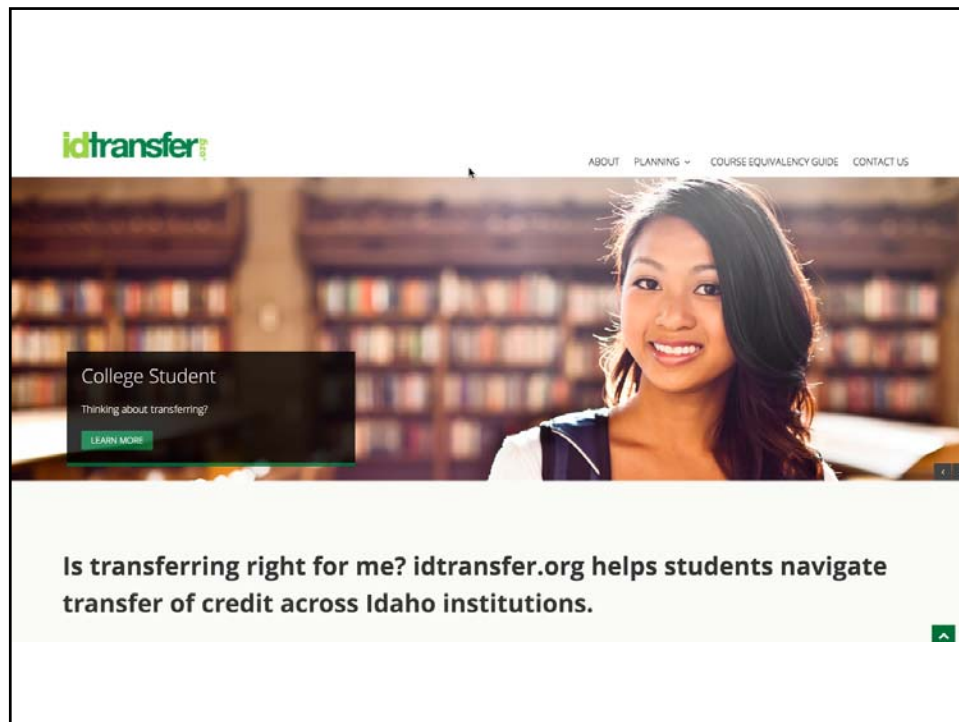


Project Overview


● Phase 1 Deliverables

- Draft Processes for Data Flow and Maintenance
- Initial Data Load of Course Equivalency Guide
- Beta of Idaho Transfer Website for Public Review





Course Equivalency Guide



ABOUT PLANNING COURSE EQUIVALENCY GUIDE CONTACT US

Course Equivalency Guide

The Course Equivalency Guide (CEG) shows students how courses transfer to each institution.


Transferability of a course does not indicate how the course will meet requirements or apply to specific degrees.

* idtransfer.org is currently undergoing development, testing, and review. Please note that current site information is for demonstration purposes only. This message will be removed when the site and data is ready for public use.

Basic Search

Current Institution

Search Type



ABOUT PLANNING COURSE EQUIVALENCY GUIDE CONTACT US

Course Equivalency Guide

The Course Equivalency Guide (CEG) shows students how courses transfer to each institution.

Transferability of a course does not indicate how the course will meet requirements or apply to specific degrees.

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Basic Search

Current Institution

Search Type

Course Title

eng

Engineering Dynamics

Engineering Graphics

Engineering Measurement

Engineering Physics I

Engineering Physics II









Engineering Statics

English Composition I

English Composition II

Inside idtransfer.org Transfer Links

Course Equivalency Guide

Institution	Course	Title	Credits	Notes
 Idaho State University	MATH 1175	Calculus II	3	
 College of Southern Idaho	MATH 175	Calculus II	3	
 Lewis-Clark State University	MATH 175	Calculus II	3	
 North Idaho College	MATH 175	Analytic Geometry and Calc II	3	
 Boise State University	MATH 175	Calculus II	3	
 University of Idaho	MATH 175	Analytic Geometry/Calc II	4	
 CWI College of Western Idaho	Unknown - See Institution Site			
 ETC Eastern Idaho Technical College	Unknown - See Institution Site			

Project Overview

- Phase 1
 - [Website](#)
 - [Transfer Information](#)
- Phase 2
 - [Dual Credit](#)
 - [GEM Course Matrix](#)
 - [Public Release / Marketing](#)
- Phase 3
 - [Additional Transfer Tools](#)



Progress Report

- Design and Flow
 - Responsive Design on website for Mobile compatibility
- Collaboration
 - Monthly meeting with Registrars
 - Weekly design and logic reviews
- Logic Work
 - Matrices and Crosswalks of General Ed Requirements across Idaho
 - Matrices of existing transfer agreements across Idaho
 - Database design
 - Reporting and Analytics

Course Equivalency Guide



[ABOUT](#) [PLANNING](#) [COURSE EQUIVALENCY GUIDE](#) [CONTACT US](#)

About idtransfer.org

idtransfer.org is a statewide collaborative project to help students navigate their higher education.

idtransfer.org is mad possible through the hard work and dedication of:



Current Status

- Next steps
 - Test final changes
 - Feedback on V5
 - Load testing and Reporting

Questions



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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 27, 2014

SUBJECT

Board Policy III.G. Program Approval and Discontinuance- First Reading

REFERENCE

March 2005	The Board approved the first reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
April 2005	The Board approved the second reading of proposed amendments to Board Policy III.G that would simplify language, clarify roles for approval, and clearly define requirements for routine changes.
June 2007	The Board approved the first reading of proposed amendments to Board Policy III.G.
August 2007	The Board approved the second reading of proposed amendments to Board Policy III.G that would clearly define PTE's program approval procedures.
June 19, 2013	The Board supported moving forward with policy amendments to III.G that would streamline and simplify procedures for program review and approval.
December 2013	The Board approved the second reading of Board Policy III.G.

BACKGROUND/DISCUSSION

The purpose of Board Policy III.G, Postsecondary Program Approval and Discontinuance is to provide Idaho's public institutions with procedures for the development, approval, and discontinuation of academic and professional-technical programs.

During the implementation of policy changes approved by the Board in December 2013, the State Division of Professional-Technical Education (PTE) identified areas of policy that may not be as clear regarding proposal submission and modification of PTE programs. This was not realized until after the second reading was approved. While clarifying language would be minor, required language changes were substantial enough to warrant additional changes to Board Policy, requiring two readings.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
FEBRUARY 27, 2014

IMPACT

Approval of proposed amendments will provide institutions and staff the necessary guidance for processing PTE programs.

ATTACHMENTS

Attachment 1 – Proposed Amendments to Board Policy III.G, Page 3
Postsecondary Program Approval and Discontinuance

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments to Board Policy III.G will clarify requirements for new PTE programs and modifications to existing programs. Amendments also include striking out language that was redundant for name or title changes to programs and instructional units. Structural changes were also made so that provisions in policy for PTE programs flow and align with the requirements for academic programs.

Board staff and Council on Academic Affairs and Programs recommend approval as presented.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.G, Postsecondary Program Approval and Discontinuance as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: III. POSTSECONDARY AFFAIRS

April 2014

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho.

The Board affirms that a major percentage of instructional and professional-technical program planning, assessment, and review rests with the institutions, both in theory and in practice. In addition, program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z. However, the Board has final authority and responsibility for program approval and how a program and the curriculum relate to other institutions, the system as a whole, and the educational and workforce needs of the state. All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required for an academic certificate, an associate, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E. A course or series of courses leading to an Academic Certificate of Completion is not considered an academic program for approval purposes.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: III. POSTSECONDARY AFFAIRS

April 2014

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- f. Professional-Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring professional-technical certificates or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.
- g. Professional-Technical Program Components shall include option(s); which shall mean alternative instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Professional-Technical Education and the Professional Standards Commission shall review and make recommendations as appropriate to IRSA and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal. For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: III. POSTSECONDARY AFFAIRS

April 2014

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

a. Branch Campuses

The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.

b. Academic Programs

- i. All new, modification, and/or discontinuation of academic program majors certificates, associates, bachelors, masters, doctorates, instructional units, administrative units, expansions, consolidations, including the transition of existing programs to an on-line format requires completion of the program proposal prior to implementation.
 - 1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of \$250,000 or more per fiscal year.
 - 2) The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of academic or professional-technical programs, with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of all graduate academic programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
 - 4) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
 - 1) Converting one program option into a stand-alone program.
 - 2) Consolidating an existing program to create one or more new programs.
 - 3) Adding a degree program not already approved by the Board.
 - 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 5) Transitioning of existing programs to an on-line format.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

ATTACHMENT 1

SECTION: III. POSTSECONDARY AFFAIRS

April 2014

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
 - iii. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.
 - iv. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures that programs meet the Idaho standards for certification. The Board office ensures that the program proposal is consistent with the program approval process. meets the standards approved by the Board and established in rule.
- c. Academic Program Components

Modification of existing academic program components may or may not require a proposal. For academic program components that require a proposal, subsection 4.b.i. of this policy applies.

New, modification, and/or discontinuation of academic program components; program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. If the change is judged to be consistent with academic program components as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.

- i. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., require a proposal as

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specified in subsection [43.b.i](#) of this policy, and shall be reviewed and approved by the Board.

- ii. Non-substantive changes do not require notification or approval. These shall include minor curriculum changes; minor credit changes in a program; descriptions of individual courses; other routine catalog changes; and do not require additional funding to implement. ~~Institutions must provide prior notification of a name or title change for programs, degrees, departments, divisions, colleges, or centers via a letter to the Office of the State Board of Education.~~

4. Professional-Technical Programs

~~New, modification, and/or discontinuation of professional-technical programs, instructional units, expansions, consolidations, and transition of existing programs to an on-line format require completion of the program proposal prior to implementation. Professional-technical program proposals shall be forwarded to the State Administrator of the Division of Professional-technical Education for review and recommendation. All requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Professional-Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.~~ Requests that require new state appropriations shall be included in the annual budget request of the State Division of Professional-Technical Education for Board approval.

For purposes of this Section, financial impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are generated as a direct result of the new instructional program or modification to an existing program. Proposals that require new state appropriations shall also be included in the annual budget request of the institution for Board approval.

a. Professional-Technical Programs

- i. All new, modification, and/or discontinuation of professional-technical degrees, instructional units, expansions, consolidations, including the transition of existing programs to an on-line format, require completion of the program proposal prior to implementation. Professional-Technical program

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proposals shall be forwarded to the State Administrator of the Division of Professional-Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.

~~a.~~ 1) The Board shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of \$250,000 or more per fiscal year.

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~~b.~~ 2) The Executive Director shall approve, prior to implementation, any new, modification, and/or discontinuation of professional-technical programs with a financial impact of less than \$250,000 per fiscal year.

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~~c.~~ 3) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

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ii. Modifications to existing programs shall include, but not be limited to, the following:

- 1) Converting one program option into a stand-alone program.
- 2) Consolidating an existing program to create one or more new programs.
- 3) Adding a certificate or degree program not already approved by the Board.
- 4) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
- 5) Transitioning of existing programs to an on-line format.
- 6) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.

b. Professional-Technical Programs Components

Modification of existing professional-technical program components may or may not require a proposal. For professional-technical program components that require a proposal, subsection 4.a.i of this policy applies.

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New, modification, and/or discontinuation of professional-technical options for existing programs; changes to a program's status to inactive, changes to CIP codes, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State

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Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.

i. Non-substantive changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Professional-Technical Education.

~~ii. Changes to a program's status to inactive, or name title changes (e.g., programs, degrees, certificates, departments, divisions, colleges, or centers) require a formal letter notifying the State Administrator prior to implementation of such changes. If the change is judged to be consistent with program components as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.~~

5. Sunset Clause for Program Approval

Board or Executive Director approval of academic and professional-technical education programs shall include a three-year sunset clause. A program not implemented within the three years from the date of its approval shall be resubmitted by the institution to the Board or Executive Director for approval. Institutions shall submit a new proposal to include a justification for the renewal.

6. Academic and Professional-Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance will be whether

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the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined and discussed in Board Policy Section II.N. of these policies.

For professional-technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

a. Students

Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.

b. Employees

i. Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:

- 1) Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
- 2) State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
- 3) Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
- 4) An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

a. The Office of the State Board of Education shall report quarterly to the State Board of Education all program approvals and discontinuations approved by the Executive Director.

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- b. All graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.
- c. Institutions shall notify the Board office in writing when an approved program has been officially implemented.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
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SUBJECT

Board Policy III.N., General Education – First Reading

BACKGROUND / DISCUSSION

In June 2012 the Board approved the Complete College Idaho (CCI) Plan. The plan outlines initiatives for implementing the Board's Strategic Plan and College Completion goals. One of those key initiatives includes restructuring general education under the Structure for Success strategy of the CCI plan. The goal of this initiative is to re-map the delivery of general education statewide by creating an outcomes-based core, rather than a discipline-based core. This new approach to program design and assessment addresses the needs of stakeholders and creates stronger general education alignment between postsecondary institutions.

Board staff pulsed together a taskforce consisting of key educational leaders from all eight public institutions and charged them with evaluating the Association of American Colleges and Universities (AAC&U) framework and identifying any concerns regarding transferability due to changes in delivery of general education at Boise State University and the University of Idaho. The State General Education Taskforce held numerous face-to-face meetings and work sessions and provided staff with recommendations derived from the AAC&U framework.

On November 1, 2012, the Office of the State Board of Education held an event to kick-off the general education reform effort. Disciplinary groups were identified and charged with evaluating the AAC&U Essential Learning Outcomes and associated Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics to provide recommendations on the appropriate Student Learning Outcomes associated with their individual discipline. In early December, discipline groups submitted their draft rubrics and recommendations for common statewide competencies in their respective discipline area to the State General Education taskforce.

The taskforce met on December 5-6, 2013 to review the recommendations forwarded by the discipline groups and have crafted a new proposed policy that would provide guidance, coverage, and alignment for General Education statewide. The new policy will provide a common general education framework that will establish statewide General Education Matriculation (GEM) competencies that will guide institutions' determination of courses that will be designated as GEM courses; establish shared rubrics that guide course/general education program assessment; and create a transparent and seamless transfer experience for undergraduate students.

IMPACT

Approval of the proposed new policy will allow for restructuring the delivery of general education statewide and provide a common general education

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framework, which will facilitate seamless transfer between all of Idaho's public institutions.

ATTACHMENTS

Attachment 1 – Board policy III.N, General Education – 1st Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed new policy was shared with Council on Academic Affairs and Programs (CAAP) in mid-December. Provosts were asked to vet the policy with their Registrars, Curriculum and General Education Committees, and other appropriate staff on campus and compile comments and concerns. A final draft was shared with CAAP at their January 23, 2014 meeting, which produced more feedback and revisions. Staff notes that institutions continue to discuss the policy with their faculty and general education committees; additional feedback may require further revisions.

The new policy proposes to establish ongoing responsibilities for the faculty discipline groups, who will ensure consistency and relevance of General Education competencies related to their discipline. Additionally, policy will also formally establish the State General Education Committee, who will be responsible for reviewing competencies and rubrics for institutionally-designated General Education categories and ensure transferability.

In the development of this new policy, outdated language regarding general education was taken from Policy III.V (Articulation and Transfer) and incorporated and updated here. Specifically, subsections 2 and 3 were removed from III.V. This will be reflected when a draft of Policy III.V is presented for 1st Reading at the April 2014 Board Meeting.

Board staff and CAAP recommend approval of proposed new Board Policy III.N, General Education as presented.

BOARD ACTION

I move to approve the first reading of proposed new Board Policy III.N, General Education as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education

Attachment 1

April 2014

In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, General Education competencies prepare students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. Course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

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").

1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees shall be:
 - a. The General Education curricula must be thirty-six (36) credits.
 - b. Twenty-seven (27) to thirty (30) credits of the General Education curricula (dependent upon Written Communication placement) must fit within the *General Education Matriculation* (GEM) competency areas defined in subsection 4.
 - c. Six (6) to nine (9) credits of the General Education curricula are reserved for institutions to create competency areas that address the specific mission and goals of the institution. Courses in these competency areas shall have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.
2. The intent of the General Education framework is to:
 - a. Establish statewide competencies that guide institutions' determination of courses that will be designated as GEM courses;
 - b. Establish shared rubrics that guide course/general education program assessment; and
 - c. Create a transparent and seamless transfer experience for undergraduate students.
3. There are six (6) General Education Matriculation (GEM) competency areas. The first two emphasize *integrative skills* intended to inform the learning process throughout General Education and major. The final four represent *ways of knowing* and are intended to expose students to ideas and engage them in a broad range of active learning experiences. Those competencies are:
 - a. Written Communication

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- b. Oral Communication
 - c. Mathematical Ways of Knowing
 - d. Scientific Ways of Knowing
 - e. Humanistic and Artistic Ways of Knowing
 - f. Social and Behavioral Ways of Knowing
4. GEM courses in each area shall include the following competencies.
- a. Written Communication: Upon completion of a course in this category, students are able to demonstrate the following competencies.
 - i. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.
 - ii. Adopt strategies and genre appropriate to the rhetorical situation.
 - iii. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.
 - iv. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.
 - v. Address readers' biases and assumptions with well-developed evidence-based reasoning.
 - vi. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
 - b. Oral Communication: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
 - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
 - iii. Understand interpersonal rules, roles, and strategies in varied contexts.
 - iv. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
 - v. Employ effective verbal and nonverbal behaviors that support communication goals.
 - vi. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.
 - c. Mathematical Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate the following competencies.
 - i. Read, interpret, and communicate mathematical concepts.
 - ii. Represent and interpret information/data.
 - iii. Select, execute and explain appropriate strategies/procedures when solving mathematical problems.
 - iv. Apply quantitative reasoning to draw and support appropriate conclusions.

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- d. Scientific Ways of Knowing: Upon completion of a course in this category, a student is able to demonstrate at least four (4) of the following competencies.
 - i. Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.
 - ii. Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
 - iii. Interpret and communicate scientific information via written, spoken and/or visual representations.
 - iv. Describe the relevance of specific scientific principles to the human experience.
 - v. Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.

- e. Humanistic and Artistic Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least five (5) of the following competencies.
 - i. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.
 - ii. Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s).
 - iii. Perceive and understand formal, conceptual, and technical elements specific to the discipline.
 - iv. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
 - v. Interpret artistic and/or humanistic works through the creation of art or performance.
 - vi. Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.
 - vii. Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.

- f. Social and Behavioral Ways of Knowing: Upon completion of a course in this category, students are able to demonstrate at least four (4) of the following competencies.
 - i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
 - ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
 - iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
 - iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
 - v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

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5. General Education Requirement

- a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees.

General Education curricula must reflect the following credit distribution:

Competency Area	Minimum Credits
Written Communication	3 to 6 (depending on placement)
Oral Communication	2
Mathematical Ways of Knowing	3
Scientific Ways of Knowing	7 (from two different disciplines with at least one laboratory or field experience)
Humanistic and Artistic Ways of Knowing	6 (from two different disciplines)
Social and Behavioral Ways of Knowing	6 (from two different disciplines)
Institutionally-Designated Competency Areas	6 to 9 (depending on Written Communication placement)

- i. GEM courses are designed to be broadly accessible to students regardless of major, thus college-level and non-GEM pre-requisites to GEM courses should be avoided unless deemed necessary by the institution.
- ii. Additional GEM courses, beyond the General Education curricula, may be required within the major for degree completion.
- b. This subsection pertains to Associate of Applied Science degrees.
- i. The General Education curricula for the AAS degree must contain a minimum of fifteen (15) credits, so distributed in the following areas:

Competency Area	Minimum Credits
Written Communication	3
Oral Communication	3
Mathematical Ways of Knowing	3
Social and Behavioral Ways of Knowing	3
Institutionally-Designated Competency Areas	3

6. Governance of the General Education Program and Review of Courses

- a. GEM courses are developed by faculty and approved via the curriculum approval process of the institution delivering the courses. Those courses are transferable as meeting the GEM requirements at any Idaho public institution. Faculty discipline groups representing all public postsecondary institutions shall ensure consistency and relevance of General Education competencies related to their

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discipline.

- b. The State General Education Committee (The Committee): The Committee, established by the Board, shall consist of a representative from each of the eight public postsecondary institutions. To ensure transferability, the Committee reviews competencies and rubrics for institutionally-designated General Education categories; final approval resides with the Board. Committee membership and duties are prescribed by the Board.
- c. The eight (8) public postsecondary institutions shall identify all GEM courses in their curricula and identify them on the state transfer web portal.

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SUBJECT

Board Policy III.Y. Advanced Opportunities – First Reading

REFERENCE

April 2012 Board approved the first reading of amendments to Board Policy III.Y.

June 2012 Board approved the second reading of amendments to Board Policy III.Y.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Over the last year, the Division of Professional-Technical Education (PTE), in conjunction with a stakeholder group made up of representatives from the technical colleges and industry, have evaluated Idaho's TechPrep Program and is proposing amendments to the program. The "traditional" TechPrep Program contained in Board policy allows any secondary professional-technical student the opportunity to participate in a TechPrep Program that allows them to receive postsecondary credits at the conclusion of the program when they matriculate to a postsecondary institution. The TechPrep Programs must have an approved articulation agreement between the high school and the postsecondary institution. This agreement outlines how the credits will transfer at the conclusion of the program. The proposed amendments would allow for two pathways of earning technical credits. The first, Technical Competency Credit would be similar to the current process for TechPrep. The second, Technical Dual Credit would mirror the current dual credit options.

Technical Competency Credit students would not be considered postsecondary students and do not earn credits until they matriculate to a postsecondary institution. The credits earned would be based on successfully obtaining the program competencies. Technical Dual Credit students, similar to Academic Dual Credits students, would be awarded at the successful completion of each course, since students would be dually enrolled as secondary students and postsecondary students. Due to the current funding structure for PTE programs the Technical Dual Credit, fees would be based on the current Workforce Training Fee described in Board Policy IV.R.3.a. This is the fee current TechPrep students are charged for transcribing TechPrep credits.

The proposed amendments include minimum standards for both programs. The new Technical Dual Credit standards are based on the current dual credit standards with changes made to align the process with the processes used by the technical colleges for other technical programs. The Technical Competency Credit standards are based on the current TechPrep Program standards. Both standards include requirements for program administration, evaluation, and student advising, as well as requirements that the course content is comparable to professional-technical courses at the technical colleges and that the students

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are assessed based on the same standards as those taking postsecondary technical courses at the technical colleges.

IMPACT

Proposed amendments would allow secondary students two options for earning postsecondary credits through the technical college system.

ATTACHMENTS

Attachment 1 – Board Policy III.Y. Certificates and Degrees –
First Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Council on Academic Affairs and Programs (CAAP) was notified that PTE was proposing changes to III.Y Advanced Opportunities at their December meeting and was provided a draft of the proposed policy amendments at their February meeting. CAAP did not have any additional changes or recommendations to bring forward at this time.

The Dual Credit Coordinators at some of the postsecondary institutions expressed concern over confusion between the “traditional” dual credit options and the technical dual credit options. The proposed amendments include an amendment to change the name of current dual credit options to “academic dual credit.” The Dual Credit Coordinators had proposed calling the Technical Dual Credit options Technical Career Specialty Credit, however, Chapter 51, Title 33, Idaho code states that a student may take courses from a postsecondary institution for postsecondary credit, secondary credit, or dual credit, indicating that when postsecondary and secondary credit is earned for a single course, it is “dual credit.” Therefore, the technical dual credit, regardless of name, would still fall under the definition of dual credit and the Technical Career Specialty Credit name might also cause confusion for parents, students, and teachers, as well as have implications to state reporting requirements. Feedback received from PTE staff and technical college staff was in favor of the Technical Dual Credit designation.

The Board policy outlines the process and minimum standards for the various Advanced Opportunity options available to secondary students. It does not dictate how the secondary schools or postsecondary institutions internally manage the processes.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy III.Y. Advanced Opportunities as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Y. Advanced Opportunities

~~June 2012~~February 2014

1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, to support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students which would:

- a. Enhance their postsecondary goals;
- b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
- c. Reduce the overall cost of educational services and training.

3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, ~~Tech-Professional-Technical~~ Advanced Learning (PTAL), and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, ~~Tech-Professional-Technical~~ Advanced Learning (PTAL), and the International Baccalaureate program.

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a. Advanced Placement® (AP)

The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. It is up to the discretion of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Academic Dual Credit

Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. ~~Tech Prep~~ Professional-Technical Advanced Learning (PTAL)

PTAL is an advanced opportunity that provides a head start on a technical certificate or an associate of applied science degree. PTAL allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits for programs delivered through the Idaho Technical College System. Credits earned in a PTAL course may become part of a student's permanent college record or be escrowed for future use.
~~Professional technical education programs are delivered through comprehensive high schools, professional technical schools, and technical colleges. Tech Prep allows secondary professional technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.~~

d. International Baccalaureate (IB)

Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

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- a. Academic Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1)	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.
Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.

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Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define “student ability to benefit” from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.
Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is approved annually at the Board’s fee setting meeting. The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses.
Admin & Evaluation 6	Agreements have been established between the high school and the postsecondary institution to ensure instructional quality. Teacher

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(AE 6)	qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form provided by the school district that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	<p>Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met:</p> <p>The student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school.</p> <p>Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application.</p> <p>If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course.</p> <p>Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.</p>
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

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c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1)	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2 (AE2)	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of educational setting.

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d. ~~Tech Prep~~ Professional-Technical Advanced Learning (PTAL) Standards

~~Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional technical schools, and the technical college system. Tech allows secondary professional technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree. There are two pathways for the awarding of PTAL credits, Technical Dual Credit and Technical Competency Credit. The technical college in each region provides a Transition Coordinator to facilitate the PTAL program and provide transition services to high school professional-technical students.~~

- i. Technical Dual Credit provides the opportunity for high school students to simultaneously earn high school and technical college credit. Credits earned will become a part of a student's permanent college record.

Technical Dual Credit Standards

Curriculum

<u>Curriculum 1 (C1)</u>	<u>Courses are catalogued postsecondary technical courses approved through the regular course approval process of the technical college. These courses have the same departmental designation, number, title, and credits as traditional technical college courses. These courses adhere to the same course description and course content as the technical college course.</u>
<u>Curriculum 2 (C2)</u>	<u>Courses are recorded on a student's' official academic record of the technical college.</u>
<u>Curriculum 3 (C3)</u>	<u>Courses reflect the pedagogical, theoretical and philosophical orientation of the sponsoring department at the technical college.</u>

Faculty

<u>Faculty 1 (F1)</u>	<u>Instructors meet the professional-technical certification requirements for postsecondary faculty and instructors, or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.</u>
<u>Faculty 2 (F2)</u>	<u>The technical college provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and Technical College administrative requirements before approving instructors to teach the technical college's courses.</u>
<u>Faculty 3 (F3)</u>	<u>Instructors are part of continuing professional development, such as seminars, site visits, and ongoing communication with the college faculty, Division of Professional-Technical Education Program Manager, and regional Transition Coordinator. This interaction addresses issues, including but not limited to: course content, course delivery, assessment, evaluation, and professional development in the field of study.</u>

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<u>Faculty 4 (F4)</u>	<u>Instructors teaching Technical Career Specialty Credit courses are evaluated according to processes agreed upon by the technical college and school district.</u>
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Students

<u>Students 1 (S1)</u>	<u>High school students enrolled in Technical Career Specialty Credit courses are considered both high school and technical college students.</u>
<u>Students 2 (S2)</u>	<u>High school students are provided with a student guide that outlines their responsibilities, as well as guidelines for the transfer and the value over time of transcribed technical credit.</u>
<u>Students 3 (S3)</u>	<u>Technical Career Specialty Credit student admission requirements are outlined in SBOE Policy III.Q.11.</u>
<u>Students 4 (S4)</u>	<u>To enroll the student must enroll as a technical college student to receive the post-secondary credit. Enrolled students are only awarded credit if they successfully completes all of the course requirements.</u>

Assessment

<u>Assessment 1 (A1)</u>	<u>Technical Career Specialty students are held to the same course content standards and standards of achievement as those expected of students in technical college courses.</u>
<u>Assessment 2 (A2)</u>	<u>Every Technical Career Specialty course offered is annually reviewed by technical college faculty and high school program instructors to assure that technical college standards are being met.</u>
<u>Assessment 3 (A3)</u>	<u>Students enrolled for Technical Career Specialty Credit are assessed at the same level of proficiency using the same methods as technical college students and by a process approved by the technical college.</u>

Program Administration and Evaluation

<u>Admin & Evaluation 1 (AE1)</u>	<u>The technical college in each region will provide a Transition Coordinator to facilitate the PTAL program and provide transition services to high school professional-technical students.</u>
<u>Admin & Evaluation 2 (AE2-)</u>	<u>Agreements are established between the high school and the technical college to ensure instructional quality. Teacher qualifications, course content, student assessment, and faculty assessment are reviewed and agreed upon by the technical college.</u>
<u>Admin & Evaluation 3 (AE 3)</u>	<u>Costs information is provided to students prior to enrollment in a course. Students pay a transcription fee consistent with the current Workforce Training Fee (SBOE Policy IV.R.3.a.ix.).</u>

- ii. Technical Competency Credit provides an avenue for high school students to document proficiency in the skills and abilities they develop in high school professional-technical programs for future transcription as appropriate pursuits when they matriculate to a postsecondary institution.

Curriculum

<u>Curriculum 1 (C1)</u>	<u>A Tech Prep course must have an approved articulation agreement with a postsecondary institution. High school professional-technical courses and course content must have competencies comparable with technical college courses and be identified as eligible for Technical Pathway Credit consideration through a Technical Pathway Credit Agreement</u>
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	<u>(e.g. articulation agreement) with at least one Idaho technical college.</u>
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies, <u>and agree to the student learning outcomes, and</u> level of proficiency <u>to be demonstrated by the student.</u>

Faculty

Faculty 1 (F1)	Secondary <u>educators</u> and postsecondary educators must hold appropriate <u>professional-technical</u> certification in the program area for which articulated credit is to be awarded.
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Students/Parents

Students 1 (S1)	Tech Prep <u>Technical Pathway Credit</u> -students <u>participating in this advanced opportunity</u> are high school students, <u>and are not enrolled in the technical college.</u>
<u>Students 2 (S2)</u>	<u>High school students are provided with a student guide that outlines their responsibilities, as well as guidelines for the process of transcribing and the value over time of the transcribed technical college credit.</u>
Students <u>32 (S32)</u>	At the completion of the Tech Prep <u>Technical Pathway Credit</u> course <u>program.</u> †The instructor will recommend <u>identify</u> students <u>eligible for college credit based on their performance</u> <u>who have met program competencies.</u> To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.

Assessment

Assessment 1 (A1)	The students are assessed for high school and postsecondary <u>technical</u> credit according to the requirements of the articulation <u>Technical Pathway Credit Agreement.</u>
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Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.
Admin & Evaluation <u>21 (AE2-AE1)</u>	Each <u>Any Technical Pathway Credit</u> articulation a <u>Agreement</u> <u>between a secondary professional-technical program and a technical college</u> must be reviewed annually.
<u>Admin & Evaluation 2 (AE 2)</u>	<u>At the time of regular admission to the technical college program, the student will be assessed a transcription fee consistent with the current Workforce Training Fee (SBOE Policy IV.R.3.a.ix.) for qualifying Technical Pathway credits earned in high school.</u>

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SUBJECT

Board Policy III.E. Certificates and Degrees – Second Reading

REFERENCE

October 2002	Board approved the first reading of amendments to Board Policy III.E.
December 2002	Board approved the second reading of amendments to Board Policy III.E.
December 2013	Board approved first reading of amendments to Board Policy III.E.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

At the December 2013 Board meeting, the Board approved the first reading of amendments to Board Policy III.E. Certificates and Degrees. Proposed amendments included updated definitions of the professional-technical education certificates and the Associate of Applied Science Degree definitions, as well as adoption of the Northwest Commission on Colleges and Universities credit hour definition.

IMPACT

Proposed amendments will add clarifying language allowing for individuals and institutions to better distinguish between the three types of technical certificates, as well as updating the definition for the Associate of Applied Sciences degree and Credit Hour.

ATTACHMENTS

Attachment 1 – Board Policy III.E. Certificates and Degrees –
Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff forwarded the proposed changes to the Council on Academic Affairs and Programs (CAAP) and requested feedback. CAAP reviewed the changes approved during the first reading at their February meeting. CAAP did not have any additional changes to bring forward at this time and concurred with the use of NWCCU's credit hour definition.

NWCCU's credit hour definition of one (1) hour of classroom instruction and two (2) hours of out of class instruction per week for approximately fifteen weeks is equivalent to forty-five (45) clock hours of student involvement as is currently stated in Board policy.

There were no changes between the first and second readings. Staff recommends approval.

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BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy III.E. Certificates and Degrees as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

E. Certificates and Degrees

February 2014

1. Definitions

Programs of instruction require specified numbers of credits earned through educational work on the part of students. Completion of the program of instruction results in the awarding of a certificate to or conferring of a degree upon the student by the faculty and the Chief Executive Officer. The following definitions have been approved by the Board:

a. CERTIFICATES:

i. Academic Certificate

A credential awarded for completion of a coherent program of study consisting of seven (7) semester credits or more, representing a coherent body of knowledge that does not lead to a degree.

ii. Academic Certificate of Completion

A credential awarded for completion of a coherent program of study consisting of six (6) semester credits or less, representing a coherent body of knowledge that does not lead to an academic certificate or a degree.

iii. Technical Certificate of Completion

A professional-technical credential awarded by the institution consisting of seven (7) semester credits or less that represents mastery of a defined set of competencies

iv. Basic Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of at least eight (8) semester credit hours and represents mastery of a defined set of competencies.

v. Intermediate Technical Certificate

A credential awarded for the completion of requirements in an approved professional-technical program of at least 30 semester credit hours and represents mastery of a defined set of competencies.

vi. Advanced Technical Certificate

A credential awarded for completion of requirements in an approved professional-technical program of at least 52 semester credit and represents mastery of a defined set of competencies.

b. ASSOCIATE OF APPLIED SCIENCE DEGREE: A credential awarded for completion of requirements in an approved professional-technical program of at

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least 60 semester credits (includes a minimum of 15 general education credits) and represents mastery of a defined set of competencies. An Advanced option may be awarded for additional credits of at least 15 credit hours that are beyond the A.A.S. degree.

- c. ASSOCIATE DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally less than four (4) years of full-time academic work.
- d. BACCALAUREATE DEGREE: A credential awarded for completion of requirements entailing at least four (4) years of full-time academic work.
- e. MASTER'S DEGREE: A credential awarded for completion of requirements entailing at least one (1) but normally not more than two (2) years of full-time academic work beyond the baccalaureate degree, including any required research.
- f. SPECIALIST DEGREE: A credential awarded for completion of requirements entailing at least two (2) but normally not more than three (3) years of full-time academic work beyond the baccalaureate degree.
- g. DOCTORAL DEGREE: A credential awarded for completion of requirements entailing at least three (3) years of full-time academic work beyond the baccalaureate degree, including any required research.

2. Academic and Professional-Technical Credit Hour Requirements

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One (1) hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Requirements for Certificate or Degree

Each institution will establish the number of earned credits required for each certificate or degree. The requirements may differ from the general requirements specified in the definitions, but all credit requirements must receive approval in accordance with the program approval policies provided in III.G. Institutional

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catalogs will specify the required number of earned credits for each certificate or degree.

4. Authorization Required

Programs offered at the institution, as well as the certificates and degrees to which they lead, are subject to review and approval in accordance with the program approval policies provided in III.G. A certificate or degree conferred upon the student is conferred under the authority of the Board.

5. Authorized Certificates and Degrees

A current listing of authorized certificates and degrees awarded by each institution is maintained at the institution by the Chief Executive Officer and for all institutions at the Office of the State Board of Education.

6. Honorary Degrees

Each institution, except Eastern Idaho Technical College, may award honorary degrees, not to exceed the highest level of Board-authorized degrees currently awarded by the institution, to persons in recognition of distinguished achievements at the local, state, or national level in areas such as education, public service, research, sciences, humanities, business, or other professions. The award of an honorary degree must receive the prior approval of the Chief Executive Officer upon recommendation by the faculty.

Each institution will develop its own procedures for seeking nominations for and selecting honorary degree recipients. Those procedures may include a statement of eligibility requirements for honorary degrees. However, no person who is currently employed by the institution, is a member of the Board or the Board's staff, or is an incumbent elected official is eligible for an honorary degree during the term of employment, appointment, or office.

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SUBJECT

Board Policy III.Q. Admission Standards – Second Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Proposed amendments to Board Policy III.Q. Admission Standards updates the term Accelerated Learning to the currently used term defined in Board Policy III.Y. Advance Opportunities, as well as adding clarifying language to the professional-technical education (PTE) admission requirements.

IMPACT

Proposed amendments will add necessary language to Board policy clarifying that students must meet both the institution's admission requirements, as well as any additional admission requirements of the PTE program.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards –
Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff forwarded the proposed changes to the Council on Academic Affairs and Programs (CAAP) and requested feedback. CAAP reviewed the changes approved during the first reading at their February meeting. Additional changes will be brought forward to this section of policy regarding subsection C, placement in entry-level college courses, once the work of the remediation taskforce is completed.

There were no changes between the first and second readings. Staff recommends approval.

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BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.Q. Admission Standards as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

February 2014

1. Coverage

Boise State University, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and The University of Idaho are included in this subsection. The College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy as determined by their local boards of trustees.

2. Purposes

The purposes of the admission policies are to:

- a. promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;
- b. inform students of the academic and applied technology degree expectations of postsecondary-level work;
- c. improve the quality of academic and applied technology degree preparation for postsecondary programs;
- d. enhance student access to academic and applied technology degree programs; and
- e. admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.

3. Policies

The college and universities must, with prior Board approval, establish institutional policies which meet or exceed the following minimum admission standards. Additional and more rigorous requirements also may be established by the college and universities for admission to specific programs, departments, schools, or colleges within the institutions. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

4. Academic College and University Regular Admission

A degree-seeking student with fewer than fourteen (14) credits of postsecondary work must complete each of the minimum requirements listed below. (International students and those seeking postsecondary professional-technical studies are

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exempt.)

- a. Submit scores received on the ACT (American College Test) or SAT (Scholastic Aptitude Test) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements.
- b. Graduate from an accredited high school and complete the courses below with a 2.00 grade point average. Applicants who graduate from high school in 1989 or later will be subject to the admission standards at the time of their graduation.

Subject Area	Minimum Requirement	Select from These Subject Areas
English	8 credits	Composition, Literature
Math	6 credits	<p>A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of 8 credits are strongly recommended.</p> <p>Courses not identified by traditional titles, i.e., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematics Achievement Standards.</p> <p>Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.</p>
Social Science	5 credits	<p>American Government (state and local), Geography, U.S. History, and World History.</p> <p>Other courses may be selected from Economics (Consumer Economics if it includes components as recommended by the State Department of Education), Psychology, and Sociology.</p>
Natural Science	6 credits	<p>Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology. A maximum of two (2) credits may be derived from vocational science courses jointly approved by the State Department of Education and the State Division of Professional-Technical Education, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).</p> <p>Must have laboratory science experience in at least two (2) credits.</p> <p>A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.</p>

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Subject Area	Minimum Requirement	Select from These Subject Areas
Humanities Foreign Language	2 credits	<p>Literature, History, Philosophy, Fine Arts (if the course includes components recommended by the State Department of Education, i.e., theory, history appreciation and evaluation), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.</p> <p>Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement</p>
Other College Preparation	3 credits	<p>Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.</p> <p>Studio/Performing Arts (art, dance, drama, and music).</p> <p>Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).</p> <p>State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.</p>

- c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45

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Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

5. Academic College and University Conditional Admission

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.
 - i. A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.
 - ii. Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.
 - iii. Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

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NOTE: Regarding the ACT/SAT, this requirement is for students who graduated from high school in 1989 or later. Students who have graduated prior to 1989 or who have reached the age of 21 at the time of application are subject to each institution's testing requirements for admission.

- c. If admitted, the student must enroll with conditional standing and is subject to the institutional grade retention/probation/dismissal policies; excepting that a student with conditional standing may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate-level credits, twelve (12) of which must be in four (4) different subject areas of the general education requirements of the institution the student is attending. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

6. Advanced Opportunities Students

Those secondary students who wish to participate in the Advanced Opportunities outlined in Board Policy Section III.Y. Advanced opportunities, must follow the procedures outlined in Board Policy III.Y.

7. Transfer Admission

- a. Effective fall semester 1989, a degree-seeking student with fourteen (14) or more semester hours of transferable baccalaureate-level credit from another college or university and a cumulative GPA of 2.00 or higher may be admitted. A student not meeting this requirement may petition the institutional director of admissions. If admitted, the student must enroll on probation, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a 2.00 GPA or higher, or be dismissed.
- b. The community colleges work cooperatively with the college and universities to ensure that transfer students have remedied any high school deficiencies, which may have prevented them from entering four-year institutions directly from high school.

8. Compliance and Periodic Evaluation

The Board will establish a mechanism for:

- a. monitoring institutional compliance with the admission standards;
- b. conducting and reporting periodic analyses of the impact, problems, and benefits of the admission standards; and
- c. providing information as necessary and appropriate from the college and universities to the secondary schools and community colleges on the academic

performance of former students.

9. Professional-Technical Education Admissions

a. Admission Standards

Regular or *Conditional* admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a professional-technical program. The admission standards and placement criteria do not apply to Workforce Development, Short-term Training, Farm Management, Truck Driving, Apprenticeship, and Fire and Emergency Service courses/programs. Professional-technical programs employ program admission processes in addition to institutional program admission (see 9.f. below).

b. Placement Tests

Placement test scores indicating potential for success are generally required for enrollment in a professional-technical program of choice. Placement score requirements vary according to the program.

c. Idaho Technical College System

The professional-technical programs are offered at the following locations:

Region I Coeur d'Alene, North Idaho College
Region II Lewiston, Lewis-Clark State College
Region III Nampa, College of Western Idaho
Region IV Twin Falls, College of Southern Idaho
Region V Pocatello, Idaho State University
Region VI Idaho Falls, Eastern Idaho Technical College

d. Purposes

- i. Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.
- ii. Emphasize that professional-technical courses in high school, including Professional-technical Advanced Learning (PTAL) and work-based learning connected to school-based learning, are beneficial to students seeking continued education in professional-technical programs at the postsecondary level.
- iii. Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential

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for successful performance in many professional-technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.

- iv. Clarify that professional-technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

- e. Professional Technical Regular Admission

Students desiring *Regular Admission* to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific professional-technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

- i. Standards for high school graduates of 1997 and thereafter

- 1) High School diploma with a minimum 2.0 GPA¹; and,
- 2) Placement examination² (CPT, ACT COMPASS, ACT, SAT or other diagnostic/placement tests as determined by the institution. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.); and,
- 3) Satisfactory completion of high school coursework that includes at least the following:
 - a) *Mathematics -- 4 credits* (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. (After 1998, less rigorous math courses taken in grades 10-12, such as pre-algebra, review math, and remedial math, shall not be counted.)
 - b) *Natural Science -- 4 credits* (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry,

¹An institution may choose to substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

²If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.

principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

- c) *English -- 8 credits.* Applied English in the Workplace may be counted for English credit.
- d) *Other --* Professional-technical courses, including courses eligible for PTAL consideration and organized work-based learning experiences connected to the school-based curriculum, are strongly recommended. (High School Work Release time not connected to the school-based curriculum will not be considered.)

ii. Standards for others Seeking Regular Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire *Regular Admission* to the technical colleges must complete:

- 1) High School diploma with a minimum 2.0 GPA
- or -
- 2) General Educational Development (GED) certificate³
- and -
- 3) Placement examination (CPT, ACT COMPASS, SAT or other diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine admission eligibility for specific professional-technical programs.)

10. Professional Technical Conditional Admission

Students who do not meet all the requirements for regular admission may apply to a technical program under conditional admission. Students who are conditionally admitted must successfully complete appropriate remedial, general and/or technical education coursework related to the professional-technical program for which regular admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring *Conditional Admission* must complete:

- a. High School diploma or GED certificate³
- and -
- b. Placement examination (CPT, ACT COMPASS, SAT or other

³Certain institutions allow individuals who do not have a high school diploma or GED to be admitted if they can demonstrate the necessary ability to succeed in a technical program through appropriate tests or experiences determined by the institution.

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diagnostic/placement tests as determined by the institutions. CPT or ACT COMPASS scores may also be used to determine placement eligibility for specific professional-technical programs.)

11. Professional Technical Early Admission

High school technical dual credit students may also be admitted as non-degree seeking students. Placement exams are not required for regular or conditional admission until the student has completed the 12th grade.

12. Professional Technical Placement Criteria: Procedures for Placement into Specific Professional Technical Programs

In addition to the requirements for admission to a technical program, students need to be aware that specific professional technical programs require different levels of competency in English, science and mathematics. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

- a. Each technical program establishes specific program requirements (including placement exam scores) that must be met before students can enroll in those programs. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills.
- b. Students should provide evidence of a career plan. (It is best if this plan is developed throughout high school prior to seeking admission to a technical college.)
- c. Technical colleges employ formal procedures and definitions for program admission. Program admission requirements and procedures are clearly defined and published for each program.

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SUBJECT

Waiver of Board Policy III.Q.4.c, Placement Scores

REFERENCE

December 2008	Information Item Presented to Board on the Formation of a Task Force to Examine Alternative Approaches for Placement of Students into First-Year Writing Courses (English 90, 101, and 102).
December 2010	Waiver of Board Policy III.Q.4.C., for placement in entry-level college English courses to permit pilots to establish alternative placement mechanisms for English.
February 2013	The Board approved a waiver of Board Policy III.Q.4.c to permit alternative placement mechanisms that are in alignment with the Complete College Idaho plan until the beginning of Fall 2014.

APPLICABLE POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admission Standards

BACKGROUND/DISCUSSION

Board Policy III.Q., Admission Standards provides coverage for both admission and lower division course placement at the public institutions. In June 2008, the Council on Academic Affairs and Programs (CAAP) was presented with a proposal on behalf of the English Department Chairs and Writing Program Administrators to form a task force that would explore alternatives or new methods for more accurately placing students in first-year writing courses. CAAP supported the establishment of an English Placement task force, developed a charge with deliverables and timeline. Over the course of two years, the task force reviewed best practices to establish a common framework to be used in developing alternative placement mechanisms.

Institutions implemented pilot programs to determine the effectiveness of the alternative placement options. The results concluded that additional placement measures, and oftentimes different than current policy or historical practice, led to a positive initial experience in college during a critical transition period, and that institutions and students managed resources more efficiently. In September 2010 the English Placement Taskforce presented CAAP with the following recommendations:

- Continued institutional commitment to the collaboratively-developed Framework for Writing Placement
- Amending language to Board Policy III.Q., Admission Standards to distinguish between admission and placement

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- Reviewing the current placement chart for first-year writing in Board Policy III.Q., and place differently within the policy
- Evaluating how to award students college credit for course work actually taken

In December 2010 staff was aware that beyond the English Placement Taskforce Recommendations, further revisions to Board Policy III.Q. were necessary. At that time, staff and CAAP requested the Board waive the criteria contained in policy III.Q.4.c. for placement in entry-level college courses to permit the alternative placement mechanisms for English and that said waiver would expire in the Fall of 2012.

Two of the strategies of the Complete College Idaho (CCI) plan are directly connected to Board Policy III.Q. and associated placement requirements: Transform Remediation and Structure for Success (which includes general education core reform). The Chief Academic Officer and CAAP established two statewide taskforces, the State General Education Reform Taskforce and the State Transforming Remediation Taskforce, to develop recommendations that will be brought to the Board for their review and approval. The State General Education Reform Taskforce will be reviewing communications, math and English discipline recommendations regarding courses that should make up the general education core in their discipline, basic skill competencies for those courses and essential learning outcomes. These disciplines will extend to the humanities and physical life, and social sciences in the next phases of this work. The State General Education Reform Taskforce will then take this information and make recommendations to CAAP and the Board Instructions, Research, and Student Affairs (IRSA) Committee and ultimately recommendations to the full Board for their approval. The math and English discipline recommendations will provide the necessary contextual framework for the State Remediation taskforce to identify the most appropriate assessment and placement requirements.

Two subgroups of the State Transforming Remediation Taskforce have been created, Assessment & Placement and Delivery Models. These groups met in April 2013 to review state and national data, best practice models, and make recommendations on the appropriate framework for assessment and placement and implementation of the three Board identified delivery models.

Significant foundational work to revise assessment and placement practice and delivery of remediation education is already underway on most campuses and we are seeing increased student success because of that.

The work of the Remediation teams is dependent on the recommendations of the General Education Taskforce. The General Education Task force recommendations were provided in December 5-6, 2013, and the Remediation teams met again on February 25-26, 2014 to incorporate the recommendations of the General Education Taskforce into the remediation work. The teams hope

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to have recommendations in place, in order to support the work of the Complete College Idaho plan and one of our key strategies to transform remediation, in place for student entering Fall 2015. Board approval to waive policy section III.Q.4.c. is necessary pending completion of remediation efforts.

ATTACHMENTS

Attachment 1 - Board Policy III.Q.4.c, Admission Standards,
English Placement

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The work done by the English Placement Taskforce in 2010 included the seven public institutions, whereby they sought to analyze and design a common framework for placement in entry-level English courses. Because of budget cuts and institution and Board staff turnover, the entirety of this work was not realized. The request to temporarily waive policy III.Q.4.c. ensures the institutions governed under the Board are in compliance with policy, while also enabling them to meet the goals of Complete College Idaho and Transforming Remediation. This temporary waiver will allow staff time to work with CAAP and the State Transforming Remediation Taskforce to ensure there is a consistent model for placing students, which is transparent for students and counselors, and to ensure that policy is in alignment with the Board's strategic plan, 60% statewide completion goal, and the Complete College Idaho Plan.

Part of this waiver requirement should include the notification to the Chief Academic Officer and CAAP of the institutions' assessment and placement practices to ensure alignment with the Transforming Remediation strategy and supporting initiatives.

BOARD ACTION

I move to extend the waiver of the criteria in Board policy III.Q.4.c for placement in entry-level college courses to permit alternative placement mechanisms that are in alignment with the Complete College Idaho plan until October 2015. All alternative placement mechanisms shall be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

August 2007

		humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category.
		Foreign Language is strongly recommended. The Native American Languages may meet the foreign language credit requirement
Other College Preparation	3 credits	Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher.
		Studio/Performing Arts (art, dance, drama, and music).
		Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).
		State Division of Professional-Technical Education-approved classes (no more than two (2) credits) in Agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.

- c. Placement in entry-level college courses will be determined according to the following criteria.

Placement Scores for English

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

Placement Scores for Math

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

NOTES:

In all cases, one credit is defined as a course taken with a minimum of 70 hours of classroom instruction.

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

Each high school in Idaho has a list of approved courses, which count toward college/university admission.

5. Academic College and University Conditional Admission

It is the Board's intent that a student seeking conditional admission to any public postsecondary institution must take at least two (2) testing indicators that will allow the institution to assess competency and placement.

- a. Submit scores received on ACT (American College Test) or SAT (Scholastic Aptitude Test) prior to enrollment. Effective fall semester 1989.
- b. Effective fall semester 1989, a degree-seeking applicant who does not qualify for admission based on 4.b above but who satisfies one (1) of the criteria below, may be asked to petition the institutional director for admissions.
 - (1) A high school graduate from an accredited secondary school who has not completed the Board's Admission Standards core and has a predicted college GPA of 2.00 based on ACT, SAT and/or ACT COMPASS at the institution to which the student is seeking admission.
 - (2) Students who graduate from non-accredited secondary schools or home schools must have a predicted college GPA of 2.00 based on the ACT or SAT at the institution to which the student is seeking admission. In addition, the student must have an acceptable performance on one (1) of the following two (2) testing indicators: (a) GED (General Educational Development) Test; or (b) other standardized diagnostic tests such as the ACT COMPASS, ASSET, or CPT.
 - (3) Deserves special consideration by the institution, e.g., disadvantaged or minority students, delayed entry students, returning veterans, or talented students wishing to enter college early.

UNIVERSITY OF IDAHO

SUBJECT

Ph.D. Experimental Psychology-University of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.3.b.i.3.

BACKGROUND/DISCUSSION

The University of Idaho (UI) proposes to create a new Ph.D. degree in Experimental Psychology. The Department of Psychology and Communication Studies currently offers an M.S. in Psychology with a focus in Human Factors, which involves applying psychological research and expertise to technological design of human-machine systems to enhance both the safety and productivity of working and living environments. The proposed Ph.D. program will incorporate the core curriculum of the existing M.S. program and will require additional coursework and research credits as well as a dissertation and preliminary examination.

The UI has strategically invested resources to provide graduate students with state of the art training in Psychology with a focus on Human Factors. Key collaborations with Idaho National Laboratories have led to mutually beneficial internships and research funding opportunities to support these endeavors. While Idaho State University does offer a Ph.D. in Experimental Psychology, their areas of focus do not include Human Factors training which has been the purview of the Department of Psychology and Communication Studies since the inception of the Masters level program.

The Human Factors focus in the Psychology graduate program allows for a significant distance component that would enable students to complete early coursework via distance education. This flexibility in course delivery will also maximize student opportunities to collaborate with INL and other industries while they complete internships. In the typical case, the final five semesters of graduate work for the Ph.D. will require students to be on campus for completion of additional coursework (not available online) and thesis and dissertation level research. In particularly exceptional cases, where a student is already employed in industry and has appropriate facilities and support to conduct thesis and dissertation level work, it may be possible for them to complete their graduate degree via distance coursework and research collaborations at their current place of employment.

A doctoral program with a focus in human factors will positively impact the state's economy by providing the highest level training in human factors and usability. Professionals with doctoral training in human factors typically lead research or design teams concerned with ensuring that complex technological systems meet

the needs of end-users, promote safety and increase efficiency and productivity. Idaho has a burgeoning high technology sector and this sector in particular benefits from enhanced usability in its products. The increase in energy concerns nationally and advances in technology have increased employment opportunities for individuals with Ph.D.'s in human factors psychology. This increase in employment opportunities is a primary motivating factor for creating the program. However, the broad training that students in Doctoral Psychology programs with a focus in Human Factors receive also enables them to fulfill a variety of needs in industry. Individuals who are currently employed in industry benefit from additional graduate training which allows their organizations to be competitive for grant funding and larger industrial contracts.

IMPACT

A detailed budget is provided for expanding the program to include doctoral student education. Training doctoral students will only minimally increase faculty workloads and will allow them to gain maximum use of their laboratory equipment and facilities. There will be no increase in the number of courses each faculty member teaches per semester. The current administrative structure is sufficient to support the addition of doctoral students to the program. Additional assistantship funding is typically provided to graduate students in return for teaching or research assistantships at 20 hours per week during the academic year (\$10,500 per student per year). To attract high quality Ph.D. students the UI intends to provide tuition and fee waivers to cover the expenses (\$7,162 per student per academic year). Summer funding will allow students to complete necessary research during the summer months to ensure an on-time graduation in the fourth year (\$3,640 per student per summer). We intend to use department F&A return, grant funding, and cooperative internships to cover some of these expenses when possible and rely on our current allocation to cover the remainder of these costs.

ATTACHMENTS

Attachment 1 - Program Proposal

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The University of Idaho (UI) proposes to create a new Ph.D. in Experimental Psychology, which will build upon the existing M.S. in Psychology with Human Factors. The Ph.D. program will incorporate the core curriculum of the existing M.S. program and require 78 credits of graduate coursework to include completion of a master's thesis, preliminary examination, and doctoral dissertation.

Consistent with Board Policy III.G., the UI's proposed Ph.D. program was reviewed by an external review panel consisting of Dr. David Strayer of University of Utah and Dr. John Flach of Wright State University. External reviewers felt the proposed program "meets important national and regional

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needs and will have a positive impact on the state's economy. Expansion to a Ph.D. program will increase both the quality and productivity of the department."

Based on a survey the UI conducted at Idaho universities, the UI anticipates admitting 2 highly qualified students in year one with 2-3 additional students per year. Reviewers emphasized that "The number of Ph.D. students supervised by each faculty should be between 2-3 students, which is consistent with peer institutions granting Ph.D. degrees in human factors." The report also noted that the "department has made several strategic hires that provide the required expertise to offer a Ph.D. degree."

Overall, the reviewers strongly recommended support for the program but also indicated the importance "to address the current funding model for graduate training if the program is to attract the best Ph.D. candidates." According to the UI, this was a general statement made by reviewers about the importance of having a strong funding model for all graduate training. The UI believes they have the administrative structure to sufficiently support the addition of 2-3 students per year and will provide assistantship funding, tuition and fee waivers or cover expenses in order to attract high quality Ph.D. students.

The UI's request to create a new Ph.D. in Experimental Psychology is consistent with their Five-year Plan for Delivery of Academic Programs in the Northwest Region. Pursuant to III.Z, Idaho State University has a Statewide Program Responsibility for Clinical Psychology, which is not the same area as the Experimental Psychology program area. Currently no other programs in Idaho and bordering states offer graduate training in Human Factors Psychology. The UI and ISU have offered complementary Experimental Psychology M.S. programs for many years with UI focusing on Human Factors and ISU on other areas of Experimental Psychology. Both universities recognize the need for doctoral level training in Experimental Psychology and have cooperatively agreed to develop Ph.D. programs in Experimental Psychology that maintained the same complementary, non-overlapping foci as their existing M.S. programs.

The following represents programs in psychology currently being offered:

Institution	Program Title	Degree Level/Certificate	Options/Minors /Emphases	Location(s)	Regional/ Statewide	Method of Delivery
UI	Psychology	BA, BS, MS	Minor	Moscow	Regional	Hybrid
ISU	Psychology	BA, BS	Minor	ISU Campus	Regional	Hybrid
ISU	Psychology	MS	Minor	ISU Campus	Regional	Face-to-Face
BSU	Psychology	BS	N/A	Boise	Regional	Traditional
BSU	Psychology		Minor	Boise	Regional	Traditional
LCSC	Psychology	BA, BS	Minor	Lewiston	Regional	Traditional

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Institution	Program Title	Degree Level/Certificate	Options/Minors /Emphases	Location(s)	Regional/ Statewide	Method of Delivery
CSI	Psychology	AA	N/A	CSI Campus	Regional	Traditional with some portion avail online
CWI	Psychology	AA	NA	Boise/Nampa	Regional	Traditional
NIC	Psychology	AS	N/A	Coeur d'Alene	Region	Traditional , Web Enhanced, On-line Hybrid
NIC	Psychology	A.A.	N/A	Coeur d'Alene	Region	Traditional , Web Enhanced, On-line Hybrid

Board staff and the Council on Academic Affairs and Programs (CAAP) recommend approval as presented.

BOARD ACTION

I move to approve the request by the University of Idaho to offer a new Ph.D. in Experimental Psychology.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

Proposal for Graduate and Doctoral Degree Program

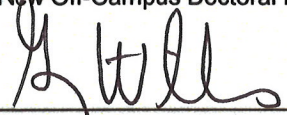
Date of Proposal Submission:	December 26, 2013
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Department of Psychology and Communication Studies

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

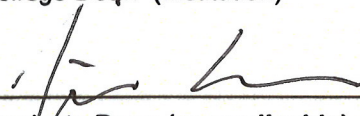
Title:	Experimental Psychology		
Degree:	Ph.D.		
Method of Delivery:	On-Campus		
CIP code (consult IR /Registrar)	42.2704		
Proposed Starting Date:	Summer 2014		
Indicate if the program is:	<input checked="" type="checkbox"/> Regional Responsibility	<input type="checkbox"/>	Statewide Responsibility

Indicate whether this request is either of the following:


- | | |
|--|---|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative |
| <input type="checkbox"/> New Doctoral Program | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

 1.28.14
 College Dean (Institution) Date

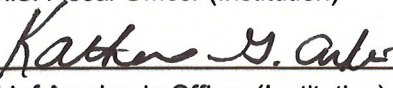
Vice President for Research (as applicable) Date

 1/28/14
 Graduate Dean (as applicable) Date


Academic Affairs Program Manager Date

 1/28/14
 Chief Fiscal Officer (Institution) Date

Chief Academic Officer, OSBE Date

 1-24-14
 Chief Academic Officer (Institution) Date

SBOE/OSBE Approval Date

 28 Jan 2014
 President Date

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

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

The Department of Psychology and Communication Studies currently offers a M.S. in Psychology with a focus in Human Factors (which involves applying psychological research and expertise to technological design of human-machine systems to enhance both the safety and productivity of working and living environments). We wish to expand our Psychology program to offer both the M.S. and Ph.D. degree. The Experimental Psychology Ph.D. program will incorporate the core curriculum of the existing M.S. program, but will require additional coursework and research credits as well as a dissertation and preliminary exam. The full program is summarized in Appendix A and meets the standards for a University of Idaho doctoral degree.

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

Objective 1: Congruent with our department's mission statement, we currently offer internationally competitive masters-level training in applied Experimental Psychology, with a focus in Human Factors Psychology. We hope to expand our training to include the Ph.D. to provide our students with the highest-level of training possible. Human factors psychologists specialize in human-technology interaction, ergonomics, biomechanics, and safety. Our goal is to prepare our students either to enter industry or public service as practitioners or to continue their studies at the doctoral level.

Every year, several UI Psychology undergraduates and masters students express their wish to pursue doctoral training in Human Factors Psychology at UI if that were possible. Also, our faculty members spontaneously receive inquiries from students outside of Idaho who are interested in pursuing doctoral training with those faculty members. Further, the Idaho National Laboratory (INL) employs a number of human factors researchers and engineers in a variety of technical areas who have expressed an interest in having a doctoral program in human factors within the state of Idaho for their employees. Our offering a doctoral program would provide opportunities for students like these and many others.

The current M.S. program in Psychology typically enrolls 30 students at a time (approximately half of whom are on-campus students and half of whom are distance students). Adding the doctoral program will allow us to expand the number of full time graduate students on campus by 8-10 increasing the size of the graduate program from 30 to 40 students in the next 4 years. A graduate program consisting of 40 students in a single area with Psychology is quite large by any standard. The faculty to student ratio would be approximately 8 students for each faculty member. The increase in students at the Ph.D. level will increase the number of full-time students with few additional resources required to

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serve those students. To provide a comparison, Texas Tech University has one of the top Human Factors graduate programs offering a Ph.D. in Experimental Psychology with an emphasis in Human Factors. The Human Factors Psychology program at Texas Tech has a faculty-student ratio of 1:3.5 (4 core HF faculty and 14 graduate students) and we are proposing a significantly larger program with 5 core HF faculty and 40 graduate students. We are able to handle this much larger program because approximately 15 of those students are professionals already employed in the field and matriculating as part-time distance students. Distance students complete the M.S. without requiring funding or laboratory access. Our Experimental Psychology program in Human Factors operates across 5 laboratories with an anticipated 25 graduate students working in these facilities and with the 15 (or so) distance students we would be maximizing our capacity at 40 students without creating undue burden on our faculty or facilities.

Human Factors Psychologists are employed in a wide variety of settings, where they can have various titles including Human Factors Psychologist/Researcher/Engineer, Usability Analyst/Engineer, or User Experience Analyst/Designer. Within Idaho, graduates of our M.S. program in Psychology have been employed at a variety of companies and government agencies, including INL and the Center for Advanced Energy Studies (Idaho Falls), Hewlett-Packard and the Kohl Group (Boise), and Benchmark Research and Safety (Moscow, Boise). Outside of the state, major employers of Human Factors Psychologists include the government (agencies such as the FAA, NTSB, NHTSA, NRC, DOE), all branches of the military, the nuclear power industry, the aviation industry (e.g., Boeing, Lockheed-Martin) and all of the large information technology companies (e.g., Intel, HP, Apple, Microsoft, Google, Sony).

Objective 2: Fill a need in the state and region for human factors training that serves employers and also positively impacts the economy in Idaho by providing the highest level of training in the field of human factors.

A doctoral program in experimental psychology will positively impact the state's economy by providing the highest level training in human-machine system integration and usability. Professionals with doctoral training in human factors typically lead research or design teams concerned with ensuring that complex technological systems meet the needs of end-users, promote safety and increase efficiency and productivity. Anyone who has interacted with a poorly designed product or web site has experienced the costs of poor usability. Idaho has a burgeoning high technology sector and this sector in particular benefits from enhanced usability in its products. We have attached letters of support from INL and HP indicating the value of such a program and the need for more advanced technological training in the workforce.

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

The Psychology graduate program with a focus in Human Factors has been accredited by the Human Factors and Ergonomics Society (HFES) and joins one of only 16 programs in the nation to be so accredited. The current graduate program offers the Masters of Science degree which has been accredited with a full 6 year accreditation term through July 2019. Our M.S. program in Psychology met and in some cases exceeded the HFES accreditation requirements.

The HFES accreditation program provides a self-study for Ph.D. programs to undergo as part of the accreditation process and the design of the proposed doctoral program conforms to these standards. If a doctoral program were approved, we would seek accreditation for the doctoral program as soon as we are eligible (HFES requires that a program have at least six graduates before accreditation can be pursued).

In addition, the graduate program is assessed by the department on an annual basis. Information from our last three rounds of assessment indicates that the program is meeting learning outcomes and goals for the Master's program. In addition, our focus groups with students indicate they would continue at the University of Idaho in pursuit of the Ph.D. should such a program be available. We will incorporate the Ph.D. program into the existing assessment model which includes data on coursework completion and performance, cumulative exams passed, focus groups with graduate students and placement information after graduation.

In anticipation of the proposed program, the department has made significant and strategic hires in the human factors area and includes faculty with a breadth and depth of expertise appropriate to provide graduate students with the knowledge, mentorship and experience needed to excel in the field of Human Factors.

Human Factors Faculty

Core Faculty**Brian Dyre** (Ph.D., 1993, University of Illinois)

Dr. Dyre's research uses computational modeling and behavioral and physiological measures to conduct basic and applied research on visual perception. Particular emphasis is on issues related to the control of locomotion and piloting of vehicles, including illusions related to weather phenomena, displays supporting navigation and real-time control, simulation, and mental workload and attentional allocation in cockpits and unmanned-aerial-vehicle (UAV) workstations.

Steffen Werner (Ph.D., 1994, University of Göttingen, Germany)

Dr. Steffen Werner conducts basic research in the areas of high-level visual cognition, spatial cognition, and attention. He is particularly interested in understanding long-term visual and spatial memory, as well as the integration of different sources of information during spatial tasks. His applied research interests lie in the areas of Human-Computer Interaction (e.g., user authentication, security, innovative display technologies), driving research (in-vehicle navigational displays, driver distraction), and neuroergonomics (e.g., neurological indicators of mental workload).

Benjamin Barton (Ph.D., 2005, University of Alabama at Birmingham)

Dr. Barton's research concerns lifespan developmental factors affecting risk for unintentional injuries and injury prevention. His primary focus is the influence of developing cognitive skills on pedestrian safety during middle childhood. Other areas of interest include biking safety in children and adults, and driving behaviors among adolescents and elderly.

Rajal Cohen (Ph.D., 2008, Pennsylvania State University)

Dr. Cohen studies the interconnectedness of cognition, posture, and action, with a special interest in principles that apply across the spectrum from high performance to dysfunction.

Russell Jackson (Ph.D., 2007, University of Texas)

Dr. Jackson's research investigates how the environments in which humans evolved may have shaped how we navigate and perceive our environment. His work focuses on human factors applications in the navigation of environmental hazards. He uses virtual reality methods and live outdoor testing in order to determine how perception and navigation adapt to risks such as falling.

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4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

Our current master's curriculum will serve as the core curriculum for the doctoral program. This will ensure that students receive a solid background in human factors. We will add a 1 credit special topics course on human factors that doctoral students must take each semester (for a total of 8 semesters or 8 credits). This course will be used to introduce students to current research in human factors and to address professional development issues (e.g., preparing presentations for scientific conferences; manuscript preparation; grant proposals).

After completion of the master's coursework, students will be expected to spend most of their time working closely with faculty on basic and applied research projects to further develop their research skills. Depending on the student's interests and career goals, additional coursework may be required in related fields (e.g., statistics, computer science).

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required:	44
Credit hours required in support courses:	0
Credit hours in required electives:	12
Credit hours for thesis or dissertation:	22
Total credit hours required for completion:	78

6. **Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

Doctoral students will be required to complete a master's thesis, preliminary examination, and doctoral dissertation. The master's thesis, which may be up to 10 credits hours, is expected to be completed by the end of the student's second year. A preliminary examination will be completed following the thesis and before the student can start his or her dissertation. The preliminary examination will be tailored to the student's career goals and includes two options. The first option is a traditional exam which will assess the student's mastery of human factors and ability to utilize that knowledge to solve problems. The exam will have a written component and an oral defense. The second option is the completion of a paper, which could be a theoretical paper that is related to the student's dissertation or a technical report documenting the use of human factors to solve an applied problem. An oral defense of the paper is required. The human factors faculty will decide which option is best for the student, taking into account the student's preference, interests, and career goals.

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

No other programs in Idaho, Montana, Oregon, or Western Washington offer graduate training in Human Factors Psychology. In 2011, when we began preparing this program proposal, we sought a letter of support from our nearest neighbor, Washington State University and we have attached that letter (See Appendix E for Letters of Support). Recent communications indicate they continue to be in support of this program.

UI and ISU have offered complementary, non-overlapping Experimental Psychology M.S. programs for many years (with UI focusing on Human Factors and ISU on other areas of Experimental Psychology); however, both universities recognize the need for doctoral level training in Experimental Psychology. The field of psychology is divided into two primary areas: clinical psychology and experimental psychology. However, within experimental psychology there are many additional areas of specialty in which a person may receive graduate training (i.e., social psychology, developmental psychology, cognitive psychology, personality psychology, health psychology, community psychology, psychology and law, comparative psychology, behavioral pharmacology/neuroscience, evolutionary psychology, interpersonal psychology, school psychology, military psychology, industrial organizational psychology, and human factors psychology).

ISU has historically offered graduate training in clinical psychology and some areas of experimental psychology (i.e., behavioral neuroscience, behavioral pharmacology, cognition, developmental psychology, learning, personality, sensation and perception, social psychology.) By contrast the University of Idaho Experimental Psychology Master's and proposed PhD program is focused specifically on the Human Factors area within experimental psychology. ISU and UI cooperatively agreed to develop Ph.D. programs in Experimental Psychology that maintained the same complementary, non-overlapping foci as our existing M.S. programs. The NOI to add Ph.D. training in Experimental Psychology at ISU was approved first (i.e., in August, 2010) and states "...the focus of U of I's program is very different from the focus of our proposed program. We wish to be direct in supporting U of I's efforts in maintaining their program in human factors." Having well-defined doctoral programs in both departments allows the State of Idaho to meet the needs of students interested in a range of specializations and the needs of employers interested in hiring students with those specializations. A letter from the Idaho State University Chair of Psychology is forthcoming and will further attest to this plan to provide graduate training in psychology in the state.

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	B.S.		
CSI	A.A.		
CWI	A.A.		

EITC	n/a		
ISU	B.S., M.S., Ph.D.		Experimental Psychology & Clinical Psychology (M.S. & Ph.D.)
LCSC	B.S.		
NIC	A.A.		
UI	B.S.,M.S.		Experimental Psychology

The nearest Ph.D. Experimental Psychology program offering Human Factors training is New Mexico State University in Las Cruces, New Mexico. The New Mexico State University program in Human Factors is smaller than our proposed program serving only 7 graduate students with 4 faculty members. There are only 21 Human Factors Psychology programs in the United States and of these only 16 have HFES accreditation, including the M.S. program at University of Idaho and once our Ph.D. program is implemented we will also seek accreditation for the doctoral program.

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

We conducted a survey of students at Idaho universities to estimate the degree of interest in a human factors psychology doctoral program (see Appendix B for the survey and complete results). Responses were received from 298 students from five universities (U-Idaho, ISU, BYU-Idaho, Northwest Nazarene University, and College of Idaho). We will focus on the responses of those who were considering graduate school in psychology (N = 214; sample size varies per question because some participants chose not to respond to all questions). Focusing on respondents who selected a response above the midpoint of the scale, we find that 44 out of 212 respondents expressed an interest in pursuing a Ph.D. in human factors psychology. This number grows considerably larger when we look at the likelihood of students to apply and to attend the University of Idaho if funding were available to cover tuition and living expenses: 107 out of 213 would apply and 100 out of 212 would attend if accepted.

These numbers may be a bit inflated as it included participants who are primarily interested in a master's degree. If we focus on the 102 respondents who plan on pursuing a doctorate, we find that 37 out of 101 reported interest in pursuing a Ph.D. in human factors psychology. In addition, 59 out of 102 would apply and 56 out of 102 would attend the University of Idaho if funding were provided to cover tuition and living expenses.

Our survey results are encouraging as a sufficient number of students appear interested in pursuing a doctorate in human factors psychology. Similar to our master's program, we also expect to recruit applicants from nearby states (e.g., Washington, Utah, Montana), so there appears to be a sufficient applicant pool to generate 2-3 high quality doctoral students a year.

In addition, our experience recruiting students to our master's program also suggests that there is sufficient demand to generate 2-3 high quality doctoral students a year. Every year,

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one to two applicants to our master's program are lost to doctoral programs in other states. We expect that a number of other high quality applicants never applied because they were focused on doctoral programs. In addition, the number of applicants seeking admission to a Human Factors Ph.D. programs in Psychology was over 350 for the last year data are available (https://www.hfes.org/Web/Students/grad_programs.html), only 18% of those were admitted in those programs. Clearly there is both student demand that nationally and students seeking Experimental Psychology Ph.D. training in Human Factors. We anticipate the pool is more than adequate to allow for the selection of 2-3 highly qualified students for our program each year.

- 9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

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

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	1 st Year of Program	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU							
ISU							**
LCSC							
UI	2	4	6	--	--	--	*
CSI							
CWI							
EITC							
NIC							

*There is not a current program in place so we do not have current year or previous year data for UI. In the first year we would anticipate enrolling 2 full-time doctoral students with 2-3 additional students per year. The program is a four year program so we would not anticipate graduating anyone with the Ph.D. until the Spring of Year 4 after implementation and would anticipate 2-3 Ph.D. graduates each year under normal circumstances and a slightly higher number (5-6) M.S. graduates. We would anticipate that any student who continued for the Ph.D. after completing their M.S. work would be likely to defend their dissertation and graduate within 2 years of their M.S. thesis defense.

**According to the Idaho State University's Ph.D. program website, the experimental psychology Ph.D. program has not yet generated data, as they are only in the second year of their program and have not made applicant/enrollment data available for their PhD program. However, their Master's program in experimental psychology areas has historically enrolled 2-3 students in the last years for which data are available. This is compared to our enrollments of 4-6 1st year Master's students each year.

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

The University of Idaho does not offer programs that might typically compete for students with interests in Human Factors. Specifically, programs related to Human Factors Psychology such as Industrial Engineering, Aviation Psychology, Ergonomics, Human Computer Interaction, and Usability are not offered at the University of Idaho and therefore it is unlikely that other programs would see declines in their enrollments. Indeed, we would expect that the Human Factors Ph.D. will actually increase enrollments in our M.S. Psychology program as students would be more likely to continue their education at University of Idaho rather than seek enrollment in M.S./Ph.D. human factors programs nationally.

11. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential.

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

	Year 1--2015	Year 2--2016	Year 3--2017
Local (Regional)			
State	856 (expected employment)	870 (expected employment)	884 (expected employment)
Nation	6,550 (new openings)	7,860	9,190 (1,330 new openings projected per year until 2020)

- 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.**

Labor market projections were obtained from the Idaho Department of Labor website (<http://labor.idaho.gov/workforceglance/>; accessed on 1/28/2013). The occupation, human factors psychologist/engineer, was not listed, so we chose "Engineers, All Other." In 2010, there were 785 jobs in this occupation which is expected to grow to 927 in 2020 for a growth rate of 18.09%.

National market projections were obtained from O*Net OnLine retrieved from <http://www.onetonline.org/link/summary/17-2112.01> on January 30, 2013. In 2010, there were 203,900 people in the "Human Factors" occupations with projected national growth between 2010 and 2020 to be 3-9% for a projected 2020 employment of 217,000. The projected growth in Idaho is twice the expected national growth.

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Human Factors Psychologists are employed in a wide variety of settings, where they can have various titles including Human Factors Psychologist/Researcher/Engineer, Usability Analyst/Engineer, or User Experience Analyst/Designer. Currently within Idaho, graduates of our M.S. program in Human Factors are employed at a variety of companies and government agencies, including INL and the Center for Advanced Energy Studies (Idaho Falls), Hewlett-Packard and the Kohl Group (Boise), and Benchmark Research and Safety (Moscow, Boise). Outside of the state, major employers of HF Psychologists include the government (agencies such as the FAA, NTSB, NHTSA, NRC, DOE), all branches of the military, the nuclear power industry, the aviation industry (e.g., Boeing, Lockheed-Martin) and all of the large information technology companies (e.g., Intel, HP, Apple, Microsoft, Google, Sony).

Our master's students have been successful in securing positions in a variety of industries and the national employment picture for Human Factors specialists is very good. The Department of Labor statistics combines together all psychologists who are not in the subfields of clinical, counseling, school, or industrial-organizational; for this somewhat heterogeneous category of applied psychologists, the mean annual wage in 2010 was \$89,900 (and \$100,790 for those in the "scientific research and development services", which includes HF Psychologists), and employment was projected to increase 14% from 2008 to 2018. According to the Department of Labor sponsored Occupational Information Network (O*NET), the projected growth in 2008-2018 employment for "Psychologists-Other" is listed as "Faster than average (14% to 19%)", and the projected growth in 2008-2018 employment for "Human Factors Engineers and Ergonomists" is likewise listed as "Faster than average (14% to 19%)".

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2012-13 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited June 27, 2012).

National Data Source: [Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections](#)

State Data Source: [Idaho Commerce & Labor, Research & Analysis Bureau](#)

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

A doctoral program in human factors will positively impact the state's economy by providing the highest level training in human-machine system integration and usability. Professionals with doctoral training in human factors typically lead research or design teams concerned with ensuring that complex technological systems meet the needs of end-users, promote safety and increase efficiency and productivity. Anyone who has interacted with a poorly designed product or web site has experienced the costs of poor usability. Idaho has a burgeoning high technology sector and this sector in particular benefits from enhanced usability in its products.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The increase in energy concerns nationally and advances in technology have increased employment opportunities for individuals with Ph.D.'s in human factors psychology. This increase in employment opportunities is a primary motivating factor for creating the program.

However, the broad training that students in Doctoral Human Factors programs receive also enables them to fulfill a variety of needs in industry. Individuals who are currently employed in Industry benefit from additional graduate training which allows their organizations to be competitive for grant funding and larger industrial contracts.

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

The current Human Factors focus in the Psychology graduate program includes a significant distance component that would allow students to complete early coursework via distance education (online coursework). This flexibility in course delivery will also maximize student opportunities to collaborate with INL and other industries while they complete internships. In the typical case, the final five semesters of graduate work for the Ph.D. will require students to be on campus for completion of additional coursework (not available online) and thesis and dissertation level research. In particularly exceptional cases, where a student is already employed in industry and has appropriate facilities and support to conduct thesis and dissertation level work, it may be possible for them to complete their graduate degree via distance coursework and research collaborations at their current place of employment. Proposals, defense of final thesis and dissertation work, and preliminary exams would be held on the Moscow campus, but would require no more than a day or two for completion. Lab experience is a key component of graduate level work in Human Factors and all students would be encouraged to take advantage of those experiences available to them.

The current MS distance program involves online coursework and courses provided via streaming video and/or pre-recorded video. This core coursework can all be completed without any requirement to be on the Moscow or any UI campus. In order to complete the comprehensive exams for the Master's degree appropriate arrangements must be made in collaboration with the major professor to arrange for a proctor for these exams. For the PhD, program coursework could be completed similarly via online courses, streaming or pre-recorded video of courses. Additional coursework that is currently not available online, could be easily delivered using streaming video technology. Research requirements for the thesis and dissertation would need to be arranged carefully with the major professor and committee as well as ensuring that appropriate research facilities are available to carry out the proposed work for those students who would not be located on the Moscow campus. The more typical model for students not already employed in a Human Factors capacity, would be that in the last semesters of the program as research becomes the primary focus of the training that students would be present on the Moscow campus for some term (e.g., summer) to work in an appropriate Human Factors lab to gather data and gain critical experience working with the technology that is typical in human factors research.

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

The State Board of Education's strategic plan emphasizes the following goals: (1) "a well-educated citizenry," (2) "critical thinking and innovation," and (3) "effective and efficient delivery systems." Our graduate training program recruits many of our students from within Idaho and we expect that the addition of a doctoral program will enhance our ability to recruit in-state students, which is consistent with Goal 1.

In accordance with Goal 2, our faculty and students are actively engaged in applied research on contemporary problems (e.g., improving pedestrian and aviation safety). Our faculty and students have been active in developing collaborations with agencies that will expand research opportunities and funding opportunities (e.g., ongoing research collaborations with INL/CAES and the National Institute for Advanced Transportation (NIATT)). Our doctoral students' research projects and internships will further facilitate these types of collaborations.

Finally, expanding our existing graduate program to include a Ph.D. program meets Goal 3. By adding the doctoral program and maximizing our use of existing resources (e.g., curriculum for the master's program will serve as the foundation) additional costs will be minimal we are providing an effective and efficient method of delivery for a key STEM (Science, Technology, Engineering, and Mathematics) program. Human Factors Psychology incorporates Psychology, Engineering, and Technology and provides a unique intersection of STEM disciplines. This type of program provides STEM discipline emphasis, but also applications of STEM education in the highly employable field of Human Factors. Further, some of our master's students who would otherwise leave our program to attend doctoral programs elsewhere will stay and the time and resources spent training them can be applied toward research and projects that benefit the university and state. Doctoral students could also help us meet instructional needs at the undergraduate level and assist on grants.

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

The University of Idaho's strategic plan emphasizes the following goals: (1) "Enable student success in a rapidly changing world", (2) "Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow", and (3) "Meet society's critical needs by engaging in mutually beneficial partnerships." Our graduate training program meets all three of these goals. In accord with Goals 1 and 2, our faculty and students are actively engaged in applied research on contemporary problems (e.g., improving pedestrian and aviation safety). Moreover, in accord with Goal 3, our faculty and students have been actively and successfully developing collaborations with both private industry and public agencies (e.g., ongoing research collaborations with INL/CAES and with Nissan Corporation on how to minimize pedestrian risk associated with quieter electric cars). Our doctoral students' research projects and internships will further facilitate these types of collaborations. Finally, our cross-listing of courses (across departments and universities) and our involvement in the Neuroscience program support the interdisciplinary activity emphasized in UI's Strategic Plan.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Enable student success in a rapidly changing world.	Our faculty and students engage in curriculum and research that actively engages in understanding how changing technology impacts current thinking about human factors. For example, the increase in hybrid vehicles and decreased car noise has direct impact on pedestrian safety.
Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.	Our faculty and students have pursued research on topics that are directly applicable to contemporary problems (e.g., improving pedestrian and aviation safety). Our students routinely present their work at the Human Factors and Ergonomics Society conference and our faculty members publish in peer reviewed journals to disseminate the important work conducted in the University of Idaho Human Factors laboratories.
Meet society's critical needs by engaging in mutually beneficial partnerships.	Our faculty and students have been actively and successfully developing collaborations with both private industry and public agencies (e.g., ongoing research collaborations with INL/CAES and with Nissan Corporation on how to minimize pedestrian risk associated with quieter electric cars). Our faculty are also collaborating with NIATT and the Alaska Department of Transportation and generating new collaborative opportunities with the Idaho Department of Transportation. Our doctoral students' research projects and internships will further facilitate these types of collaborations.

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

Yes x No

The proposed program, a Ph.D. in Experimental Psychology, is listed on the current five-year plan and has been on the State Board 8 year plan (later 5 year plan) since 2006. This timeline has provided us with the time required to develop a strong, competitive, and economically viable program.

The proposed program, a PhD in Experimental Psychology was on the State of Idaho Board of Education plan as early as August of 2006. When ISU forwarded their proposal for the Experimental Psychology program, our response reiterated our intent to continue to pursue the Human Factors psychology specialization as planned. We have been continuously on the 8 year plan (and later the 5 year plan) to propose this program. At every point we have made it clear that we have carefully invested resources and energy to meet the suggestions and recommendations to be able to deliver such a program successfully. Our strategy has been a cautious one. We have built a robust Master's level program in Psychology with a focus on Human Factors and took the time to do so in an economically sustainable way prior to adding the PhD program. It is only after this cautious planning and

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responsiveness to feedback at every level, that we are proposing a carefully thought out PhD in Experimental Psychology.

In 2009, an external review of our program was conducted and the reviewers were particularly asked about the appropriateness of our continuing to pursue the PhD in Experimental Psychology program and reported that this plan was favorable. In anticipation of this proposal, we made strategic hires in the area of Human Factors that would best serve the proposed program. We have invested resources to develop labs that would serve not only as appropriate training facilities but also state of the art research facilities so that we would be competitive for external funding and contracts to fund our students and serve the state.

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

The initial focus of the program will be on recruiting applicants from in-state and the nearby region. Information about the program will be distributed to universities within the state and region. Depending on available funding, we will also plan some recruiting trips to universities in the state and region to inform students about the field of human factors and the opportunities at the University of Idaho. Within the university, we will publicize the program to our majors and other related majors through class presentations, brochures, and the advising process. Finally, program information will be added to the website of the Human Factors and Ergonomic Society (HFES). HFES maintains a list of graduate programs and this resource is widely used by students to identify appropriate programs.

17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix D**.

External Review attached in Appendix D.

18. **Program Resource Requirements.** Using the Excel spreadsheet provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

As of February 2013, the Department of Psychology and Communication Studies has 14 full-time board-appointed faculty members on our Moscow campus; 12 of whom are dedicated to the psychology program, and 5 of those 12 will have teaching and research emphases in Human Factors Psychology. Our faculty research interests cover a wide range of topics in Human Factors (e.g., visual perception and spatial cognition, pedestrian and vehicular safety, human-computer interaction, automated alarm systems, virtual aviation displays), which will provide students with excellent research training in these areas.

Training doctoral students will only minimally increase faculty workloads and allow them to gain maximum use of their laboratory equipment and facilities. There will be no increase in the number of courses each faculty member teaches per semester. We anticipate each faculty member in our HF program to be the major advisor for at most 5 graduate students at a time (3 master's level and 2 doctoral students) at a time. Our admissions standards will be selective, ensuring that we have high quality doctoral students who have the potential to enhance faculty research programs. Moreover, our advanced doctoral students will be able to help teach our undergraduates and mentor newer graduate students.

The department has an administrative assistant and financial technician on staff who would be able to provide support for the anticipated 2-3 additional students per year or a total of 10 additional graduate students.

Year 1

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program*	Projected Graduate Student Credit Hours	Projected Ph.D. Student Credit Hours	FTE Ph.D. Students
Benjamin Barton, Assistant Professor	\$56,118	.50	45	6	.25
Rajal Cohen, Assistant Professor	\$63,003	.50	52	12	.5
Brian Dyre, Associate Professor	\$62,337	.65	75	6	.25

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Russell Jackson, Assistant Professor	\$65,000	.60	39	6	.25
Steffen Werner, Associate Professor	\$68,598	.60	91	12	.5
Todd Thorsteinson, Professor	\$69,908	.25	21	6	.25

Year 2

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program*	Projected Graduate Student Credit Hours	Projected Ph.D. Student Credit Hours	FTE Ph.D. Students
Benjamin Barton, Assistant Professor	\$56,118	.50	45	6	.25
Rajal Cohen, Assistant Professor	\$63,003	.50	64	24	1
Brian Dyre, Associate Professor	\$62,337	.65	81	12	.5
Russell Jackson, Assistant Professor	\$65,000	.60	51	18	.75
Steffen Werner, Associate Professor	\$68,598	.60	109	30	1.25
Todd Thorsteinson, Professor	\$69,908	.25	21	6	.25

Year 3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program*	Projected Graduate Student Credit Hours	Projected Ph.D. Student Credit Hours	FTE Ph.D. Students
Benjamin Barton, Assistant Professor	\$56,118	.50	69	30	1.25
Rajal Cohen, Assistant Professor	\$63,003	.50	64	24	1
Brian Dyre, Associate Professor	\$62,337	.65	93	24	1
Russell Jackson, Assistant Professor	\$65,000	.60	63	30	1.25
Steffen Werner, Associate Professor	\$68,598	.60	109	30	1.25
Todd Thorsteinson, Professor	\$69,908	.25	21	6	.25

ATTACHMENT 1

*Note: Faculty FTE is for the Human Factors graduate program inclusive of both the existing Master's program and the proposed extension of the existing graduate program to offer the Ph.D.. That is, the effort devoted only to the Ph.D. program would be difficult to disentangle from the effort for the M.S. program in terms of advising or research. Projected credit hours are per year and based on the assumption that a faculty member would oversee 1-2 graduate students generating thesis/dissertation credit hours or research credit hours in addition to the credits generated by taking core coursework. The distribution of students across faculty should be relatively even, though for the purposes of this table the even distribution of students across faculty would not be evident until the third or fourth year. Faculty members with a higher FTE are those who are more involved in our distance education program.

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Administrative Expenditures

Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Value of FTE Effort to this Program

Our current administrative structure is sufficient to support the addition of 2-3 per year for a total of 10 additional graduate students to our program. The budget below anticipates this funding level for on-campus students. Students who take courses online, will not have assistantships or tuition waivers. We anticipate online PhD students to be rare rather than normative.

Additional assistantship funding is typically provided to graduate students in return for teaching or research assistantships at 20 hours per week during the academic year (\$10,500 per student per year). We would provide this level of funding to students in the PhD program.

In order to attract high quality Ph.D. students we will need to provide tuition and fee waivers or cover these expenses (\$7,162 per student per academic year). In addition, summer funding would allow students to complete necessary research during the summer months to ensure an on-time graduation in the fourth year (\$3,640 per student per summer).

We anticipate accepting 2-3 students each year into the Ph.D. program. We intend to use department F&A return, grant funding, and cooperative internships to cover some of these expenses when possible and rely on outreach revenue to cover the remainder of these costs.

Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

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We typically provide graduate students with funds to travel to conferences and disseminate their work. Indeed the HFES meeting each year is a key employment networking opportunity for students. We currently fund this for our master's students in their second year. However, Ph.D. students will need funds to attend this and other conferences for four years. Finally, we hope to use some of the travel money to fund recruiting trips in the early years of the program to build our applicant pool for the Ph.D. and existing M.S. Human Factors programs. Again, grant funding could feasibly offset some of this expense, but the remainder would need to be covered by the department through outreach revenue or grant F&A returned to the department.

Over the longer term, we anticipate some advanced doctoral students teaching sections of certain courses independently or securing (and helping our faculty to secure) additional external funding. In summary, we will be able to provide competitive funding and quality training to doctoral students with our current staffing and funding levels.

However, if outreach revenue is redistributed within the University or College additional funds would be needed to fund graduate assistantships and tuition and fees for doctoral students.

b. Capital Outlay

(1) Library resources

- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The current library resources are sufficient to meet the needs of our program and the anticipated addition of a Ph.D. program. We are requesting additional funding for the library in the budget to offset the costs associated with continuing to provide the necessary journal subscriptions to our faculty and students as costs of electronic journals continues to increase.

- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

We currently have over 2,400 square feet across five laboratories dedicated to Human Factors Research.

Department of Psychology and Communication Studies **Human Factors Program Lab Space Information**

Lab Name	Location	Square Footage	Contact Name
Idaho Child Safety Lab	Forney 003	226 sq. ft.	Barton, Ben
Mind in Movement Laboratory	Forney 001	370 sq. ft.	Cohen, Rajal
Visual Psychophysics Lab & General Lab Space	SHC 016D, SHC 005, SHC 008	470 sq. ft.	Dyre, Brian
Evolved Navigation Lab	SHC 014	390 sq. ft.	Jackson, Russell
Cognitive Lab	SHC 009	279 sq. ft.	Werner, Steffen
Driving & Flight Simulation Lab	Memorial Gym B46A	700 sq. ft.	Werner, Steffen Dyre, Brian

- (c) For off-campus programs, clearly indicate how the library resources are to be provided.
Our distance program students make use of the digital collections provided by the University of Idaho Moscow campus library. The vast majority of literature relevant to HF research is available digitally.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The department currently has over 2,000 square feet of lab space providing access to cutting edge technology and sophisticated equipment used in human factors research. The department also has a graduate student space with computers available to students for data analysis and typical office functions.

Human Factors Simulation Lab housed in B46A Memorial Gym measures 700 sq ft.

Bay 1 of the simulation lab hosts the Driving Simulator

NADS (National Advanced Driving Simulator, U of Iowa) seven channel MiniSim driving simulator (3 forward view, 1 dashboard display, 3 rear view mirrors)

- Total forward field-of-view 135° (front-projection screens)
- 3 high-resolution data projectors for the forward view
- 1 fully instrumented Chevy S10 cab with 3D sound
- 3 LCD displays for dash display and side mirrors
- Pedals for breaking and acceleration
- Steering wheel with switches and gear shifter
- 1 60" Plasma screen for the center rear view or alternatively
- 1 "Flight Seat" with controls suitable for aviation simulation
- 1 host PC for simulation control using our in-house-developed ViEWER simulator software using the same front projection setup

Bay 2 of the simulation lab is set aside to be equipped with

- 1 Process control simulation station (for INL Alarm Dashboard project)
- 3 large-screen monitors and 1 server running the process control simulation software currently developed in house (to be installed Spring 2013).

Lab also includes:

- 5 PCs for office applications (data analysis, manuscript writing)
 - Apparatus for "Human Water Maze" for spatial cognition experiments
- **016D SHS** (~250 square feet, painted flat black with black carpeting to control reflections for visual psychophysics experiments) contains the Flight simulator with high-resolution 90 degree FOV (two 54" diagonal rear-projection enclosures with NEC high-resolution/fast phosphor CRT projectors)

- 2 large (60" diagonal) rear projection cabinets with high-resolution and fast-phosphor NEC CRT projectors (1 of which is currently inoperable).
 - 2 graphics workstations capable of generating high quality 3D graphics for our simulations
 - 1 host computer for controlling simulations
 - 1 ASL head mounted eye-head tracking system that also can be used for measurement of pupil diameter with its own dedicated computer
 - Sensors and amplifiers for monitoring heart rate, breathing rate, and skin conductance (on loan from WSU psych department due to my adjunct status there)
 - 1 file server with redundant back-up systems
 - 1 height-adjustable participant seat with various controls (joysticks, steering wheels, etc.)
 - Flock of Birds magnetic head tracking system and IS-300 3DOF inertial tracking system.
- **The Idaho Child Safety Lab** in Forney Hall 003 is housed in a 226 square foot lab space that contains both eye-tracking technology and a sound booth for auditory studies.
 - Eye tracking: ASL EYE-TRAC6 System with remote desk-mounted tracking. The system uses an infrared beam to track head position so that the person doesn't have to lock their head into a device to hold it still.
 - Sound booth: 4x4 feet, lined with fabric for visual isolation, insulated with foam and fabric sound-deadening material, equipped with two 5-inch powered studio monitors, sound is controlled externally by the researcher. The idea is that the person is placed in a semi-isolated environment so that they can experience traffic sounds (or other auditory stimuli), and we can measure physiological reactions, self-reports, etc.
 - In addition this lab includes technology allowing for the measurement of heart rate and electrodermal response.
 - Several GPS trackers for use in real-world behavioral data collection
 - **Cognition and Usability Lab** is located in SHC 009 Student Health Center, a 279 square foot mixed lab/office space. The cognition and usability lab will be structurally divided into a usability lab (approximately 120 square feet) containing:
 - 1 Wacom Cintiq 24" graphics tablet with multi-touch capability
 - 2 iMac 24" personal computers
 - 1 Tobii eye-tracker (pending purchase)
 - 1 Windows computer workstation running ePrime II for time-critical experiments.
 - The remaining 150 square feet are going to be used as graduate student office space and meeting space
 - **The Evolved Navigation Lab** is a 390 sq. ft. space in Student Health Center Room 014 featuring immersive single-user virtual reality capacities. The lab houses a 4 camera PPTX and InertiaCube system with an NVIS SX60 Head Mounted Display. The PPTX machine runs Vizard software and the rendering computer is a liquid-cooled machine with a solid state drive and state of the art graphics capacities. Users receive 60 degree field of view with integrated sound across virtual environments. Additionally this lab has a Kaiser PV-60 head-mounted stereo display (FOV 45 degrees) and Intersense 300

head tracking.

- A 279 square foot **Mind in Motion laboratory** facility The focus of the Mind in Motion Laboratory is to investigate how cognitive abilities (and cognitive deficits) influence movement and posture. The lab includes a large open space equipped with an 8-camera Vicon Bonita motion capture system and the Motion Monitor integration package. This combined system allows us to (1) collect three-dimensional position data from passive reflective markers on the body; (2) accurately identify the reflective markers in real time to generate a model of the human body in motion; (3) seamlessly integrate and synchronize of data from future equipment purchases (such as force plates, accelerometers, electromyography, and biofeedback). It also (4) allows students working in my lab to collect and analyze data without spending years learning to program computers, thus freeing up more of their time to focus on learning about science.
- All Labs contain PCs for data analysis and manuscript preparation. Multiple high-performance graphics workstations for the development of synthetic environments

d. Revenue Sources

- (1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

We currently have 5 full-time faculty members who offer coursework in the graduate program and mentor graduate students. This effort would continue and the addition of 2 more students per year to courses would not significantly impact their workload. In addition, faculty already provide advising and mentorship to graduate students and this would continue for two additional years for Ph.D. students. Again, this would not significantly impact allocation of time for faculty. Salaries are already allocated in the amount of \$315,000 for these lines and there is no foreseeable need for an increase in this amount nor a significant redistribution of labor for these faculty members based on the addition of the Ph.D. Program. As noted in item 18.b.1, an additional \$2,000 would need to be reallocated to the University of Idaho library for capital outlay each year.

- (2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Currently, all of our on-campus graduate students are fully funded through a combination of sources, including graduate teaching assistants funded by our College, research assistantships funded through grants and paid internships, and assistantships provided by departmental funds generated by faculty research and outreach activities. These resources will be sufficient to fully fund the number of Ph.D. students that we expect to admit over the next few years. Ph.D. students would need to have tuition and fees covered and this can be managed with generated revenue from outreach courses and faculty research grants. We do not anticipate a decline or end to outreach revenue, though our ability to support students will rely on the continued distribution of funds to departments or equivalent budget lines to the department. Funding and training Ph.D. level graduate students is a priority for many federal grants and the addition of a graduate program would make our faculty more

competitive for these awards.

- (3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

This program does not require an MCO appropriation as proposed.

- (4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

While, faculty grant funding will off-set the costs for the proposed Ph.D. program and the existing M.S. program in human factors, the program is not entirely reliant on these funds and could support the program with current resources and outreach revenue. Currently, we have three grants or contracts funding four students in the program through partial assistantships and in some cases funds covering tuition and fees.

- (5) Provide estimated fees for any proposed professional or self-support program.
The program being proposed does not fit a professional or self-support graduate program model, but rather a more traditional model in which graduate student support and tuition would be paid by the institution. However, the students currently in the distance program are part-time students who pay tuition and fees for their coursework and do not receive assistantships or other funding from the institution.

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile subsequent pages where budget explanations are provided. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY	15	FY	16	FY	17	FY	18	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	2	2	2	2	3	3	3	3	10	10
B. Shifting enrollments	0	0	0	0	0	0	0	0	0	0

II. REVENUE

	FY	15	FY	16	FY	17	FY	18	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)*	\$274,846.70		\$274,846.70		\$274,846.70		\$274,846.70		\$1,099,386.80	\$0.00
2. Appropriated (New)									\$0.00	\$0.00
3. Federal									\$0.00	\$0.00
4. Tuition	\$14,324.00		\$28,648.00		\$100,268.00		\$143,240.00		\$286,480.00	\$0.00
5. Student Fees									\$0.00	\$0.00
6. Other (Specify): Outreach Revenue [#]	\$31,500.00		\$62,500.00		\$108,100.00		\$154,000.00		\$356,100.00	\$0.00
Total Revenue	\$320,670.70	\$0.00	\$365,994.70	\$0.00	\$483,214.70	\$0.00	\$572,086.70	\$0.00	\$1,741,966.80	\$0.00

*Note: All except \$2,000 requested (for capital outlay funding for the library) of these funds are already allocated to existing and filled faculty lines. In addition, the outreach revenue is generated by the BS program and will come from other budgets that support assistantships.

FY18 would be the full capacity of the program and the revenue and expenditures in subsequent years would not be significantly higher in today's dollars.

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

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

III. EXPENDITURES

	FY	<u>15</u>	FY	<u>16</u>	FY	<u>17</u>	FY	<u>18</u>	ATTACHMENT 1 Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs										
1. FTE									\$0.00	\$0.00
2. Faculty (Existing Lines)*	\$197,715.00		\$197,715.00		\$197,715.00		\$197,715.00		\$790,860.00	\$0.00
<i>*Note: These funds are already allocated to existing and filled faculty lines.</i>										
3. Administrators									\$0.00	\$0.00
4. Adjunct Faculty									\$0.00	\$0.00
5. Instructional Assistants									\$0.00	\$0.00
6. Research Personnel									\$0.00	\$0.00
7. Support Personnel									\$0.00	\$0.00
8. Fringe Benefits	\$75,996.90		\$76,862.10		\$78,159.90		\$79,457.70		\$310,476.60	\$0.00
9. Other: Tuition Waivers	\$14,324.00		\$28,648.00		\$100,268.00		\$143,240.00		\$286,480.00	
Grad. Assistantships	\$21,000.00		\$42,000.00		\$73,500.00		\$105,000.00		\$241,500.00	
Summer Grad Support	\$7,280.00		\$14,560.00		\$25,480.00		\$36,400.00		\$83,720.00	
9. Other:	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	\$0.00
Total FTE Personnel and Costs	\$316,315.90	\$0.00	\$359,785.10	\$0.00	\$475,122.90	\$0.00	\$561,812.70	\$0.00	\$1,713,036.60	\$0.00

FY	<u>15</u>	FY	<u>16</u>	FY	<u>17</u>	FY	<u>18</u>	Cumulative Total
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	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures										
1. Travel	\$2,000.00		\$4,000.00		\$6,000.00		\$8,000.00		\$20,000.00	\$0.00
2. Professional Services									\$0.00	\$0.00
3. Other Services									\$0.00	\$0.00
4. Communications									\$0.00	\$0.00
5. Utilities									\$0.00	\$0.00
6. Materials and Supplies									\$0.00	\$0.00
7. Rentals									\$0.00	\$0.00
8. Repairs & Maintenance									\$0.00	\$0.00
9. Materials & Goods for Manufacture & Resale									\$0.00	\$0.00
10. Miscellaneous									\$0.00	\$0.00
Total Operating Expenditures	\$2,000.00	\$0.00	\$4,000.00	\$0.00	\$6,000.00	\$0.00	\$8,000.00	\$0.00	\$12,000.00	\$0.00
	FY	15	FY	16	FY	17	FY	18	Cumulative Total	
C. Capital Outlay										
1. Library Resources	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$8,000.00	\$0.00
2. Equipment									\$0.00	\$0.00
Total Capital Outlay	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	\$0.00	\$8,000.00	\$0.00
D. Capital Facilities										
E. Indirect Costs (overhead)										
TOTAL EXPENDITURES:	\$320,315.90	\$0.00	\$365,785.10	\$0.00	\$483,122.90	\$0.00	\$571,812.70	\$0.00	\$1,741,036.60	\$0.00
Net Income (Deficit)	\$354.80	\$0.00	\$209.60	\$0.00	\$91.80	\$0.00	\$274.00	\$0.00	\$930.20	\$0.00

ATTACHMENT 1

Appendix A – Proposed Curriculum

NOTE: Total required credits = 78; maximum # 400-level credits = 26; maximum # PSYC 600 credits = 45.

Category	Number	Course	Institution	Credits
Quantitative Requirement	PSYC 512	Research Methods	UI	3
Quantitative Requirement	PSYC 513	Advanced Research Methods	UI	3
Quantitative Requirement	STAT 431	Statistical Analysis	UI	3
Total				9
Category	Number	Course	Institution	Credits
PSYC Requirement	PSYC 444	Sensation and Perception	UI	3
PSYC Requirement	PSYC 446	Engineering Psychology	UI	3
PSYC Requirement	PSYC 509	Human Factors in Engineering Design	UI	3
PSYC Requirement	PSYC 525	Cognitive Psychology	UI	3
PSYC Requirement	PSYC 526	Cognitive Neuroscience	UI	3
PSYC Requirement	PSYC 552	Ergonomics & Biomechanics	UI	3
PSYC Requirement	PSYC 561	Human-Computer Interaction	UI	3
PSYC Requirement	PSYC 562	Advanced Human Factors	UI	3
PSYC Requirement	PSYC 504	ST: Topics in Human Factors	UI	8
Total				32
Category	Number	Course	Institution	Credits
M.S. Research Requirement	PSYC 500	Master's Thesis	UI	6
Ph.D. Research Requirement	PSYC 599	Research	UI	3
Ph.D. Research Requirement	PSYC 600	Dissertation	UI	16
Total				25
Category	Number	Course	Institution	Credits
PSYC Elective	PSYC 430	Tests and Measurements	UI	3
PSYC Elective	PSYC 440	Psychology of Judgment & Decision Making	UI	3
PSYC Elective	PSYC 516	Industrial-Organizational Psychology		3
PSYC Elective	PSYC 598	Internship	UI	

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	PSYC			3
PSYC Elective	504	Neuroergonomics	UI	
	PSYC			3
PSYC Elective	598	Internship	UI	
Non-PSYC Elective	BUS 412	Human Resource Management	UI	3
		Leadership and Organizational		3
Non-PSYC Elective	BUS 413	Behavior	UI	
Non-PSYC Elective	BUS 530	Managing Technical Teams	UI	3
	STAT	Design for Six Sigma and Lean		3
Non-PSYC Elective	511	Management	UI	
	STAT			3
Non-PSYC Elective	516	Applied Regression Modeling	UI	
	STAT			3
Non-PSYC Elective	519	Multivariate Analysis	UI	
Non-PSYC Elective	BUS 551	Managing Scientific Projects	UI	3
Non-PSYC Elective	BUS 552	Management of Scientific Innovation	UI	3
	ADOL	Foundations of Human Resource		3
Non-PSYC Elective	510	Development	UI	
	ADOL			3
Non-PSYC Elective	577	Organization Development	UI	
Non-PSYC Elective	PEP 510	Motor Control	UI	3
Non-PSYC Elective	PEP 518	Advanced Physiology of Exercise	UI	3
Non-PSYC Elective	TM 552	Industrial Ergonomics	UI	3

Survey on Human Factors Psychology

The University of Idaho Institutional Review Board has certified this project as Exempt.

The Department of Psychology and Communication Studies at the University of Idaho is investigating whether to add a doctoral program in human factors psychology. The purpose of this survey is to gather information about the potential interest in this program. The survey will take approximately 5-10 minutes to complete. It consists of questions about your plans to go to graduate school and your interest in human factors psychology. There are no risks to this study beyond what would be encountered in daily life.

Your responses to the survey will be anonymous. No identifying information will be associated with your responses. Your participation in this survey is voluntary and you may withdraw from the survey at any time. If you have any questions about the survey, you may contact Dr. Todd Thorsteinson (tthorste@uidaho.edu; 208-885-4944)

If you are at least 18 years of age and agree to participate in the survey, please click on “Next to start the survey.

[Numbers next to the responses are frequencies; 298 respondents]

1. Are you a psychology major?
222 Yes **76** No
2. What year are you?
27 Freshman
67 Sophomore
86 Junior
113 Senior
5 Other
3. What is your gender?
221 Female
76 Male
1 Prefer not to respond
4. Are you a current resident of Idaho?
207 Yes
91 No
5. Are you familiar with the field of human factors psychology? **[Mean = 2.50]**

Very familiar	Familiar	Somewhat	A little	Never heard of it
5 [10]	4 [40]	3 [107]	2 [71]	1 [69]

6. Are you planning on attending graduate school in psychology?

139 Yes

84 No [If participants selected "No," they skipped to the last question,

Question 12]

75 Unsure

7. What graduate degree are you interested in pursuing? (check all that apply)

155 master's degree

102 a doctoral degree

34 unsure

Human factors applies psychological knowledge about human perception, cognition, and social interactions to a range of topics – like product design, human performance and human error, human-machine and human-computer interaction, interface design, safety, and ergonomics. Human factors researchers and user experience engineers try to improve the ways that people interact with products and environments.

8. How interested are you in human factors as a career? [Mean = 3.77]

Not at all						Extremely
1 [17]	2 [37]	3 [38]	4 [48]	5 [45]	6 [14]	interested
						7 [14]

9. How interested are you in pursuing a master's degree in human factors psychology?

[Mean = 3.34]

Not at all						Extremely
1 [32]	2 [52]	3 [28]	4 [45]	5 [33]	6 [14]	interested
						7 [9]

10. How interested are you in pursuing a doctoral degree (i.e., a Ph.D.) in human factors psychology?

[Mean = 2.88]

Not at all						Extremely
1 [58]	2 [52]	3 [27]	4 [31]	5 [26]	6 [12]	interested
						7 [6]

ATTACHMENT 1

11. If the University of Idaho offered a Ph.D. in human factors psychology and provided funding that covered your tuition and basic living expenses...

	Not at all likely						Extremely likely
What is the likelihood that you would apply to the program? [Mean = 4.31]	[21] 1	[32] 2	[31] 3	[22] 4	[33] 5	[32] 6	[42] 7
What is the likelihood that you would attend? [Mean = 4.16]	[22] 1	[39] 2	[29] 3	[22] 4	[32] 5	[30] 6	[38] 7

12. What university are you currently attending?

- _____
- [111] = Brigham Young University – Idaho]
 - [69] = Northwest Nazarene University]
 - [58] = Idaho State University]
 - [53] = University of Idaho]
 - [5] = College of Idaho]
 - [1] = Other]
 - [1] = Not reported]

Thank you for your participation!

Appendix C
Employment Needs Survey

We did not use a survey instrument to assess employment needs to generate the reported data.

Appendix D
Recommendations for External Reviewers

Below is a list of external reviewer suggestions in order of our preference and suitability for reviewing our program, though all on the list would be able to provide valuable insight into the viability of our proposal. Their biographical sketches follow this page in order of preference.

1. Patricia DeLucia, Department of Psychology, Texas Tech University, Lubbock, TX (currently the Chair of the HFES accreditation committee)
2. Christopher Wickens, Professor Emeritus from the University of Illinois Department of Psychology, Adjunct Professor University of Colorado Department of Psychology, and Senior Scientist at AlionSciences Company Boulder, CO
3. John Flach, Chair, Department of Psychology, Wright State University, Dayton OH (Wright State has a very good Ph.D. program in Human Factors)
4. Douglas Gillan, Head, Department of Psychology, North Carolina State University, Raleigh, NC
5. Mark Scerbo, Professor, Department of Psychology, Old Dominion University, Norfolk, VA
6. David Strayer, Professor, Department of Cognition and Neuroscience, University of Utah, Salt Lake City, UT
7. Thomas Dingus, Director of Virginia Tech Transportation Institute, Virginia Tech, Blacksburg, VA

David Strayer and John Flach completed the review in the Fall of 2013 and that review is attached here as Appendix D.

Patricia DeLucia, Ph.D.
Chair of HFES Accreditation Committee

Patricia DeLucia received her PhD from Columbia University in 1989 and completed her postdoctoral work at Wright Patterson Air Force Base in 1991. She is currently a professor at Texas Tech University and coordinator of their human factors psychology program. On the basis of her outstanding contributions to the field of human factors psychology, she was elected a fellow of both the Human Factors and Ergonomics Society (HFES) and the American Psychological Association (APA). In 2010-2011, she served as president of Division 21 (Applied Experimental and Engineering Psychology) of the American Psychological Association. She currently serves as the Chair of the Accreditation Committee for the Human Factors and Ergonomics Society, is an Associate Editor of *Human Factors* (one of the leading journals in the field), and is on the editorial board for the *Journal of Experimental Psychology: Applied*.

Her research program has resulted in over 30 publications focusing on theoretical and applied issues in visual perception and human factors. Her interests include (a) the perception of collision, motion, and depth with applications to transportation (e.g., driving and aviation), health care (e.g., minimally invasive surgery), military (e.g., night vision goggles), and sport (e.g., umpiring), and (b) human factors in health care (e.g., patient safety).

Positions:

Professor, Department of Psychology; Coordinator of the Human Factors Psychology Program; Adjunct Professor, School of Nursing.

Education:

Ph.D., 1989, Columbia University; National Research Council postdoctoral associateship, Wright Patterson Air Force Base, 1989-1991

Contact:

Phone: (806) 742-3711, ext. 259

Fax: (806) 742-0818

Email: pat.delucia@ttu.edu

Web site: [Web site](#)

Program site: [Human Factors Psychology Program](#)

- DeLucia, P. R. (in press) Effects of size on collision perception and implications for perceptual theory and transportation safety. *Current Directions in Psychological Science*.
- Klein, M. I., DeLucia, P. R., & Olmstead, R. (in press) The impact of visual scanning in the laparoscopic environment after engaging in strain coping. *Human Factors*.
- DeLucia, P. R. (in press). Three-dimensional Mueller-Lyer Illusion: Theoretical and Practical Implications. In A. Shapiro and D. Todorovic (eds.) *The Oxford Compendium of Visual Illusions* (Oxford University Press).
- DeLucia, P. R. (in press). Perception of Collision. In Hoffman, R. et al (Eds), Hoffman, R.R., Hancock, P., Scerbo, M., and Parasuraman, R. (Eds.) (forthcoming). *Cambridge*

Handbook of Applied Perception Research. Cambridge: Cambridge University Press.

- Brendel, E., DeLucia, P. R., Hecht, H., Stacy, R.L, & Larsen, J. T. (2012). Threatening pictures induce shortened time-to-contact estimates. *Attention, Perception & Psychophysics*, 74, 979-987.
- DeLucia, P. R. (Ed.) (2011). *Reviews of Human Factors and Ergonomics, Volume 7*. Santa Monica, CA: Human Factors and Ergonomics Society.
- DeLucia, P. R., & Griswold, J. A. (2011) Effects of camera arrangement on perceptual-motor performance in minimally-invasive surgery. *Journal of Experimental Psychology: Applied*, 17, 210-232.
- DeLucia, P. R., & Ott, T. E. (2011) Action and attentional load can influence aperture effects on motion perception. *Experimental Brain Research*, 209, 215-224.
- DeLucia, P. R., & Tharanathan, A. (2009). Responses to deceleration during car following: Roles of optic flow, warnings, expectations and interruptions. *Journal of Experimental Psychology: Applied*, 15, 334-350.

Christopher D. Wickens, Ph.D.

Professor Emeritus, Department of Psychology
Professor and Head Emeritus, Aviation Human Factors Division
Associate Director Emeritus, Institute of Aviation
University of Illinois at Urbana-Champaign
Adjunct Professor
University of Colorado
cwickens@alionscience.com

Dr. Wickens is currently working part-time at Alion Science in Boulder, CO.

He received a B.A. from Harvard College in Physical Sciences in 1967. He received a M.A. from the University of Michigan in Psychology in 1969. He completed his Ph.D. under Dick Pew at Ann Arbor in 1974. He rose through the ranks from Assistant Professor to Professor in the Department of Psychology at the University of Illinois at Urbana-Champaign. He was Visiting Professor, Department of Behavioral Sciences & Leadership, U. S. Air Force Academy in 1983-1984, 1991-1992, and 1999-2000.

For over 30 years Chris Wickens' research has focused on the interface between basic research and the applied area of human factors. His research is concerned with two primary themes. From a psychological perspective, one theme has been the study of human attention related to the performance of complex tasks. From a human factors perspective, the second theme relates to the study of how displays and the automation can be used to support the behavior of operators in high- risk systems. Professor Wickens and his students have focused their research interests primarily on aviation vehicle control. Through his career his research has bridged the intersection of these two themes in order to show how basic research in attention can account for human behavior in these complex systems. As a result of his research, he has developed two theories or models of attention: multiple resources theory developed in the early 1980s; and Salience, Effort, Expectancy and Value (SEEV) theory elaborating the selective aspects of attention in the late 1990s and early 2000s.

Wickens' research is internationally recognized. He has been invited to give the keynote address at a number of international conferences. He has supervised 38 Ph.D. theses, 64 master theses and 7 undergraduate honors theses. Many of Wickens' graduate students went on to distinguished interdisciplinary careers in universities, government and industry.

He has authored or co-authored eight books including an introductory text in Psychology, an introduction to human factors engineering and the most widely used advanced textbook in engineering psychology and human performance. Two books on human factors in air traffic control have been published by the National Academy Press. The other three books are concerned with display technology, workload transition and displays. Wickens has published over 200 articles in refereed journals and book chapters.

John M. Flach, Ph.D

Department of Psychology

Wright State University

335 Fawcett Hall

Dayton, OH 45435

(937) 775-2391 (office), (937) 775-3347 (fax), (937) 266-2954 (cell)

john.flach@wright.edu

<http://www.wright.edu/cosm/departments/psychology/faculty/flach.html>

John Flach is a professor of psychology and former chair of the psychology department at Wright State University (from 2004 to 2012). He has been on the faculty at the University of Illinois at Urbana-Champaign, served as adjunct research scientist at the Air Force Research Laboratory at the Wright Patterson Air Force Base, and worked in engineering departments as well as psychology departments.

Since earning his PhD in 1984 from Ohio State University, he has made significant contributions to the field of applied experimental and human factors psychology. He studies issues of coordination and control in cognitive systems. More specifically, his work focuses on visual control of locomotion, graphical interface design, decision-making, manual control, and tactile displays.

Along with numerous articles, he is the author of two books (one on control theory and another on display and interface design) and has published two edited books on ecological approaches to human-machine systems. His book on control theory attempts to introduce the logic and analytical language of control systems to social scientists, whereas his book on display and interface design offers a theoretical context for designing displays to support human problem solving.

Education and Degrees:

Ph.D., Human Experimental Psychology, 1984 The Ohio State University

M.A., Psychology, 1978 University of Dayton

B.A. Psychology, 1975 St. Joseph's College, Indiana

Professional History:

2004(July) – Present Chair, Department of Psychology, Wright State University

2004 (Jan – Mar) Visiting Professor, Departments of Aeronautical, Mechanical, and Industrial Design Engineering, TU Delft (Sabbatical from WSU)

2000 (May - June) Erskine Fellow. University of Canterbury, Christchurch, NZ.

1998 – Present Professor, Department of Psychology, Wright State University

1994 - 1998 Associate Professor, Department of Psychology
Wright State University

1990 – 1996 Adjunct Research Scientist

Air Force Research Laboratory, Wright Patterson AFB

1990 - 1994 Assistant Professor, Department of Psychology
Wright State University

1984 - 1990 Assistant Professor, Department of Mechanical & Industrial
Engineering, Department of Psychology, Institute of Aviation,
University of Illinois at Urbana-Champaign

Selected Journal Articles, Book Chapters, and Published Proceedings

- Flach, J.M., Steele-Johnson, D., Shalin, V.L., Hamilton, G.C. (In press). Coordination and control in emergency response. In A. Badiru & L. Racz (Eds.). *Handbook of Emergency Response: Human Factors and Systems Engineering Approach*, Taylor & Francis.
- Bennett, K.B. & Flach, J.M., Edman, C., Holt, J. & Lee, P. (In press). Ecological interface design: A selective overview. In R.R. Hoffman, P. A. Hancock, R. Parasuraman, J.L. Szalma, & M. Scerbo (Eds.) *Handbook of Applied Perceptual Research*.
- Flach, J.M., Bennett, K.B., Jagacinski, R.J. & Woods, D.D. (In press). Interface Design: A Control Theoretic Context for a Triadic Meaning Processing Approach. In R.R. Hoffman, P. A. Hancock, R. Parasuraman, J.L. Szalma, & M. Scerbo (Eds.) *Handbook of Applied Perceptual Research*.
- Bennett, K.B. & Flach, J.M. (In press). Configural and pictorial displays. In J.D. Lee and A. Kirlik (Eds.). *The Oxford Handbook of Cognitive Engineering*.
- Flach, J.M., Bennett, K.B., Jagacinski, R.J., Mulder, M., van Paassen, M.M. (In press) The closed-loop dynamics of cognitive work. In J.D. Lee and A. Kirlik (Eds.). *The Oxford Handbook of Cognitive Engineering*. 143)
- Stanard, T., Flach, J.M., Smith, M.R.H., & Warren, R. (2012). Learning to avoid collisions: A functional state space approach. *Ecological Psychology*, 24:4, 328-360.

Dr. Douglas Gillan

Human Factors & Ergonomics

Professor

*Head of Psychology Department*Email: doug_gillan@ncsu.edu

Phone: 919.515.1715

Douglas Gillan earned a bachelor's degree in psychology from Macalester College (St. Paul, MN) in 1974 and a PhD in experimental psychology from the University of Texas at Austin in 1978. For the two years following his doctorate, he was a National Science Foundation Fellow at Yale University and a Sloan Foundation Fellow at the University of Pennsylvania. He worked in industry for the next 10 years, conducting taste research for General Foods Research Center's Sensory Evaluation Department from 1980 to 1984, then human factors research and development for Lockheed Engineering and Sciences Company at NASA-Johnson Space Center in Houston. In 1989, he returned to academia, working the psychology departments at Rice University, the University of Idaho, New Mexico State University, and North Carolina State University.

He is currently a professor of psychology and head of the psychology department at North Carolina State University. He has served as a department head for nearly 20 years at two universities, both of which have doctoral programs in human factors (New Mexico State University and North Carolina State University). As department head at NC State, he manages 33 faculty members, 120 graduate students, and 750 undergraduate majors.

His numerous publications and presentations have focused on perceptual and cognitive processes in reading graphical displays and human-computer interaction. Based on his significant contributions to the field of human factors, he was elected a fellow of the Human Factors and Ergonomics Society.

Research Interests

Human-computer interaction, knowledge acquisition and representation, information visualization and high level perception

Recent Publications

- Gillan, D. J., & Barraza, P. (2006). A few seconds of equation reading: A process model of equation reading and its applications. In *Proceedings of the Human Factors and Ergonomics Society 50th Annual Meeting*. (pp. 1152 – 1155). Santa Monica, CA: Human Factors and Ergonomics Society.
- Gillan, D. J., & Gillan, C. T. (2006). Effects of motion on the perception of static features in a display. In *Proceedings of the Human Factors and Ergonomics Society 50th Annual Meeting*. (pp. 1585 – 1588). Santa Monica, CA: Human Factors and Ergonomics Society.
- Chadwick, R., Gillan, D. J., Pazuchanics, S. L. (2005). What the robot's camera tells the operator's brain. In N. Cooke, H. Pringle, H. Pedersen, and O. Conner (Eds.). *Advances in human performance and cognitive engineering research: Human factors of remotely piloted vehicles* (pp. 373-384). Amsterdam: Elsevier.
- Gillan, D. J., & Sapp, M. V. (2005a). Out of the box: Approaches to good initial interface

designs. In R. Bias and D. Mayhew (Eds.), *Cost-justifying usability, 2nd Edition: An update for the internet age* (pp. 447 – 464). San Francisco: Morgan-Kaufmann.

- Gillan, D.J., & Sapp, M. V. (2005b). The static representation of object motion. In *Proceedings of the Human Factors and Ergonomics Society 49th Annual Meeting* (pp. 1588 - 1592). Santa Monica, CA: Human Factors and Ergonomics Society.
- Harrison, C., & Gillan, D.J. (2005). The role of motion in object recognition. In *Proceedings of the Human Factors and Ergonomics Society 49th Annual Meeting* (pp. 1625 - 1629). Santa Monica, CA: Human Factors and Ergonomics Society.
- Pazuchanics, S. L., and Gillan, D. J. (2005). Displaying distance in computer systems: A lesson from two-dimensional works of art. In *Proceedings of the Human Factors and Ergonomics Society 49th Annual Meeting*. Santa Monica, CA: Human Factors and Ergonomics Society.

Mark Scerbo

Professor
Department of Psychology
346a Mills Godwin Bldg
Norfolk, VA 23529
757-683-4217
mscerbo@odu.edu

Mark Scerbo graduated with a BA in Psychology from Rutgers in 1981, an MA in Psychology from University of Cincinnati in 1985 and the PhD in 1987. He is currently a professor of human factors psychology at Old Dominion University. He has over 25 years of experience researching and designing systems and displays that improve user performance in academic, military, and industrial work environments. His research interests are focused in two areas: 1) human interaction with automated and adaptive automated systems, and 2) user interaction with medical simulation technology. He has won many awards, most recently the Paper of Distinction at the Association for Surgical Education meeting in 2010. He also has significant experience in human factors research in industry, having supervised the Human Factors Research Laboratory at AT&T from 1987 to 1990. He is an Associate Editor of Human Factors and a Fellow of the Human Factors and Ergonomic Society.

Education

Degree: Ph. D., Psychology, University Of Cincinnati, 1987
Degree: M.A., Psychology, University of Cincinnati, 1985
Degree: B.A., Psychology, Rutgers College, Rutgers University, 1981

Selected Articles

Stefandidis, D., Scerbo, M. W., Smith, W., Acker, C. E., and Montero, P. N. (2012). Simulator training to automaticity leads to improved skill transfer compared with traditional proficiency-based training: A randomized controlled trial. *Annals of Surgery*, 255, (pp. 30-37).

Prytz, E., and Scerbo, M. W. (2012). Spatial judgments of linear perspective images in the horizontal and vertical planes from different vantage points. *Perception*, 41, (pp. 26-42).

Scerbo, M. W., Murray, W. B., Alinier, G., Antonius, T., Caird, J., Stricker, E., Rice, J., and Kyle, R. (2011). A path to better healthcare simulation systems: Leveraging the integrated systems design approach. *Simulation in Healthcare*, 6 (Supplement), (pp. 520-523).

Anderson, B. L., Scerbo, M. W., Belfore, L. A., and Abuhamad, A. (2011). Time and number of displays impact critical signal detection in fetal heart rate tracings. *American Journal of Perinatology*. *American Journal of Perinatology*, 28, (pp. 435-442).

Yurko, Y. Y., Scerbo, M. W., Prabhu, A. S., Acker, C. E., and Stefanidis, D. (2010). Higher mental workload is associated with poorer laparoscopic performance as measured by the NASA-TLX tool. *Simulation in Healthcare*, 5, (pp. 267-271).

David L. Strayer

Department of Psychology
380 South, 1530 East, Room # 502
University of Utah
Salt Lake City, Utah 84112-0251
(801) 581-5037
David.Strayer@utah.edu

David Strayer received his PhD in 1989 from the University of Illinois-Urbana Champaign and is currently a professor of psychology at the University of Utah. He is the director of the Applied Cognition Lab at the University of Utah, which has been studying driver distraction to better understand how and why people can become overloaded while multi-tasking. His research has clearly shown the large cost of common distractions - like cell phone use and texting - on driving performance. Talking on the cell-phone increases the risk of accidents fourfold - the same amount as driving while intoxicated above the legal limit. As he and many other researchers have shown, the act of talking on the phone is the culprit - not holding the phone in one's hand. There is thus no difference between handheld and hands-free phones in cars. Apart from his applied research in human attention, Dr. Strayer has also identified a small set of people who seem to be able to multitask without a significant cost to their performance. Identifying the characteristics of these so-called 'supertaskers' is a new topic he currently pursues. His research has been covered widely in the media, including The New York Times, PBS News Hour with Jim Lehrer, and the Oprah Winfrey Show.

Educational History: 1989 Ph.D. University of Illinois at Urbana-Champaign

Major: Experimental Psychology
Minors: Quantitative, Biological
1982 M.S. Eastern Washington University
Major: Experimental Psychology
1980 B.A. Eastern Washington University
Majors: Psychology, History

Professional History

2004 – Present Professor, Department of Psychology, University of Utah
Adjunct Professor, Dept. of Educational Psychology, University of Utah
1995 - 2004 Associate Professor, Department of Psychology, University of Utah
1991 - 1995 Assistant Professor, Department of Psychology, University of Utah
1990 - 1991 Member of Technical Staff, Network Architecture and Services Laboratory, GTE Laboratories
1989 - 1990 Post-Doctoral Research Associate, Department of Psychology,
University of Illinois at Urbana-Champaign

Recent Publications

Strayer, D. L. & Cooper, J. M. (2010). Cell phones and driver distraction. In B. Goldstein (Ed.) *The SAGE Encyclopedia of Perception*.
Strayer, D. L., Medeiros-Ward, N., & Cooper, J. M. (2010). Multi-tasking and human performance. In H. Pashler (Ed.) *The SAGE Encyclopedia of Mind*.
Watson, J. M., & Strayer, D. L. (2010). Supertaskers: Profiles in extraordinary multi-tasking

- ability. *Psychonomic Bulletin and Review*. 17, 479-485.
- Logan, G. D., Miller, A. E., & Strayer, D. L. (2010). Electrophysiological evidence for parallel response selection in skilled typists. *Psychological Science*, xx, xxx-xxx.
- Watson, J. M., Miller, A. E., Lambert, A., & Strayer, D. L. (in press). The magical letters P, F, C, and sometimes U: The rise and fall of executive attention with the development of prefrontal cortex. In K. Fingerman, C. Berg, T. Antonucci, & J. Smith (Eds.), *Handbook of Lifespan Psychology*, Springer.
- Strayer, D. L., Drews, F. A., & Johnston, W. A. (In Press). The eye of the beholder: Cellular communication causes inattention blindness behind the wheel. In Gale, A. G., Taylor, S. P., & Castro, C. (Eds.), *Vision in Vehicles X*. Elsevier (pp. xx-xx).
- Seegmiller, J. K., Watson, J. M., & Strayer, D. L. (In Press). Individual Differences in Susceptibility to Inattentional Blindness. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, xx, xxx-xxx.
- Strayer, D. L., Watson, J. M., & Drews, F. A. (In Press). Cognitive distraction while multitasking in the automobile. In B. Ross (Ed.), *The Psychology of Learning and Motivation*, Vol. 54, xxx-xxx.

Thomas A. Dingus
Director of Virginia Tech Transportation Institute

Newport News Shipbuilding/Tenneco Professor of Civil and Environmental Engineering

[Transportation Infrastructure and Systems Engineering](#)

VTTI (0536); 3500 Transportation Res. Plaza

tdingus@vt.edu

(540) 231-1501

Certified Human Factors Professional, Board of Certification in Professional Ergonomics

Thomas Dingus received his B.A. and M.S. in Experimental Psychology from Eastern Washington University. In 1989 he completed his PhD at the University of Illinois-Urbana Champaign in Experimental Psychology in the area of Human Factors. He is the Director of the Virginia Tech Transportation Institute (VTTI) and is the Newport News Shipbuilding Professor of Civil and Environmental Engineering at Virginia Tech. He is center director of the Tier 1 Connected Vehicle/Infrastructure University Transportation Center (CVI-UTC), which comprises a consortium of Virginia Tech/VTTI, the University of Virginia, and Morgan State University.

Since 1996, Dr. Dingus has managed the operations and research at VTTI. This multidisciplinary organization annually conducts more than \$30 million in sponsored research. Prior to joining Virginia Tech, Dr. Dingus was founding director of the National Center for Transportation Technology at the University of Idaho and was an associate director of the Center for Computer-Aided Design at the University of Iowa.

Alternate URL for this homepage : <http://www.cee.vt.edu/people/dingus.html>

Education :

- B.S. Systems Engineering, Wright State University, 1979
- M.S. Engineering and Operations Research, Virginia Polytechnic Institute and State University, 1985
- Ph.D. Engineering and Operations Research, Virginia Polytechnic Institute and State University, 1987

Work Experience:

- Associate Professor, Department of Industrial Engineering, University of Iowa. 1993-95
- Assistant/Associate Professor, Department of Psychology, University of Idaho. 1986-92
- Adjunct Professor, Department of Mechanical Engineering, University of Idaho. 1990-92

Selected Publications:

- Dingus, T.A., Llaneras, E., Burgett, A., and Farber, E. (1999). Special Issue on Crash Avoidance Benefits Estimation Foreword. ITS Journal. (5), 89-92.
- Dingus, T.A., Hetrick, S. and Mollenhauer, M.A. (1999). Empirical Methods in Support of Crash Avoidance Model Building and Benefits Estimation. ITS Journal. (5), 93-126.
- Dingus, T.A., McGehee, D.V., Manakkal, N., Jahns, S.K., Carney, C., Hankey, J. (1997). Field evaluation of automotive collision avoidance systems. Human Factors. (39) 216-229.

ATTACHMENT 1

- Dingus, T.A., Hulse, M.C., Mollenhauer, M.A., Fleischman, R.N., McGehee, D.V. and Manakkal, N. (1997). The effects of Age, System Experience, and Navigation Technique on Driving with an Advanced Traveler Information System. Driver Behavior while using the TravTek system. Human Factors, 39(2) 177-199.
- Hanowski, R.J., Wierwille, W.W., Gellatly, A.W., Dingus, T.A., Knipling, R.R., and Carroll, R. (Accepted for publication). "Drivers' Perspective on Fatigue in Local/Short Haul Trucking." SAE Transactions.
- Hanowski, R.J., Wierwille, W.W., Gellatly, A.W., Dingus, T.A., Knipling, R.R., and Carroll, R. (1999). Safety concerns of local/short haul truck drivers. Transportation Human Factors Journal, 1(4), 377-386.

Appendix E
Letters of Support

These letters were originally requested in 2011 when we began to prepare this proposal and strategically invest in the future of our program. The following pages include letters of support from the following entities:

1. R. M. Craft, Chair, Department of Psychology, Washington State University
2. Ron Boring, Human Factors Principal Scientist, Idaho National Laboratories
3. Jeffrey Joe, Group Leader in Human Factors, Controls, and Statistics Department, Idaho National Laboratory
4. Bill Brown, User Experience Design Manager, Hewlett Packard Company, Boise, ID
5. Shannon Lynch, Chair, Department of Psychology, Idaho State University



Hewlett-Packard Company
11311 Chinden Boulevard
Boise, ID 83714
USA

ATTACHMENT 1

24 October 2011

Ken Locke
Department of Psychology and Communication Studies
University of Idaho
Moscow, ID 83844-3043

re: PhD program in Human Factors Psychology

To: Ken Locke

I am writing this letter on behalf of the Department of Psychology and Communications Studies at the University of Idaho. I am the User Experience Design Manager at Hewlett Packard located in Boise, Idaho. The LaserJet Enterprise and Solution business within Hewlett Packard has a design team of about 49 industrial designer, interaction designers, and experience designers. I manage the group of experience designers in that group. Within that group we have many individuals, including myself, that have graduated with a Master's in Human Factors Psychology from the University of Idaho. We also contract with the Kohl Group, who also employs graduates from the University of Idaho, to get the work completed.

In communications with Brian Dyre, I have learned that the Department of Psychology and Communications Studies at the University of Idaho is trying to establish a PhD program in Human Factors Psychology to complement the existing Masters Degree program. I see a great advantage having a local program that could provide a pool of skilled scientists and engineers to HP and other technology companies in Idaho. A local program helps train those that want to live in Idaho with the skills necessary to sustain the discipline.

If you have any questions please don't hesitate to call me at (208) 396-3288 or email me at bill.brown@hp.com.

Respectfully,

Bill Brown
User Experience Design Manager
Hewlett Packard Company

November 10, 2011

Professor Kenneth Locke, Department Head
Department of Psychology and Communication Studies
University of Idaho
Moscow, ID 83844-3043

Subject: Support for proposed doctoral program in Experimental Psychology

Dear Professor Locke,

With this letter, I would like to offer my enthusiastic endorsement of the University of Idaho's proposed doctoral program in Experimental Psychology with an emphasis in Human Factors.

The Idaho National Laboratory (INL) has for decades maintained a strong research program in human factors psychology. This research centers on designing human optimized systems for safety critical domains as well as categorizing factors that may degrade human performance. These research areas are based in experimental psychology, and most of our human factors staff come from academic backgrounds in experimental psychology.

As a human factors researcher at INL, I would like to highlight three reasons why I believe the proposed doctoral program at the University of Idaho is important for the INL:

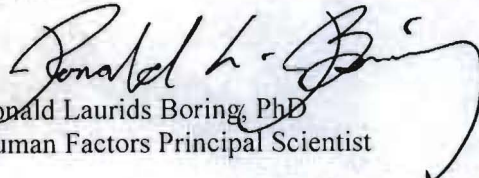
1. The type of human factors research the INL conducts is highly specialized (e.g., nuclear power) and does not mirror the curriculum of most Human Factors programs in the US. As such, it is difficult for the INL to find qualified job candidates with relevant backgrounds in our research areas. Often, the INL uses on-the-job training to bridge the competence gap, which can require considerable ramp-up time. By working with the University of Idaho and potentially sponsoring mutual research, it would be possible to expose Psychology students to the technical domains that are in high demand at the INL and related industries. This would create a nexus of research activity and provide a much needed pool of knowledgeable job applicants for INL.
2. The INL works closely with universities to conduct quality academic research that complements our on-site research. However, many of our projects that support academic research require a multi-year time commitment. This type of multi-year commitment is consistent with support of PhD students but not shorter-term Masters-level students. Having a group of students with which the INL can collaborate over a multi-year period is key to funding university projects. While it would be desirable to work with the University of Idaho on these projects, the lack of PhD students has hindered past INL collaboration with the University of Idaho.
3. Many INL researchers in human factors are involved in continuing education. Currently, there is no opportunity for INL staff to pursue doctoral level education in Human Factors in Idaho. This presents a particular cost and logistics issue: It is simply impractical to send INL research staff out of state to pursue further education. It uproots projects and the staff. There is a strong demand within INL to pursue coursework and advanced degrees in Human Factors, and having a university that can work with our staff—even as distance students—makes the PhD program at the University of Idaho particularly desirable.

Professor Kenneth Locke, Department Head
November 1, 2011
Page 2

ATTACHMENT 1

Furthermore, I believe the benefit is mutual: the University of Idaho would gain additional collaboration opportunities with the INL through doctoral projects as well as better opportunities for placement of highly qualified students. A PhD program in Experimental Psychology would be a tremendous boon to both INL and the University of Idaho, and I can only see positive outcomes resulting from the program's creation.

Kind regards,


Ronald Laurids Boring, PhD
Human Factors Principal Scientist

November 10, 2011

Professor Kenneth Locke, Department Head
Department of Psychology and Communication Studies
University of Idaho
Moscow, ID 83844-3043

Subject: Support for proposed doctoral program in Experimental Psychology

I am writing to offer my support of your Notice of Intent to start a Doctor of Philosophy (Ph.D.) program at the University of Idaho (UI) in Experimental Psychology with an emphasis on human factors psychology.

As the Human Factors Group Leader in the Human Factors, Controls, and Statistics Department at Idaho National Laboratory (INL), I lead a group of human factors and cognitive psychologists that study how to improve human and system performance in high risk and high consequence work environments. Given the nature of our research, the INL has a need for Ph.D. human factors psychologists. Specifically, Ph.D. human factors psychologists will have the requisite background in human factors engineering and experimental research methods using human participants that we need to conduct our research. The proposed Ph.D. program in human factors psychology at UI would help address INL's need to find qualified candidates for permanent hire in my group.

The proposed Ph.D. program offers additional collaboration opportunities between UI and INL. We are interested in collaborating with professors at UI, particularly those in human factors and experimental psychology. The INL also has a long track record of funding student research, and has supported graduate students from UI, Idaho State University, Vanderbilt University, University of Maryland, New Mexico State University, and Brigham Young University-Idaho. We are committed to exploring future collaborations with UI faculty and providing funding opportunities for graduate students as a means to facilitate collaborations that are mutually supportive of the INL's and UI's human factors research interests.

I strongly support the development of this Ph.D. program at UI. If I can answer any question or provide additional information, please do not hesitate to contact me.

Sincerely,



Jeffrey C. Joe, Group Leader
Human Factors, Controls, and Statistics Department
Idaho National Laboratory
PO Box 1625
Idaho Falls, ID 83415-3605

(208) 526-4297 voice
(208) 521-4886 cell
(208) 526-2777 fax
Email: Jeffrey.Joe@inl.gov



October 31, 2011

Kenneth Locke, Ph.D.
Chair, Department of Psychology and Communication Studies
University of Idaho

Dear Dr. Locke:

I am writing to express my strong support for the Ph.D. program in Experimental Psychology with an emphasis on **Human Factors** that is being proposed by the University of Idaho's Department of Psychology. Given the excellent masters-level training in human factors already being offered by the department, I have great confidence in the quality and success of the proposed doctoral program. Moreover, I am enthusiastic about the benefits this program could have for students, for the state of Idaho, and for improving work environments nationally if not internationally, through the research that will be conducted by doctoral students.

With respect to students, I am not aware of any graduate programs offering doctoral training in human factors psychology in the region. Therefore, students currently interested in pursuing doctoral training in human factors are forced to leave the area, which is not only disruptive for students but also contributes to the lack of highly qualified human factors professionals in this region. At Washington State University we occasionally hear from prospective students interested in this field of study, and we cannot accommodate their interests. I would be pleased to recommend such a program at the University of Idaho to students who inquire here.

There are numerous and increasing opportunities for employment for individuals with doctoral training in human factors psychology throughout the region as well as nationally. For example, I understand that the Idaho National Laboratory has expressed an interest in having doctoral level students in human factors psychology (e.g., human performance, safety, decision-making) as both interns during their training and as permanent employees after graduation.

A doctoral program in human factors will positively impact the state and regional economy by providing the highest level training in human-machine system integration and usability. Idaho in particular has a burgeoning high technology sector and this sector clearly benefits by enhancing the usability of their products. The expertise to achieve this abounds in students trained to be human factors psychologists.

In sum, I support and applaud the efforts of your department to establish a doctoral program in Human Factors Psychology, and look forward to the benefits it will bring to students and to the region.

Sincerely,

A handwritten signature in black ink, appearing to read 'R. M. Craft'.

R. M. Craft, Ph.D.
Professor and Chair

PO Box 644820, Pullman, WA 99164-4820
509-335-2631 • Fax: 509-335-5043 • www.wsu.edu/psychology

Department of Psychology
921 South 8th Avenue, Stop 8112 • Pocatello, Idaho 83209-8112

September 26, 2013

Dear colleagues,

This letter is to express our continued support of the expansion of the Human Factors Psychology MS to a PhD at the University of Idaho. Currently the only PhD program in Experimental Psychology in the state of Idaho is at Idaho State University. The ISU program offers specialized training in Experimental and Clinical Psychology, however, we do not have faculty expertise in Human Factors. Nor do we anticipate developing a program with a Human Factors emphasis given other demands. This is currently a significant gap in graduate training in the state of Idaho. Given that the Human Factors area is an area of expertise for psychology faculty at the University of Idaho, we are in full support of expanding the U of I Human Factors MS program to a PhD program to meet students' needs for graduate training in Idaho.

Respectfully submitted,



Shannon Lynch, PhD
Chair & Professor

**External Evaluation of the Proposal for a Ph.D. Program in Applied
Experimental Psychology/Human Factors in the Department of Psychology
and Communications at the University of Idaho**

External Reviewers: David Strayer, Professor of Psychology, University of Utah
John Flach, Professor of Psychology, Wright State University

Quality of Proposal

The proposal to expand the nationally accredited Human Factors program to offer both M.S. and Ph.D. degrees meets important national and regional needs and will have a positive impact on the state's economy. The expansion to a Ph.D. program will increase both the quality and productivity of the department.

The department currently offers both distance and on-campus M.S. degrees and the proposal to offer Ph.D. degrees will not impact the M.S. degree offered via distance education. However, as more Ph.D. graduate students are recruited into the on-campus program, this should offset the number of M.S. graduate students so that the total number of graduate students pursuing a graduate degree in Human Factors will remain stable.

The number of Ph.D. students supervised by each faculty should be between 2-3, which is what is being proposed and is consistent with peer institutions granting Ph.D. degrees in human factors. The department has made several strategic hires that provide the required expertise to offer a Ph.D. degree. The research facilities are excellent and should not require expansion for the Ph.D. program.

Quality of Curriculum

The planned curriculum seems well suited to provide students with a solid foundation for successful careers as human factors professionals in academic or industrial settings. This is not surprising, since the core is based on the current masters program, which is one of only 16 programs in the nation to be accredited by the Human Factors and Ergonomics Society (HFES).

The Ph.D. program is based on a mentorship model in which a major component of the education will involve supervised research (Masters Thesis and Dissertation). Additionally, the options for a qualifying exam or research paper that involve both written and oral components as a transition to the dissertation research stage is in line with many similar Ph.D. programs.

A component of the curriculum that should be given more consideration is the integration of internships into the curriculum plan. Existing research relations with the Idaho National Laboratory can be one potential source where students can get

experience with an applied research laboratory that could be a valuable component of the education experience. Opportunities for internships with other regional industries (e.g., Boeing, Microsoft, INTEL) should be explored. The Distance Learning component of the Masters Program might also open the door for industry partnerships to support Ph.D. students.

Quality of Faculty

As a component of our campus visit, we had the opportunity to visit numerous faculty members in their research labs. We were quite impressed by the enthusiasm and quality of the research questions that were being explored.

The senior researchers, Brian Dyre and Steffen Werner clearly have well-established labs with excellent track records of doing quality basic research that has clear practical significance. They have developed multiple facilities, including the driving/flight simulation facilities that have enormous potential for basic research related to perception and control of motion and applied research related to highway safety. Dr. Werner's research on the design of security passwords was very interesting in terms of a basic understanding of human memory and practical implications for computer security.

Ben Barton also described a number of interesting research projects and seems to be on track for developing a successful research program. Additionally, the newest faculty Rajah Cohen and Russell Jackson seem to be smart strategic hires that have high potential for contributing to a strong research program. Both have put together impressive facilities and both seem to be pursuing interesting research questions that have both theoretical and practical implications.

We also see the potential for the other faculty that we met with to support the human factors research focus. Ken Locke's expertise in multi-level modeling could be invaluable for supporting research programs designed to tease out the major influences in complex work domains where constraints at multiple layers (e.g., technological, social, and personal) shape performance. Additional faculty with expertise in social psychology (Traci Craig) and industrial/organizational psychology (Todd Thorsteinson) offer potential support for pursuing team and organization factors that impact human performance in complex work domains.

In addition to the capabilities of individual faculty, there seems to be overlapping interests among the faculty that should provide fertile ground for joint research efforts. There was additional evidence of collaborations with other departments (e.g., civil engineering, movement sciences). These collaborations have strong potential for competing for external research funds and for exposing Ph.D. students to interdisciplinary research. Finally, there seems to be enormous potential for the research in driving simulations, virtual reality, and motion control to contribute to interdisciplinary collaborations with the emerging initiatives on Virtual Technology & Design.

Quality of Research Facilities

The research facilities in the department are state-of-the-art, providing excellent resources for conducting high quality research. The research facilities include sophisticated eye-tracking systems, cutting-edge virtual reality labs, high-fidelity driving and flight simulators, and advanced biometric sensor technology. The faculty are collegial and collaborative, with many research projects involving the joint use of resources with two or more faculty and their graduate students involved in the research projects. The facilities will support an active Ph.D. program of research.

Quality of Institutional Support

Our visit included meetings with key administrators including the Provost, Dean of the College of Letters, Arts and Social Sciences, and the Dean of the Graduate School. The vision for the Ph.D. program in Applied Experimental Psychology seemed to align well with the vision of these administrators for future growth within the university.

Recent strategic hires within the Psychology Department along with generous startup packages for building laboratories provides strong evidence that the university is supportive of the Ph.D. initiative. This expansion is viewed as an important direction that can capitalize on the strengths of the faculty to enhance graduate training and have a positive impact on the state's economy.

Additionally, the focus of the Ph.D. program on human performance in socio-technical systems seems to be well aligned with other major initiatives on campus. This includes the development of the Virtual Technologies and Design program and the development of a technology corridor associated with the Coeur d'Alene campus.

Our only concern was with the existing campus model for funding graduate students. The policy of requiring most graduate students to pay tuition seems completely out of step with policies at comparable research universities. It is important to realize that the Ph.D. program will be competing with programs that routinely commit stipend and full tuition packages to their recruits. Ultimately, the success of the program will be judged by the quality of students that it attracts. Thus, investing in attracting the highest quality candidates should be a top priority.

Overall Assessment

The choice to develop a Ph.D. in Applied Experimental Psychology/Human Factors is well aligned with increasing appreciation within industry of the importance of the "user experience" for determining the ultimate functionality of advanced technologies. The value of "human-centered" design is highlighted by the fact that

Apple recently passed Exxon as the most profitable company in the world. There is a strong and growing demand from industry for social scientists who can participate on interdisciplinary teams to develop and evaluate technologies that are easy to learn and that enhance productivity and personal satisfaction.

The Psychology Department has already established a successful track record with the development of an HFES accredited curriculum and a history of producing graduates who are currently working in industry.

In addition to the practical value of a human factors program, there is an increased appreciation for the need to test theories of human performance against the practical demands associated with emerging technologies (e.g., computer security, highway safety, the development of electronic medical record systems).

There is considerable excitement about the proposal to expand the Human Factors program to offer both M.S. and Ph.D. degrees. The proposed curriculum meets the national accreditation standards, faculty in the Human Factors program are excellent, the research facilities are exceptional, and there is every reason to be optimistic about the program. However, it will be important to address the current funding model for graduate training if the program is to attract the best Ph.D. candidates.

We strongly endorse the proposed expansion of the graduate training program in Human Factors to offer both M.S. and Ph. D. degrees. A successful Ph.D. program in Human Factors has the potential to build human capital within the state, to support existing technology industries and to attract new technology industries into the region.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2013**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section II.H. – Coaching Personnel – First Reading	Motion to approve
2	SUPPLEMENTAL RETIREMENT 403(b) PLAN Current Plan	Motion to approve
3	SUPPLEMENTAL RETIREMENT 403(b) PLAN Closed Plan	Motion to approve
4	BOISE STATE UNIVERSITY Multi-Year Employment Agreement - Head Football Coach	Motion to approve
5	BOISE STATE UNIVERSITY Contract with Bryan Harsin Enterprises, LLC	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Board policy II.H. – Coaching Personnel and Athletic Directors

REFERENCE

October 2013	Motion to approve first reading failed on a tie vote with two Board members absent
December 2013	Athletics Committee discussed coach annual leave issue and directed staff to bring revised policy changes to Board for first reading at February 2014 meeting

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.F. and II.H.
Idaho Code §59-1606

BACKGROUND / DISCUSSION

The Athletic Directors (ADs) at the three universities approached staff about revising annual leave accrual for coaches. The ADs identified two areas they would like to address. First, there is a concern that coaches are accruing high annual leave balances (capped by law at 240 hours) and then when they leave the University's employment (either voluntarily or involuntarily) the University has a financial liability (sometime significant) to payout the coach's annual leave. Second, staff was told that coaches are unique in that they put in significant hours during the season but then their off-season schedule slows down, and they may not have accrued enough leave to take advantage of their time. There was a recent specific case in which a new head coach was hired in late fall and worked significant hours, but he didn't have enough time accrued to travel out-of-state to visit family during the Christmas break, so he had to take unpaid leave.

At the December 2013 Athletics Committee meeting, Board staff noted that Boise State University and Idaho State University have recently started including in new coach contracts a clause which requires a coach to use all accumulated annual leave prior to the end of the contract period in the event of non-renewal or termination of a coach's employment. This eliminates the need to pay out annual leave or vacation if a coach terminates employment. Board staff also discussed conversations with the State Controller's Office (SCO) regarding the ability to treat coaches similar to elected officials. Elected officials do not accrue vacation or sick leave because they are considered on the job every day, and their salary is paid a constant amount over the annual number of pay periods. Should the Board go in this direction, it was suggested that Athletic Directors should be required to approve a coach's leave. There would be a one-time immaterial programming cost by the SCO. The revised policy incorporates this approach.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

Idaho Code §59-1606(c) provides that “The state board of education shall determine the vacation leave policies for all officers and employees of the state board of education who are not subject to ... [laws governing classified employees]. To the extent possible, the state board of education shall adopt policies which are compatible with the state’s accounting system.” As such, the Board has statutory authority to set its own leave policies.

Any new leave policy determined by the Board must be communicated to the State Controller in writing at least one hundred eighty (180) days in advance of the effective date of the policy.

IMPACT

The proposed policy change would authorize the institutions to use a new leave code similar to elected officials whereby coaches would not accrue vacation or sick leave. Athletic Directors would be required to approve a coach’s leave.

ATTACHMENTS

Attachment 1 – Section II.H. – first reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Lewis-Clark State College (LCSC) has requested authority to continue to operate under current state employee policy with regard to annual leave accrual for its coaches. LCSC has no objection, however, to the universities being given the flexibility to move to a new procedure which may make sense under their circumstances.

When the issue of coach leave accrual was discussed in a Financial Vice Presidents meeting last year, some finance staff opined that leave accrual is a management responsibility and should be handled accordingly (i.e. a policy change is not necessary).

The ADs’ assert that coaches work significant hours during the program and recruitment seasons, but under the current policy a new coach may not have earned enough leave to take vacation during holidays or when their schedule allows. Staff does not find that argument particularly compelling or persuasive because the same could be true of almost any new senior-level management position at an institution. Nevertheless, staff brings a proposed policy change forward to the Board for its consideration in the interest of helping the ADs best manage their coaches and programs.

This policy change, if approved, would be effective prospectively for new hires and contract renewals. All existing contracts and accrued leave held by coaches at the institutions on the effective date of this policy revision would be grandfathered for purposes of accruing annual leave until the coach’s contract renewal.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

If this policy moves to second reading, staff recommends the Board revise the model contract to reflect this leave policy.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy section II.H. Coaches and Athletic Directors, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. ~~Policies Regarding Coachings Personnel~~ and Athletic Directors

April 2013~~4~~

1. Agreements Longer Than One Year

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of more than one (1) year, but not more than three (3) years, subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that the coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated. A contract in excess of three (3) years, or a rolling three (3) year contract, may be considered by the Board upon the documented showing of extraordinary circumstances. All contracts must be submitted for Board approval prior to the contract effective date. Each contract for the services shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The April 2013 Board revised and approved multiyear model contract is adopted by reference into this policy. The model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

2. Agreements For One Year Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a head coach or athletic director with that institution for a term of one (1) year or less and an annual salary of \$150,000 or less without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The December 9, 2010 Board revised and approved model contract is adopted by reference into this policy. The single-year model contract may be found on the Board's website at <http://boardofed.idaho.gov/>.

3. Academic Incentives

Each contract for a head coach shall include incentives, separate from any other incentives, based upon the academic performance of the student athletes whom the coach supervises. The chief executive officer of the institution shall determine such incentives.

4. Part-time Coaches Excepted

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES

Subsection: H. ~~Policies Regarding Coachings Personnel~~ and Athletic Directors

April 2013~~4~~

The chief executive officer of an institution is authorized to hire part-time head coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

6. Annual Leave

- a. All existing contracts and accrued leave held by coaches at the institutions on the effective date of this policy shall be grandfathered under policy II.F. for purposes of accruing annual leave until the coach's contract renewal.
- b. Following the effective date of this policy, the institutions shall have the authority to negotiate annual leave for all coach contract renewals and new hires using one of the two options below:
 - i. Annual leave may be earned and accrued consistent with non-classified employees as set forth in policy II.F.; or
 - ii. Coaches do not accrue leave, but may take leave with prior written approval from the athletic director.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Supplemental Retirement 403(b) Plan

REFERENCE

June 2011	Board approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2.
Sections 33-107C and 59-513 Idaho Code

BACKGROUND / DISCUSSION

Under the current Supplemental 403(b) plan (not to be confused with the closed 403(b) plan) eligible participants in the Plan are determined by the Board and listed by name in Appendix A to the Plan. Several of the named participants are no longer employees, but their successors could be participants (at the request of the respective institutions and subject to Board approval), so the Appendix needs to be amended. The question then becomes what is the appropriate contribution rate? The contribution rates currently listed in the Appendix A were backed into in an attempt to replicate as closely as possible the benefit participants would have received under the closed plan. These rates are cumbersome to calculate, however, and the methodology is not applicable to new employees. Board tax counsel suggests using a flat percentage for all participants; say for example, an employer contribution rate of 3.5% and an employee contribution rate of 2.5%. These rates are very close to current rates for most participants. The rates are ultimately a business decision for the institutions in terms of how much the institutions want to confer in the form of this benefit.

IMPACT

The effective date for the new rates would be calendar year 2015 and each calendar year thereafter. For the current calendar year, Chuck Stabben would be at the same rates as his predecessor, and Bryan Harsin would be at the same rates as Leon Rice.

Boise State University has also requested approval to add Mark Coyle to the plan. For the current calendar year, he would be the same rates as Bob Kustra.

ATTACHMENTS

Attachment 1 – Supplemental Retirement 403(b) Plan document Page 3

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends flat percentage contribution rates for all Plan participants to simplify plan administration and minimize the necessity for future plan amendments.

BOARD ACTION

I move to approve the amendments to Appendix A of the Supplemental Retirement 403(b) Plan document set forth in Attachment 1, to declare said amendments effective March 16, 2014, and to authorize the Board's Chief Fiscal Officer to execute the Plan document on behalf of the Board.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education
Supplemental Retirement 403(b) Plan

A Defined Contribution Retirement Plan

Effective June 23, 2011
Restated August 15, 2013
Restated Effective March 16, 2014

Idaho State Board of Education
Supplemental Retirement 403(b) Plan

Section 1
Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

1.1 **"Account"**: The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.

1.2 **"Account Balance"**: The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Mandatory Contributions, Employer Contributions, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).

1.3 **"Administrator"**: The Idaho State Board of Education, located at 650 W. State Street, Boise, Idaho 83720, is the administrator of this Plan and has designated the following as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan:

Chief Fiscal Officer
Office of the Idaho State Board of Education

Vice President for Finance and Administration
Boise State University

Vice President for Finance and Administration
Idaho State University

Vice President for Finance and Administration
University of Idaho

Vice President for Finance and Administration
Lewis-Clark State College

Vice President for Finance and Administration
Eastern Idaho Technical College

1.4 "Annuity Contract": A nontransferable contract as defined in section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in Idaho and that includes payment in the form of an annuity.

1.5 "Beneficiary": The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements.

1.6 "Custodial Account": The group or individual custodial account or accounts, as defined in section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.

1.7 "Code": The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.

1.8 "Disabled": The definition of disability provided in the applicable Individual Agreement.

1.9 "Eligible Employee": Each individual listed in Appendix A, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.

1.10 "Employer": Employer means the Board and employment units under its jurisdiction, namely:

Office of the Idaho State Board of Education
Boise State University
Idaho State University
University of Idaho
Lewis-Clark State College
Eastern Idaho Technical College

1.11 "**Employer Contributions**": The Employer contributions made to the Plan by the Participant's Employer that do not reduce the Participant's cash compensation.

1.12 "**Funding Vehicles**": The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by Employer for use under the Plan.

1.13 "**Includible Compensation**": An Employee's contract base salary (exclusive of taxable fringe benefits), but subject to a maximum of \$200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code. The amount of Includible Compensation is determined without regard to any community property laws.

1.14 "**Individual Agreement**": The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract.

1.15 "**Mandatory Contributions**": The Employer contributions required to be made to the Plan by the Participant in lieu of receiving cash compensation.

1.16 "**Participant**": An individual for whom contributions are currently being made, or for whom contributions have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.

1.17 "**Plan**": Idaho State Board of Education Supplemental Retirement 403(b) Plan.

1.18 "**Plan year**": The calendar year, which is also the limitation year for purposes of Code section 415.

1.19 "**Related Employer**": The Employer and any other entity which is under common control with the Employer under section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89-23, 1989-1 C.B. 654.

1.20 "**Severance from Employment**": For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public school but continuing to work for the same State or local government employer).

1.21 "**Vendor**": The provider of an Annuity Contract or Custodial Account.

1.22 "**Valuation Date**": Each business day.

Section 2 Participation and Contributions

2.1 **Notification.** The Employer will notify an Eligible Employee when he or she becomes an Eligible Employee listed in Appendix A. An Eligible Employee who complies with the requirements of this Plan to become a Participant is entitled to the benefits and is bound by all the terms, provisions, and conditions of this Plan, including any amendments that, from time to time, may be adopted, and including the terms, provisions and conditions of any Funding Vehicles to which Plan contributions for the Participant have been applied.

2.2 **Enrollment in Plan – One Time Irrevocable Election.** To participate in this Plan, an Eligible Employee must complete the necessary enrollment form(s) and return them to the Employer. An employee who has been notified that he or she is an Eligible Employee listed in Appendix A but who fails to return the enrollment forms within 30 days of receipt of the enrollment forms will be deemed to have waived all of his or her rights under the Plan. This procedure is designed to give an Eligible Employee a one time irrevocable option to participate in the Plan. The participation election shall also include designation of the Funding Vehicles and Accounts therein to which Plan contributions are to be made and a designation of Beneficiary. An Employee shall become a Participant as soon as administratively practicable following the date applicable under the employee's election.

2.3 **Information Provided by the Employee.** Each Employee enrolling in the Plan should provide to the Administrator at the time of initial enrollment, and later if there are any changes, any information necessary or advisable for the Administrator to administer the Plan, including any information required under the Individual Agreements.

2.4 **Change in Beneficiary or Investment.** Subject to the provisions of the applicable Individual Agreements, an Employee may at any time change his or her investment direction and his or her designated Beneficiary. A change in the investment direction shall take effect as of the date provided by the Administrator on a uniform basis for all Employees. A change in the Beneficiary designation shall take effect when the election is accepted by the Vendor.

2.5 **Contribution Amounts.** Employer Contributions and Mandatory Contributions shall equal the percentage of the Participant's Includible Compensation indicated for the Participant on Appendix A.

2.6 **Contributions Made Promptly.** Mandatory Contributions under the Plan shall be transferred to the applicable Funding Vehicle as part of the Employer's biweekly payroll processing and within 15 business days following the end of the pay date in which the amount would otherwise have been paid to the Participant. Employer Contributions shall be credited to the applicable Funding Vehicle as part of the Employer's biweekly payroll processing and within 15 business days following the end of the pay date.

2.7 **Leave of Absence.** If an Employee is absent from work by leave of absence, Mandatory Contributions and Employer Contributions under the Plan shall continue to the extent that Includible Compensation continues.

2.8 **Revenue Sharing Account.** The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Vendors, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated Plan account shall be allocated among the Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Funding Vehicles that generate revenue sharing, determined according to the Vendors' records as of the last day of the Plan Year.

Section 3 Limitations on Contributions

3.1 **Annual Limitation.** This Plan incorporates by reference the final Treasury Regulations under Code section 415 and applies the definition of compensation under Treasury Regulation section 1.415(c)-2(d)(3) for purposes of the Code section 415 limits. If a Participant's annual addition under this Plan and all other plans that must be aggregated with this Plan in accordance with the final Treasury Regulations under Code section 415 exceed the limit under such Regulations for a limitation year, the excess shall be attributed to this Plan, except that in the case of a Participant who also participates in the Boise State University Section 403(b) Base Plan (the "Base Plan") the excess annual additions that would otherwise be made to the Participant's Base Plan account shall be attributed to the Base Plan.

3.2 **Protection of Persons Who Serve in a Uniformed Service.** In the case of a Participant whose employment is interrupted by qualified military service under section 414(u) of the Code or who is on a leave of absence for qualified military service under section 414(u) of the Code this Plan will comply with all applicable requirements of Code section 414(u) and the Heroes Earnings Assistance and Relief Act of 2008 (the "HEART Act").

Section 4 Benefit Distributions

4.1 **Benefit Distributions At Severance from Employment or Other Distribution Event.** Except as permitted under Section 4.5 (relating to withdrawals of amounts rolled over into the Plan), or Section 7.3 (relating to termination of the Plan), distributions from a Participant's Account may not be made earlier than the earliest of the date on which the Participant has a Severance from Employment, dies, becomes Disabled, or attains age 59 ½. Distributions shall otherwise be made in accordance with the terms of the Individual Agreements.

4.2 **Small Account Balances.** The terms of the Individual Agreement may permit distributions to be made in the form of a lump-sum payment, without the consent of the Participant or Beneficiary, but no such payment may be made without the consent

of the Participant or Beneficiary unless the Account Balance does not exceed \$5,000 (determined without regard to any separate account that holds rollover contributions under Section 6.1) and any such distribution shall comply with the requirements of section 401(a)(31)(B) of the Code (relating to automatic distribution as a direct rollover to an individual retirement plan for distributions in excess of \$1,000).

4.3 Minimum Distributions. Each Individual Agreement shall comply with the minimum distribution requirements of section 401(a)(9) of the Code and the regulations thereunder. For purposes of applying the distribution rules of section 401(a)(9) of the Code, each Individual Agreement is treated as an individual retirement account (IRA) and distributions shall be made in accordance with the provisions of § 1.408-8 of the Income Tax Regulations, except as provided in § 1.403(b)-6(e) of the Income Tax Regulations.

4.4 In-Service Distributions From Rollover Account. If a Participant has a separate account attributable to rollover contributions to the plan, to the extent permitted by the applicable Individual Agreement, the Participant may at any time elect to receive a distribution of all or any portion of the amount held in the rollover account.

4.5 Rollover Distributions.

(a) A Participant or the Beneficiary of a deceased Participant (or a Participant's spouse or former spouse who is an alternate payee under a domestic relations order, as defined in section 414(p) of the Code) who is entitled to an eligible rollover distribution may elect to have any portion of an eligible rollover distribution (as defined in section 402(c)(4) of the Code) from the Plan paid directly to an eligible retirement plan (as defined in section 402(c)(8)(B) of the Code) specified by the Participant in a direct rollover. In the case of a distribution to a Beneficiary who at the time of the Participant's death was neither the spouse of the Participant nor the spouse or former spouse of the participant who is an alternate payee under a domestic relations order, a direct rollover is payable only to an individual retirement account or individual retirement annuity (IRA) that has been established on behalf of the Beneficiary as an inherited IRA (within the meaning of section 408(d)(3)(C) of the Code).

(b) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Participant of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

**Section 5
Rollovers to the Plan and Transfers**

5.1 Eligible Rollover Contributions to the Plan.

(a) **Eligible Rollover Contributions.** To the extent provided in the Individual Agreements, an Employee who is a Participant who is entitled to receive an eligible

rollover distribution from another eligible retirement plan may request to have all or a portion of the eligible rollover distribution paid to the Plan. Such rollover contributions shall be made in the form of cash only. The Vendor may require such documentation from the distributing plan as it deems necessary to effectuate the rollover in accordance with section 402 of the Code and to confirm that such plan is an eligible retirement plan within the meaning of section 402(c)(8)(B) of the Code. However, in no event does the Plan accept a rollover contribution from a Roth IRA described in section 408A of the Code.

(b) **Eligible Rollover Distribution.** For purposes of Section 6.1(a), an eligible rollover distribution means any distribution of all or any portion of a Participant's benefit under another eligible retirement plan, except that an eligible rollover distribution does not include (1) any installment payment for a period of 10 years or more, (2) any distribution made as a result of an unforeseeable emergency or other distribution which is made upon hardship of the employee, or (3) for any other distribution, the portion, if any, of the distribution that is a required minimum distribution under section 401(a)(9) of the Code. In addition, an eligible retirement plan means an individual retirement account described in section 408(a) of the Code, an individual retirement annuity described in section 408(b) of the Code, a qualified trust described in section 401(a) of the Code, an annuity plan described in section 403(a) or 403(b) of the Code, or an eligible governmental plan described in section 457(b) of the Code, that accepts the eligible rollover distribution.

(c) **Separate Accounts.** The Vendor shall establish and maintain for the Participant a separate account for any eligible rollover distribution paid to the Plan.

5.2 Contract and Custodial Account Exchanges.

(a) A Participant or Beneficiary is permitted to change the investment of his or her Account Balance among the Vendors under the Plan, subject to the terms of the Individual Agreements. However, an investment change that includes an investment with a Vendor that is not eligible to receive contributions under Section 3 (referred to below as an exchange) is not permitted unless the conditions in paragraphs (b) through (d) of this Section 5.2 are satisfied.

(b) The Participant or Beneficiary must have an Account Balance immediately after the exchange that is at least equal to the Account Balance of that Participant or Beneficiary immediately before the exchange (taking into account the Account Balance of that Participant or Beneficiary under both section 403(b) contracts or custodial accounts immediately before the exchange).

(c) The Individual Agreement with the receiving Vendor has distribution restrictions with respect to the Participant that are not less stringent than those imposed on the investment being exchanged.

(d) The Employer enters into an agreement with the receiving Vendor for the other contract or custodial account under which the Employer and the Vendor will from time to time in the future provide each other with the following information:

(1) Information necessary for the resulting contract or custodial account, or any other contract or custodial accounts to which contributions have been made by the Employer, to satisfy section 403(b) of the Code, including the following:

(i) the Employer providing information as to whether the Participant's employment with the Employer is continuing, and notifying the Vendor when the Participant has had a Severance from Employment (for purposes of the distribution restrictions in Section 4.1);

(ii) the Vendor providing information to the Employer or other Vendors concerning the Participant's or Beneficiary's section 403(b) contracts or custodial accounts or qualified employer plan benefits; and

(2) Information necessary in order for the resulting contract or custodial account and any other contract or custodial account to which contributions have been made for the Participant by the Employer to satisfy other tax requirements.

(e) If any Vendor ceases to be eligible to receive contributions under the Plan, the Employer will enter into an information sharing agreement as described in Section 5.2(d) to the extent the Employer's contract with the Vendor does not provide for the exchange of information described in Section 5.2(d)(1) and (2).

Section 6

Investment of Contributions

6.1 **Manner of Investment.** All amounts contributed to the Plan, all property and rights purchased with such amounts under the Funding Vehicles, and all income attributable to such amounts, property, or rights shall be held and invested in one or more Annuity Contracts or Custodial Accounts. Each Custodial Account shall provide for it to be impossible, prior to the satisfaction of all liabilities with respect to Participants and their Beneficiaries, for any part of the assets and income of the Custodial Account to be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries.

6.2 **Investment of Contributions.** Each Participant or Beneficiary shall direct the investment of his or her Account among the investment options available under the Annuity Contract or Custodial Account in accordance with the terms of the Individual Agreements. Transfers among Annuity Contracts and Custodial Accounts may be made to the extent provided in the Individual Agreements and permitted under applicable Income Tax Regulations.

6.3 Current and Former Vendors. The Teachers Insurance and Annuity Association of America and College Retirement Equities Fund (TIAA-CREF) and the Variable Annuity Life Insurance Company (VALIC) shall be the exclusive Vendors under the Plan. Each Vendor and the Administrator shall exchange such information as may be necessary to satisfy section 403(b) of the Code or other requirements of applicable law. In the case of a Vendor which is not eligible to receive contributions under the Plan (including a Vendor which has ceased to be a Vendor eligible to receive contributions under the Plan and a Vendor holding assets under the Plan in accordance with Section 5.2), the Employer shall keep the Vendor informed of the name and contact information of the Administrator in order to coordinate information necessary to satisfy section 403(b) of the Code or other requirements of applicable law.

Section 7 Amendment and Plan Termination

7.1 Termination of Contributions. The Employer has adopted the Plan with the intention and expectation that contributions will be continued indefinitely. However, the Employer has no obligation or liability whatsoever to maintain the Plan for any length of time and may discontinue contributions under the Plan at any time without any liability hereunder for any such discontinuance.

7.2 Amendment and Termination. The Employer reserves the authority to amend or terminate this Plan at any time.

7.3 Distribution upon Termination of the Plan. The Employer may provide that, in connection with a termination of the Plan and subject to any restrictions contained in the Individual Agreements, all Accounts will be distributed, provided that the Employer and any Related Employer on the date of termination do not make contributions to an alternative section 403(b) contract that is not part of the Plan during the period beginning on the date of plan termination and ending 12 months after the distribution of all assets from the Plan, except as permitted by the Income Tax Regulations.

Section 8 Miscellaneous

8.1 Non-Assignability. Except as provided in Section 8.2 and 8.3, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and neither the Participant nor any Beneficiary shall have any right to sell, assign, transfer, or otherwise convey the right to receive any payments hereunder or any interest under the Plan, which payments and interest are expressly declared to be non-assignable and non-transferable.

8.2 Domestic Relation Orders. Notwithstanding Section 8.1, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to

the domestic relations law of any State ("domestic relations order"), then the amount of the Participant's Account Balance shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Administrator shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order.

8.3 IRS Levy. Notwithstanding Section 8.1, the Administrator may pay from a Participant's or Beneficiary's Account Balance the amount that the Administrator finds is lawfully demanded under a levy issued by the Internal Revenue Service with respect to that Participant or Beneficiary or is sought to be collected by the United States Government under a judgment resulting from an unpaid tax assessment against the Participant or Beneficiary.

8.4 Tax Withholding. Any benefit payment made under the Plan is subject to applicable income tax withholding requirements (including section 3401 of the Code and the Employment Tax Regulations thereunder). A payee shall provide such information as the Administrator may need to satisfy income tax withholding obligations, and any other information that may be required by guidance issued under the Code.

8.5 Payments to Minors and Incompetents. If a Participant or Beneficiary entitled to receive any benefits hereunder is a minor or is adjudged to be legally incapable of giving valid receipt and discharge for such benefits, or is deemed so by the Administrator, benefits will be paid to such person as the Administrator may designate for the benefit of such Participant or Beneficiary. Such payments shall be considered a payment to such Participant or Beneficiary and shall, to the extent made, be deemed a complete discharge of any liability for such payments under the Plan.

8.6 Mistaken Contributions. If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Administrator, to the Employer.

8.7 Procedure When Distributee Cannot Be Located. The Administrator shall make all reasonable attempts to determine the identity and address of a Participant or a Participant's Beneficiary entitled to benefits under the Plan. For this purpose, a reasonable attempt means (a) the mailing by certified mail of a notice to the last known address shown on Idaho State Board of Education's or the Administrator's records, (b) notification sent to the Social Security Administration or the Pension Benefit Guaranty Corporation (under their program to identify payees under retirement plans), and (c) the payee has not responded within 6 months. If the Administrator is unable to locate such a person entitled to benefits hereunder, or if there has been no claim made for such benefits, the funding vehicle shall continue to hold the benefits due such person.

8.8 **Incorporation of Individual Agreements.** The Plan, together with the Individual Agreements, is intended to satisfy the requirements of section 403(b) of the Code and the Income Tax Regulations thereunder. Terms and conditions of the Individual Agreements are hereby incorporated by reference into the Plan, excluding those terms that are inconsistent with the Plan or section 403(b) of the Code.

8.9 **Governing Law.** The Plan will be construed, administered and enforced according to the Code and the laws of the State in which the Employer has its principal place of business.

8.10 **Headings.** Headings of the Plan have been inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

8.11 **Gender.** Pronouns used in the Plan in the masculine or feminine gender include both genders unless the context clearly indicates otherwise.

APPENDIX A

ELIGIBLE EMPLOYEES

The contribution percentages listed in this Appendix A are set by a formula established by the Employer. Each Eligible Employee has not exercised any control, direct or indirect, over the contribution percentages listed in this Appendix A.

1. For Calendar Years 2011 and 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<u>Employee</u>	<u>Employer Contribution</u>	<u>Mandatory Employee Contribution</u>
Robert Kustra	3.46%	2.60%
Arthur Vailas	2.98%	2.24%
Chris Petersen	10.52%	6.97%
Leon Rice	3.59%	2.70%

2. For Calendar Year 2011 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<u>Employee</u>	<u>Employer Contribution</u>	<u>Mandatory Employee Contribution</u>
M. Duane Nellis	6.90%	5.19%

3. For Calendar Year 2012 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<u>Employee</u>	<u>Employer Contribution</u>	<u>Mandatory Employee Contribution</u>
M. Duane Nellis	3.41%	2.56%

4. For Calendar Years 2013 and 2014 the Contributions Amounts (as referenced in Section 2.5) shall be as follows:

<u>Employee</u>	<u>Employer Contribution</u>	<u>Mandatory Employee Contribution</u>
Robert Kustra	3.56%	2.70%
Arthur Vailas	3.08%	2.34%
<u>M. Duane Nellis</u>	<u>3.51%</u>	<u>2.66%</u>
<u>Chuck Stabben</u>	<u>3.51%</u>	<u>2.66%</u>

<u>Chris Petersen</u>	<u>10.52%</u>	<u>6.97%</u>
<u>Mark Coyle</u>	<u>3.56%</u>	<u>2.70%</u>
<u>Bryan Harsin</u>	<u>3.69%</u>	<u>2.80%</u>
<u>Leon Rice</u>	<u>3.69%</u>	<u>2.80%</u>

- 5.** For calendar year 2015 and each calendar year thereafter, the Contributions Amounts (as referenced in Section 2.5) for each Eligible Employee listed below shall be as follows:

<u>Employee</u>	<u>Employer Contribution</u>	<u>Mandatory Employee Contribution</u>
<u>Robert Kustra</u>	<u>3.50%</u>	<u>2.50%</u>
<u>Arthur Vailas</u>	<u>3.50%</u>	<u>2.50%</u>
<u>Chuck Stabben</u>	<u>3.50%</u>	<u>2.50%</u>
<u>Mark Coyle</u>	<u>3.50%</u>	<u>2.50%</u>
<u>Bryan Harsin</u>	<u>3.50%</u>	<u>2.50%</u>
<u>Leon Rice</u>	<u>3.50%</u>	<u>2.50%</u>

IN WITNESS WHEREOF, the Employer has caused this instrument to be executed by its duly authorized representative effective on this ~~15~~16th day of ~~August~~March 201~~34~~3.

Idaho State Board of Education

Name: _____

Signature: _____

Title: _____

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Supplemental Retirement 403(b) Plan (closed)

REFERENCE

February 2011

Board approved motion to freeze contributions into and transfers or rollovers from the Supplemental Retirement Benefit Plan

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2.
Sections 33-107C and 59-513 Idaho Code

BACKGROUND / DISCUSSION

In 2004 the Board adopted a 403(b) supplemental retirement plan ("Plan 1") for certain designated highly compensated employees. Plan 1 was designed to receive employer and employee contributions that would have been made to the Optional Retirement Program, except that such contributions exceeded annual compensation limitations mandated by the Internal Revenue Code section 401(a)(17). In the 2009-2010 timeframe Board tax counsel advised Board staff that Internal Revenue Code ("Code") provisions for governmental employers permit the design of a better and more appropriate deferred income plan for highly compensated employees than Plan 1. As such, in February 2011, the Board voted to close Plan 1 and suspend further employer and employee contributions effective January 1, 2011 "pending review of tax requirements applicable to the Plan." Board staff subsequently worked with tax counsel to craft the new Supplemental 403(b) Retirement Plan ("Plan 2") now in effect. Eligible participants in Plan 2 are determined by the Board and listed by name in Appendix A to the plan document. Plan 2 attempted to replicate Plan 1 to the extent possible in terms of employer and mandatory employee contribution rates.

Staff recently contacted Board tax counsel to inquire whether any further formal action is needed to close Plan 1. Counsel opined that Plan 1 does require a corrective amendment, and recommends the following approach: amend section 4.1 of the Plan 1 document to recharacterize the past contributions as a percentage of each Participant's compensation up to (not in excess of) the annual compensation limits of Code section 401(a)(17).

IMPACT

Failure to make this amendment jeopardizes the tax qualified status of Plan 1.

ATTACHMENTS

Attachment 1 – Supplemental Retirement 403(b) Plan document

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff made the following changes: (1) two corrections to Article 2 (Definitions) and added "Includible Compensation" as a defined term; (2) revised section 4.1

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

consistent with the explanation set forth in "Background/Discussion" above; (3) clarified the plan is closed contributions; and (4) added a new Appendix A.

The affected institutions have reviewed and concur with the rates set forth in Appendix A.

Staff recommends approval.

BOARD ACTION

I move to approve amendments to the Closed Supplemental Retirement 403(b) Plan document set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

THE IDAHO STATE BOARD OF EDUCATION
SUPPLEMENTAL RETIREMENT BENEFIT PLAN

Effective December 2004
Restatement February 2011 (Plan closed)
Restatement February 2014

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SUPPLEMENTAL RETIREMENT BENEFIT PLAN

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**ARTICLE 1
INTRODUCTION**

1.1 The Board hereby establishes pursuant to this document the Idaho State Board of Education Supplemental Retirement Benefit Plan. This Plan has been established and shall be maintained in such manner as to meet the requirements of Sections 403(b) and other applicable sections of the Internal Revenue Code of 1986, as amended.

1.2 The purpose of this Plan is to provide the benefits of a tax-sheltered annuity plan for the exclusive benefit of the Participants, former Participants and their Beneficiaries; and this Plan shall be administered and interpreted in accordance with such purpose.

1.3 It is intended that this Plan will not be subject to the requirements of ERISA under Department of Labor Regulation Section 2510.3-2(f).

**ARTICLE 2
DEFINITIONS**

Certain terms of this Plan have defined meanings which are set forth in this Article and which shall govern unless the context in which they are used clearly indicates that some other meaning is intended.

2.1 **Accumulation Account** means the separate account(s) established for each Participant. The current value of a Participant's Accumulation Account includes all Plan Contributions, less expense charges, and reflects credited investment experience.

2.2 **Annual Additions** means the sum of the following amounts credited to a Participant's Accumulation Account during the Limitation Year: (a) Plan Contributions; (b) forfeitures, if any; and (c) individual medical account amounts described in Sections 415(1)(2) and 419A(d)(2) of the Code, if any.

2.3 **Beneficiary** means the individual, institution, trustee, or estate designated by the Participant to receive the Participant's benefits at the Participant's death.

2.4 **Board** means the Idaho State Board of Education and Board of Regents of the University of Idaho as defined in Idaho Code Section 33-101.

2.5 **Code** means the Internal Revenue Code of 1986, as amended.

2.6 **Compensation** means the amount reported as wages on the Participant's Form W-2, excluding compensation not currently included because of the application of Code Sections 125 or 403(b).

2.7 **Distribution** means distribution of any benefit from a Finding Vehicle to or for the benefit of a Participant, Beneficiary or other person entitled to benefits as provided in this Plan.

2.8 **Effective Date** shall mean December 2, 2004.

2.9 **Eligible Employee** means any participant in the ORP or PERSI that has Compensation in excess of the annual compensation limit imposed by Code Section 401(a)(17) and who is subject to the limitations imposed by Code Section 401(a)(17).

2.10 **Entry Date** means the later of the Effective Date of the Plan or the Eligible Employee's Date of employment or reemployment.

2.11 **ERISA** means Public Law No. 93-406, the Employee Retirement Income Security Act of 1974, as the same may be amended from time to time.

2.12 **Funding Vehicles** means the annuity contracts or custodial accounts issued for funding accrued benefits under this Plan and specifically approved by the Institution for use under this Plan.

2.13 **Fund Sponsor(s)** means Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) and Variable Annuity Life Insurance Company (VALIC).

2.14 **Includible Compensation** means an Eligible Employee's contract base salary (exclusive of taxable fringe benefits), but subject to a maximum of \$200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code. The amount of Includible Compensation is determined without regard to any community property laws.

2.142.15 **Institution** means the Board and employment units under its jurisdiction, namely:

The Office of the Idaho State Board of Education;
Boise State University;
Idaho State University;
University of Idaho;
Lewis-Clark State College;
Eastern Idaho Technical College;
College of Southern Idaho; and
North Idaho College.

2.152.16 **Institution Plan Contributions** means contributions made by the Institution under this Plan.

2.162.17 **Normal Retirement Date** means the date a Participant attains age sixty-five (65).

2.172.18 **ORP** means the Optional Retirement plan as established by the Board effective July 1, 1990.

2.182.19 **Participant** means an Eligible Employee of the Institution who participates in the Plan as provided in Article 3 and Article 4.

2.192.20 **Permanent Disability** means a disability that renders the Participant unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or to be of long-continued and indefinite duration. The term "Permanent Disability" shall be interpreted in accordance with Code Section 72(m)(7) and the Treasury Regulations thereunder.

2.202.21 **Participant Plan Contributions** means contributions made by a Participant under this Plan. Participant Plan Contributions are designated as being picked-up by the Institution in lieu of contributions by the Participant, in accordance with Code Section 414(h)(2). The pick-up amounts cannot be received directly by the Participant and are required to be made.

2.212.22 **PERSI** means the Public Employee Retirement System of Idaho.

2.222.23 **Plan** means this instrument together with any subsequent amendments hereto.

2.232.24 **Plan Contributions** means the combination of Participant Plan Contributions and Institution Plan Contributions.

~~2.242.25~~ **Plan Year** shall be the calendar year. ~~However, the first Plan Year shall be the period beginning _____ and ending December 31, 200x.~~

~~2.252.26~~ **Retirement** means the Termination of Employment of a Participant on or after his Normal Retirement Date.

~~2.262.27~~ **Termination of Employment** means that an Employee has ceased to be employed by the Institution for any of the following reasons:

- (i) Voluntary resignation from service of the Institution; or
- (ii) Discharge from the service of the Institution by the Institution; or
- (iii) Retirement; or
- (iv) Death; or
- (v) Permanent Disability;

Provided, however, that an Eligible Employee who ceases Employment by reason of an Authorized Leave of Absence shall not be considered as having incurred a Termination of Employment.

~~2.272.28~~ **Treasury Regulation** means regulations pertaining to certain sections of the Code as issued by the Secretary of the Treasury.

~~2.282.29~~ **Defined Terms.** A defined term, such as "Retirement," will normally govern the definitions of derivatives therefrom, such as "Retire," even though such derivatives are not specifically defined and even if they are or are not initially capitalized. The masculine gender, where appearing in the Plan, shall be deemed to include the feminine gender, unless the context clearly indicates to the contrary. Singular and plural nouns and pronouns shall be interchangeable as the factual context may allow or require. The words "hereof," "herein," "hereunder" and other similar compounds of the word "here" shall mean and refer to the entire Plan and not to any particular provision or Section.

**ARTICLE 3
PARTICIPATION**

3.1 Notification. The Institution will notify an Eligible Employee when he or she has completed the requirements necessary to become a Participant. An Eligible Employee who complies with the requirements and becomes a Participant is entitled to the benefits and is bound by all the terms, provisions, and conditions of this Plan, including any amendments that, from time to time, may be adopted, and including the terms, provisions and conditions of any Funding Vehicle(s) to which Plan Contributions for the Participant have been applied.

3.2 Enrollment in Plan - One Time Irrevocable Election. To participate in this Plan, an Eligible Employee must complete the necessary enrollment form(s) and return them to the Institution. An employee who has been notified that he or she is eligible to participate but who fails to return the enrollment forms within thirty (30) days of receipt of the enrollment form(s) will be deemed to have waived all of his or her rights under the Plan. That is, an Eligible Employee is given a one time option to participate in the Plan. Once an Eligible Employee has elected to participate in the Plan, the Eligible Employee, as a condition of continued employment, may not withdraw from participation in the Plan.

3.3 Reemployment. A former employee who was an Eligible Employee before termination of employment will be eligible to begin participation immediately after reemployment provided the former employee is an Eligible Employee.

3.4 Termination of Participation. A Participant will continue to be eligible for the Plan until one of the following conditions occur:

- he or she ceases to be an Eligible Employee;
- the Plan is terminated.

Furthermore, if a Participant begins to receive retirement benefits from the Accumulation Account(s) arising from Plan Contributions under this Plan before termination of employment, he or she will cease to be eligible and no further Institution Plan Contributions will be made on his or her behalf.

ARTICLE 4 CONTRIBUTIONS

4.1 Contributions. Plan Contributions will be made for Eligible Employees as follows:

~~Each Institution shall contribute an amount equal to seven and eighty-one hundredths percent (7.81%), reduced by any amount necessary, if any, to provide contributions to a total disability program, but in no event less than five percent (5%), of the portion of each Participant's Compensation that exceeds the annual compensation limits of Code Section 401(a)(17); and~~

~~Each Participant shall contribute an amount equal to six and ninety-seven hundredths percent (6.97%) of the portion of the Participant's Compensation that exceeds the annual compensation limits of Code Section 401(a)(17).~~

Institution Plan Contributions and Participant Plan Contributions shall equal the percentage of the Participant's Includible Compensation indicated for the Participant on Appendix A.

Plan Contributions are considered to be credited to Participants no later than the last day of the Plan Year for which the Plan Contributions are made.

No ~~further~~ Plan Contributions shall be made to the Plan or accepted by the Plan effective January 1, 2011, ~~pending review of tax requirements applicable to the Plan.~~

4.2 When Contributions are Made. Plan Contributions will begin when the Institution has determined that the Participant has met or will meet the requirements of Article 3. Any part of a year's Plan Contributions not contributed before this determination will be included in contributions made for that year after the determination. Plan Contributions will be forwarded to the Fund Sponsor(s) in accordance with the procedures established by the Institution. Institution Plan Contributions will be forwarded to the Fund Sponsor(s) at least annually. Participant Plan Contributions will be forwarded by the Institution to the Fund Sponsor(s) as soon as it is administratively feasible for the Institution to segregate contributions, but in any event, within the time required by law. For the period beginning on the Effective Date and ending upon completion of the Plan Year, Participant Plan Contributions shall be prorated over such period. No further Plan Contributions shall be made to the Plan or accepted by the Plan effective January 1, 2011, pending review of tax requirements applicable to the Plan.

4.3 Allocation of Contributions. A Participant may allocate Plan Contributions to the Funding Vehicle(s) in any whole-number percentages that equal 100%. A Participant may change his or her allocation of future contributions to the Funding Vehicle(s) according to the administrative procedures of the Fund Sponsor(s). A Participant may direct contributions to only one Fund Sponsor at any given time. However, a Participant may change Fund Sponsors once per calendar year by completing the appropriate forms provided by the Institution.

4.4 Leave of Absence. During a paid leave of absence, Plan Contributions will continue to be made for a Participant on the basis of Compensation then being paid by the Institution. No Plan Contributions will be made during an unpaid leave of absence.

4.5 Transfer of Funds from Another Plan. The Fund Sponsor shall accept contributions that are transferred directly from any other plan qualified under sections 401(a) or 403(a) of the Code, whether such plans are funded through a trustee arrangement or through an annuity contract, if such contributions are attributable only to Institution and Employee contributions and the earnings thereon and accompanied by instructions showing the respective amount attributable to Institution and Employee contributions. Such funds and the accumulation generated from them shall always be fully vested and nonforfeitable. No transfers or rollovers shall be made to the Plan or accepted by the Plan effective January 1, 2011, pending review of tax requirements applicable to the Plan.

4.6 Acceptance of Rollover Contributions. If a Participant is entitled to receive a distribution from another plan qualified under sections 401(a) or 403(a) of the Code that is an eligible rollover distribution under section 402 of the Code, the Fund Sponsor will accept such amount under this Plan provided the rollover to this Plan is made (1) directly from another plan; or (2) by the Participant within 60 days of the receipt of the distribution. No transfers or rollovers shall be made to the Plan or accepted by the Plan effective January 1, 2011, pending review of tax requirements applicable to the Plan.

4.7 Uniformed Services. Notwithstanding any provision of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service will be provided in accordance with § 414(u) of the Code.

4.8 Maximum Plan Contributions. Notwithstanding anything contained in this Plan to the contrary, the total Annual Additions made for any Participant for any year will not exceed the amount permitted under section 415 of the Code. The limitations of Code Section 415 are hereby incorporated by reference.

For the purpose of calculating the limits of Code Section 415, compensation means a Participant's earned income, wages, salaries, and fees for professional services and other amounts received for personal services actually rendered in the course of employment with the Institution and excluding the following: (a) Institution contributions to a plan of deferred compensation that are not includable in the Participant's gross income for the taxable year in which contributed, or Institution contributions under a simplified employee pension plan to the extent such contributions are deductible by the Participant, or any distributions from a plan of deferred compensation; and (b) other amount that received special tax benefits, or contributions made by the Institution (whether or not under a salary reduction agreement towards the purchase of an annuity described in Code Section 403(b) (whether or not the amounts are actually excludable from the gross income of the Participant). For years beginning after December 31, 1997, compensation shall include any elective deferral (as defined in Code § 401(g)(3)) and any amount which is contributed or deferred by the Institution at the election of the Participant and which is not includable in the gross income of the Participant by reason of Code § 125 or 457. For purposes of applying the limitations described in this section of the Plan, compensation shall include elective amounts that are not includable in the gross income of the Participant by reason of Code § 132(f)(4).

To the extent permitted by Code Section 415 and the regulations promulgated thereunder, if the Annual Additions exceed the Section 415 limitations, the excess amounts will be disposed of as follows: (a) any Participant Plan Contributions (plus any gain attributable to the excess), to the extent they would reduce the excess amount, will be returned to the Participant; and, to the extent necessary, (b) if, after the application of (a) an excess still exists,

the excess will be held unallocated in a suspense account and will be applied to reduce Institution Plan Contributions in succeeding limitation years.

If the limitations are exceeded because the Participant is also participating in another plan required to be aggregated with this Plan for Code Section 415 purposes, then the extent to which annual contributions under this Plan will be reduced, as compared with the extent to which annual benefits or contributions under any other plans will be reduced, will be determined by the Institution in a manner as to maximize the aggregate benefits payable to the Participant from all plans. If the reduction is under this Plan, the Institution will advise affected Participants of any additional limitation on their annual contributions required by this paragraph.

**ARTICLE 5
VESTING AND DISTRIBUTIONS**

5.1 Vesting. Plan Contributions shall be fully vested and nonforfeitable when such Plan Contributions are made.

5.2 Commencement of Benefits. A Participant shall be entitled to receive distributions in accordance with the terms of the Funding Vehicles. However, the Participant's Funding Vehicles shall provide the following:

(a) In no event shall any benefit be distributed to a Participant prior to the Participant's Termination of Employment, attainment of age 59½ or financial hardship.

(b) No benefit shall be distributed prior to the Participant's Normal Retirement Date or death without the Participant's consent. Notwithstanding the preceding sentence, benefits shall be distributed without the Participant's consent if a distribution is required under Section 6.7.

(c) No portion of Funding Vehicle shall be distributable on account of financial hardship unless the hardship distribution provisions of such Funding Vehicle comply with the requirements of the Code and ERISA.

(d) Participants cannot direct the Fund Sponsors to distribute or otherwise dispose of Funding Vehicles. Only the Institution may direct the Fund Sponsors with respect to the commencement of benefits or other disposition of Funding Vehicles.

5.3 Application for Benefits. The Institution may require a Participant or Beneficiary to complete and file with the Institution certain forms as a condition precedent to the payment of benefits. The Institution may rely upon all such information given to it, including the Participant's current mailing address. It is the responsibility of all Participants to keep the Institution informed of their current mailing addresses.

5.4 Distributions Pursuant to Qualified Domestic Relations Orders. Notwithstanding anything to the contrary in this Plan, a "qualified domestic relations order," as defined in Code Section 414(p), may provide that any amount to be distributed to an alternate payee may be distributed immediately even though the Participant is not yet entitled to a distribution under the Plan. The intent of this Section 5.4 is to provide for the distribution of benefits to an alternate payee as permitted by Treasury Regulation 1.401(a)-13(g)(3).

5.5 Distribution of Funding Vehicles. All benefits payable under this Plan will be paid or provided solely from the applicable Funding Vehicles. After the Institution directs the Plan Sponsors to distribute such Funding Vehicles in accordance with the terms of the Plan, the Institution shall be free from all liability, individual, joint or several, with respect to payment of benefits attributable to such Funding Vehicles.

ARTICLE 6 FORM OF PAYMENT

6.1 Funding Vehicles Will Comply With Article 6. Each Funding Vehicle will provide for distributions in accordance with the provisions of this Article 6.

6.2 Retirement Benefits. A Participant who has terminated employment may elect to receive retirement benefits under any of the forms of benefit, as provided below.

Forms of Benefit. The forms of benefit are the benefit options offered by the Funding Vehicles available under this Plan. These forms are equally available to all Participants choosing the Funding Vehicle. The forms of benefit available under this Plan include:

- Single life annuities as provided under the Funding Vehicle contract.
- Joint and survivor annuities as provided under the Funding Vehicle contract.
- Cash withdrawals (to the extent the Funding Vehicle permits and subject to the limitations in the "Cash Withdrawal" section of this Article).
- Fixed period annuities, as permitted by the Funding Vehicle contract.
- Retirement Transition Benefit.
- Such other annuity and withdrawal options as provided under the Funding Vehicle contract.

6.3 Cash Withdrawals. A Participant who has terminated employment may withdraw Participant Plan Contributions or receive benefits in any form the relevant Funding Vehicle permits, including a cash withdrawal. However, only an employee who has terminated employment and has attained age 55 may withdraw Institution Plan Contributions or receive benefits in any form the relevant Funding Vehicle permits, including a cash withdrawal.

Except, following retirement or termination of employment prior to age 55, if total accumulation is less than or equal to \$10,000, both Participant and Institution Plan Contributions are available in a cash withdrawal subject to any restrictions of the Funding Vehicles of the Fund Sponsor.

6.4 Retirement Transition Benefit. Unless the Minimum Distribution Annuity, or the Limited Periodic Withdrawal Option is elected, a Participant may elect to receive a one time lump-sum payment of up to ten percent (10%) of his or her Accumulation Account(s) in TIAA and/or the CREF account(s) at the time annuity income begins, provided the one such payment from each TIAA contract and/or CREF account(s) doesn't exceed ten percent (10%) of the respective Accumulation Account(s) being converted to retirement income.

6.5 Survivor Benefits. If a Participant dies before the start of retirement benefit payments, the full current value of the Accumulation Account(s) is payable to the Beneficiary(ies) under the options offered by the Funding Sponsors. Distribution of Survivor Benefits is subject to the required distribution rules set forth in Code Section 401(a)(9).

6.6 Application for Benefits. Procedures for receipt of benefits are initiated by writing directly to the Fund Sponsor. Benefits will be payable by the Fund Sponsor upon receipt of a satisfactorily completed application for benefits and supporting documents. The necessary forms will be provided to the Participant, the surviving spouse, or the Beneficiary(ies) by the Fund Sponsor.

6.7 Minimum Distribution Requirements. The requirements of this Section shall apply to any distribution of a Participant's Account and will take precedence over any inconsistent provisions of this Plan. Distributions in all cases will be made in accordance with Code Section 401(a)(9) and the regulations promulgated thereunder.

(a) Time and Manner of Distribution.

(i) Required Beginning Date. The Participant's entire interest shall be distributed, or begin to be distributed, to the Participant no later than the Participant's Required Beginning Date.

(ii) Death of Participant Before Distributions Begin. If the Participant dies before distributions begin, the Participant's entire interest shall be distributed, or begin to be distributed, no later than as follows:

(1) If the Participant's surviving spouse is the Participant's sole designated Beneficiary, then distributions to the surviving spouse shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the Participant would have attained age 70½, if later.

(2) If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, then distributions to the designated Beneficiary shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.

(3) If there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's entire interest shall be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

(4) If the Participant's surviving spouse is the Participant's sole designated Beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this subsection (a)(ii), other than subsection (a)(ii)(1), will apply as if the surviving spouse were the Participant.

For purposes of subsections (a)(ii) and (c), unless subsection (a)(ii)(4) applies, distributions are considered to begin on the Participant's Required Beginning Date. If subsection (a)(ii)(4) applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under subsection (a)(ii)(1). If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's Required Beginning Date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under subsection (a)(ii)(1), the date distributions are considered to begin is the date distributions actually commence.

(iii) Forms of Distribution. Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the Required Beginning Date, as of the first distribution calendar year distributions shall be made in accordance with subsections (b) and (c) of this Article 6. If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code Section 401(a)(9) and the Treasury Regulations.

(b) Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:

(i) Amount of Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each distribution calendar year is the lesser of:

(1) the quotient obtained by dividing the Participant's account balance by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation Section 1.401(a)(9)-9, using the Participant's age as of the Participant's birthday in the distribution calendar year; or

(2) if the Participant's sole designated Beneficiary for the distribution calendar year is the Participant's spouse, the quotient obtained by dividing the Participant's account balance by the number in the Joint and Last Survivor Table set forth in Treasury Regulation Section 1.401(a)(9)-9, using the Participant's and spouse's attained ages as of the Participant's and spouse's birthdays in the distribution calendar year.

(ii) Lifetime Required Minimum Distribution Through Year of Participant's Death. Required minimum distributions will be determined under this subsection (b) beginning with the first distribution calendar year and up to and including the distribution calendar year that includes the Participant's date of death.

(c) Required Minimum Distributions After Participant's Death.

(i) Death On or After Date Distributions Begin.

(1) Participant Survived by Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is a designated Beneficiary, the minimum amount that will be distributed for each distribution calendar year after year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated Beneficiary, determined as follows:

(a) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(b) If the Participant's surviving spouse is the Participant's sole designated Beneficiary, the remaining life expectancy of the surviving

spouse is calculated for each distribution calendar year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For distribution calendar years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.

(c) If the Participant's surviving spouse is not the Participant's sole designated Beneficiary, the designated Beneficiary's remaining life expectancy is calculated using the age of the Beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.

(2) No Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is no designated Beneficiary as of September 30 of the year after the year of the Participant's death, minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(ii) Death Before Date Distributions Begin.

(1) Participant Survived by Designated Beneficiary. If the Participant dies before the date distributions begin and there is a designated Beneficiary, the minimum amount that shall be distributed for each distribution calendar year after the year of the Participant's death is the quotient obtained by dividing the Participant's account balance by the remaining life expectancy of the Participant's designated Beneficiary, determined as provided in subsection (i).

(2) No Designated Beneficiary. If the Participant dies before the date distributions begin and there is no designated Beneficiary as of September 30 of the year following the year of the Participant's death, distribution of the Participant's entire interest shall be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

(3) Death of Surviving Spouse Before Distributions to Surviving Spouse are Required to Begin. If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole designated Beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection (a)(ii)(1), this subsection (c)(ii) shall apply as if the surviving spouse were the Participant.

(d) Definitions.

(i) Designated Beneficiary. The individual who is designated as the Beneficiary under the Plan and is the designated Beneficiary under Code Section 401(a)(9) and Treasury Regulation Section 1.401(a)(9)-1, Q&A-4.

(ii) Distribution Calendar Year. A calendar year for which a minimum distribution is required. For distributions beginning before the Participant's death, the first distribution calendar year is the calendar year immediately preceding the calendar year

which contains the Participant's Required Beginning Date. For distributions beginning after the Participant's death, the first distribution calendar year is the calendar year in which distributions are required to begin under subsection (a)(ii). The required minimum distribution for the Participant's first distribution calendar year shall be made on or before the Participant's Required Beginning Date. The required minimum distribution for other distribution calendar years, including the required minimum distribution for the distribution calendar year in which the Participant's Required Beginning Date occurs, will be made on or before December 31 of that distribution calendar year.

(iii) Life Expectancy. Life expectancy as computed by use of the Single Life Table in Treasury Regulation Section 1.401(a)(9)-9.

(iv) Participant's Account Balance. The Participant's account balance as of the last valuation date in the calendar year immediately preceding the distribution calendar year (valuation calendar year) increased by the amount of any contributions made and allocated to the Participant's account balance as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Participant's account balance for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

(v) Required Beginning Date. The Required Beginning Date of a Participant is April 1 following the calendar year in which the Participant attains age 70½ or if later, April 1 following the calendar year in which the Participant retires.

(e) Election to Allow Participant, Former Participants or Beneficiaries to Elect 5-Year Rule. Participants or beneficiaries may elect on an individual basis whether the 5-year rule or the life expectancy rule in subsections (a)(ii) and (c)(ii) applies to distributions after the death of a Participant who has a designated Beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under subsection (a)(ii), or by September 30 of the calendar year which contains the fifth anniversary of the Participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor Beneficiary makes an election under this paragraph, distributions will be made in accordance with subsections (a)(ii) and (c)(ii).

(f) Election to Allow Designated Beneficiary Receiving Distributions Under 5-Year Rule to Elect Life Expectancy Distributions. A designated Beneficiary who is receiving payments under the 5-year rule may make a new election to receive payments under the life expectancy rule until December 31, 2003, provided that all amounts that would have been required to be distributed under the life expectancy rule for all distribution calendar years before 2004 are distributed by the earlier of December 31, 2003 or the end of the 5-year period.

6.8 Small Sum Payments. A Participant's accumulations may be received in a single sum if certain conditions are met. If a Participant in this Plan terminates employment with the Institution and requests that the Fund Sponsor pay his or her Group Retirement Annuity accumulation in a single sum, the Institution will approve such request if, at the time of the request, the following conditions apply:

- (a) The total Accumulation Account is \$2,000 or less.

(b) The total Accumulation Account attributable to Plan Contributions is not more than \$4,000.

Upon request for the small sum payment, the total Accumulation Account will be payable by the Fund Sponsor to the Participant in a lump sum and will be in full satisfaction of the Participant's rights and his or her spouse's rights to retirement or survivor benefits.

6.9 Direct Rollovers. This section applies to distributions made on or after January 1, 1993. Notwithstanding any provision of the Plan to the contrary that would otherwise limit a distributee's election under this section, a distributee may elect, at the time and in the manner prescribed by the plan administrator, to have any portion of an eligible rollover distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover.

For this section, the following definitions apply:

(a) Eligible Rollover Distribution. An Eligible Rollover Distribution is any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include: any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten (10) years or more; any distribution to the extent such distribution is required under Code Section 401(a)(9); and the portion of any distribution that is not includable in gross income (determined without regard to the exclusion for net unrealized appreciation with respect to employer securities); and, for any distributions after 12/31/99, any hardship distribution described in Code Section 401(k)(2)(b)(i)(iv).

(b) Eligible Retirement Plan. An Eligible Retirement Plan is an individual retirement account described in Code Section 408(a), an individual retirement described in section 408(b) of the Code, or a qualified retirement plan described in Code Section 401(a) or 403(a) of the Code, that accepts the distributee's Eligible Rollover Distribution. However, in the case of an Eligible Rollover Distribution to the surviving spouse, an Eligible Retirement Plan is an individual retirement account or individual retirement annuity.

(c) Distributee. A Distributee includes an Employee or former Employee. In addition, the Employee's or former Employee's surviving spouse and the Employee's or former Employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in section 414(p) of the Code, are distributees with regard to the interest of the spouse or former spouse.

(d) Direct Rollover. A Direct Rollover is a payment by the Plan to the Eligible Retirement Plan specified by the Distributee.

ARTICLE 7 ADMINISTRATION

7.1 Plan Administrator. The Idaho State Board of Education, located at 650 W. State Street, Boise, Idaho 83720, is the administrator of this Plan and has designated the chief financial officers of each of the Institutions as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan.

7.2 Authority of the Institution. The Institution has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Institution shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Institution will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Institution may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The Institution, by action of the Board, may designate a person or persons other than the Institution to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

7.3 Action of the Institution. Any act authorized, permitted, or required to be taken by the Institution under the Plan, which has not been delegated in accordance with Section 7.2 "Authority of the Institution," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Institution under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or (ii) a person who becomes authorized to act for the Institution in accordance with the provisions of Section 7.2 "Authority of the Institution." Any action taken by the institution that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the Institution, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the Institution.

7.4 Indemnification. Subject to the limits of the Idaho Tort Claims Act, Idaho Code § 6-901, et seq., the Institution will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the Institution is delegated pursuant to Section 7.2 "Authority of the Institution" (other than the Fund Sponsors) arising out of any action (or inaction) relating to this Plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of incorporation, regulations or bylaws of the Institution, under any provision of law, or under any other agreement.

7.5 No Reversion. Under no circumstances or conditions will any Plan Contributions of the Institution revert to, be paid to, or inure to the benefit of, directly or indirectly, the Institution. However, if Plan Contributions are made by the Institution by mistake of fact, these amounts may be returned to the Institution within one year of the date that they were made, at the option of the Institution.

7.6 Statements. The Institution will determine the total amount of contributions to be made for each Participant from time to time on the basis of its records and in accordance with the provisions of this Article. When each contribution payment is made by the Institution, the Institution will prepare a statement showing the name of each Participant and the portion of the payment that is made for him or her, and will deliver the statement to the appropriate Fund Sponsors with the contributions payment. Any determination by the Institution, evidenced by a statement delivered to the Fund Sponsors, is final and binding on all Participants, their Beneficiaries or contingent annuitants, or any other person or persons claiming an interest in or derived from the contribution's payment.

7.7 Reporting. Records for each Participant under this Plan are maintained on the basis of the Plan Year. At least once a year the Fund Sponsors will send each Participant a report summarizing the status of his or her Accumulation Account(s) as of December 31 each year. Similar reports or illustrations may be obtained by a Participant upon termination of employment or at any other time by writing directly to the Fund Sponsors.

**ARTICLE 8
AMENDMENT AND TERMINATION**

8.1 Right to Amend. The Institution intends for the Plan to be permanent so long as it exists; however, it reserves the right to modify, alter, or amend this Plan from time to time, to any extent that it may deem advisable, including, but not limited to any amendment deemed necessary to insure the continued compliance under Section 403(b) of the Code or to insure compliance with the Act; provided, however, that the Institution shall not have the authority to amend this Agreement in any manner which will:

(a) Permit any part of a Funding Vehicle (other than such part as is required to pay taxes and administrative expenses) to be used for or diverted to purposes other than for the exclusive benefit of the Participants or their Beneficiaries;

(b) Cause or permit any portion of a Funding Vehicle to revert to or become the property of the Institution.

8.2 Termination and Discontinuance of Contributions. The Institution shall have the right at any time to terminate this Plan (hereinafter referred to as "Plan Termination") Upon Plan Termination, the administrator shall direct the Fund Sponsor(s) with reference to the disposition of Funding Vehicles. The Fund Sponsor(s) shall, when directed by the administrator, distribute all Funding Vehicles held by it to the Participants and others entitled to such Funding Vehicles. In the event that this Plan is partially terminated, then the provisions of this Section 8.2 shall apply, but solely with respect to the Participants affected by the partial termination.

ARTICLE 9 MISCELLANEOUS

9.1 Plan Non-Contractual. Nothing in this Plan will be construed as a commitment or agreement on the part of any person to continue his or her employment with the Institution, and nothing in this Plan will be construed as a commitment on the part of the Institution to continue the employment or the rate of compensation of any person for any period, and all employees of the Institution will remain subject to discharge to the same extent as if the Plan had never been put into effect.

9.2 Claims of Other Persons. The provisions of the Plan will not be construed as giving any Participant or any other person, firm, entity, or corporation, any legal or equitable right against the Institution, its officers, employees, or directors, except the rights as specifically provided for in this Plan or created in accordance with the terms and provisions of this Plan.

9.3 Merger, Consolidation, or Transfers of Plan Assets. In the event of a merger or consolidation with, or transfer of assets to, another plan, each Participant will receive immediately after such action a benefit under the plan that is equal to or greater than the benefit he or she would have received immediately before a merger, consolidation, or transfer of assets or liabilities.

9.4 Non-Alienation of Retirement Rights or Benefits. No benefit under the Plan may, at any time, be subject in any manner to alienation, encumbrance, the claims of creditors or legal process to the fullest extent permitted by law. No person will have power in any manner to transfer, assign, alienate, or in any way encumber his or her benefits under the Plan, or any part thereof, and any attempt to do so will be void and of no effect. However, this Plan will comply with any judgment, decree or order which establishes the rights of another person to all or a portion of a Participant's benefit under this Plan to the extent that it is a "qualified domestic relations order" under section 414(p) of the Code.

9.5 Governing Law. Except as provided under federal law, the provisions of the Plan are governed by and construed in accordance with the laws of the State of Idaho.

Employer Identification Number: _____
Plan Number: _____

(signature of Plan Administrator)

Amendment 1**AMENDMENT OF THE IDAHO STATE BOARD OF EDUCATION
SUPPLEMENTAL RETIREMENT PLAN FOR EGTRRA**

IN WITNESS WHEREOF, the Idaho State Board of Education herein amends the Idaho State Board of Education Supplemental Retirement Plan, as follows:

A. PREAMBLE

1. Adoption and effective date of amendment. This amendment of the Plan is adopted to reflect certain provisions of the Economic Growth and Tax Relief Reconciliation Act of 2001 ("EGTRRA"). This amendment is intended as good faith compliance with the requirements of EGTRRA and is to be construed in accordance with EGTRRA and guidance issued thereunder. Except as otherwise provided, this amendment shall be effective as of the first day of the first plan year beginning after December 31, 2001.
2. Supersession of inconsistent provisions. This amendment shall supersede the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this amendment.

B. LIMITATIONS ON CONTRIBUTIONS

Maximum Annual Addition. The annual addition that may be contributed or allocated to a Participant's account under the Plan for any limitation year shall not exceed the lesser of:

- (a) \$40,000, as adjusted for increases in the cost-of-living under section 415(d) of the Code, or
- (b) 100 percent of the Participant's compensation, within the meaning of section 415(c)(3) of the Code, for the limitation year.

The compensation limit referred to in (b) shall not apply to any contribution for medical benefits after separation from service (within the meaning of section 401(h) or section 419(f)(2) of the Code), if any, otherwise treated as an annual addition.

C. INCREASE IN COMPENSATION LIMIT

1. Annual Compensation Limit. The annual compensation of each Participant taken into account in determining allocations for any plan year beginning after December 31, 2001, shall not exceed \$200,000, as adjusted for cost-of-living increases in accordance with section 401(a)(17)(B) of the Code. Annual compensation means compensation during the plan year or such other consecutive 12 month period over which compensation is otherwise determined under the plan (the determination period). The cost-of-living adjustment in effect for a

calendar year applies to annual compensation for the determination period that begins with or within such calendar year.

2. Plan Definition of Compensation. To the extent the Plan's definition of Compensation includes compensation not currently includable because of the application of Code Section 125 or 403(b), this definition is amended to include compensation not currently includible because of the application of Code §§ 132(f)(4) and 457.
3. Special Rule for Governmental Plans. Notwithstanding the above, employees of governmental Institutions who became Participants in the Plan before the first day of the plan year beginning after December 31, 1995, will be subject to the annual compensation limit in effect under the Plan before that date, as determined by IRS regulations.

D. DIRECT ROLLOVERS OF PLAN DISTRIBUTIONS

1. Effective date. This section shall apply to distributions made after December 31, 2001.
2. Modification of definition of eligible retirement plan. For purposes of the direct rollover provisions in Article 6 of the Plan, an eligible retirement plan shall mean a qualified retirement plan described in section 401(a) or section 403(a), of the Code, a tax sheltered annuity plan described in section 403(b) of the Code and an eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state and which agrees to separately account for amounts transferred into such plan from this Plan. The definition of eligible retirement plan shall also apply in the case of a distribution to a surviving spouse, or to a spouse or former spouse who is the alternate payee under a qualified domestic relation order, as defined in section 414(p) of the Code.
3. Modification of definition of eligible rollover distribution to exclude hardship distributions. For purposes of the direct rollover provisions in Article 6 of the Plan, any amount that is distributed on account of hardship shall not be an eligible rollover distribution and the distributee may not elect to have any portion of such a distribution paid directly to an eligible retirement plan.
4. Modification of definition of eligible rollover distribution to include after-tax employee contributions. For purposes of the direct rollover provisions in Article 6 of the Plan, a portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions which are not includible in gross income. However, such portion may be transferred only to an individual retirement account or annuity described in section 408(a) or (b) of the Code, or to a qualified defined contribution plan described in section 401(a) of the Code that agrees to separately account for amounts so transferred, including separately accounting for the portion of such distribution which is

includible in gross income and the portion of such distribution which is not so includible.

E. ROLLOVERS FROM OTHER PLANS

1. Direct Rollovers. The Plan will accept a direct rollover of an eligible rollover distribution from:
 - a. A qualified plan described in section 401(a) or 403(a) of the Code including after-tax employee contributions.
 - b. A tax sheltered annuity plan described in section 403(b) of the Code, excluding after-tax employee contributions.
 - c. An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.
2. Participant Rollover Contributions from Other Plans. The Plan will accept a Participant contribution of an eligible rollover distribution from:
 - a. A qualified plan described in section 401(a) or 403(a) of the Code.
 - b. A tax sheltered annuity plan described in section 403(b) of the Code.
 - c. An eligible plan under section 457(b) of the Code which is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or political subdivision of a state.
3. Participant Rollover Contributions from IRAs. The Plan will accept a Participant rollover contribution of the portion of a distribution from an individual retirement account or annuity described in section 408(a) or 408(b) of the Code that is eligible to be rolled over and would otherwise be includible in gross income.

APPENDIX AELIGIBLE EMPLOYEES

The contribution percentages listed in this Appendix A are set by a formula established by the Employer. Each Eligible Employee has not exercised any control, direct or indirect, over the contribution percentages listed in this Appendix A.

1. For Calendar Year 2004 the Contributions (as referenced in Section 4.1) shall be as follows:

Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Hawkins, Dan</u>	<u>2.03%</u>	<u>3.47%</u>

2. For Calendar Year 2005 the Contributions (as referenced in Section 4.1) shall be as follows:

Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Hawkins, Dan</u>	<u>7.01%</u>	<u>6.33%</u>
<u>Graham, D. Gregory</u>	<u>0.86%</u>	<u>0.78%</u>
<u>Kustra, Robert</u>	<u>1.06%</u>	<u>0.96%</u>

University of Idaho

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>White, Timothy</u>	<u>2.54%</u>	<u>2.29%</u>

3. For Calendar Year 2006 the Contributions (as referenced in Section 4.1) shall be as follows:

Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Graham, D. Gregory</u>	<u>0.70%</u>	<u>0.63%</u>
<u>Kustra, Robert</u>	<u>0.71%</u>	<u>0.64%</u>
<u>Petersen, Christopher</u>	<u>1.08%</u>	<u>0.97%</u>

University of Idaho

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>White, Timothy</u>	<u>2.42%</u>	<u>2.18%</u>

4. For Calendar Year 2007 the Contributions (as referenced in Section 4.1) shall be as follows:Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Graham, D. Gregory</u>	<u>2.67%</u>	<u>2.01%</u>
<u>Kustra, Robert</u>	<u>1.93%</u>	<u>1.45%</u>
<u>Petersen, Christopher</u>	<u>7.72%</u>	<u>6.97%</u>

Idaho State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Vailas, Arthur</u>	<u>2.16%</u>	<u>1.63%</u>

University of Idaho

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Elshabini, Aicha</u>	<u>0.54%</u>	<u>0.41%</u>
<u>White, Timothy</u>	<u>2.96%</u>	<u>2.23%</u>

5. For Calendar Year 2008 the Contributions (as referenced in Section 4.1) shall be as follows:Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Graham, D. Gregory</u>	<u>5.20%</u>	<u>3.92%</u>
<u>Kustra, Robert</u>	<u>2.45%</u>	<u>1.85%</u>
<u>Petersen, Christopher</u>	<u>9.26%</u>	<u>6.97%</u>

Idaho State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Vailas, Arthur</u>	<u>2.22%</u>	<u>1.67%</u>

University of Idaho

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Elshabini, Aicha</u>	<u>0.71%</u>	<u>0.54%</u>

6. For Calendar Year 2009 the Contributions (as referenced in Section 4.1) shall be as follows:Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Graham, D. Gregory</u>	<u>4.88%</u>	<u>3.68%</u>
<u>Kustra, Robert</u>	<u>2.84%</u>	<u>2.14%</u>
<u>Petersen, Christopher</u>	<u>9.26%</u>	<u>6.97%</u>

Idaho State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Vailas, Arthur</u>	<u>3.09%</u>	<u>2.33%</u>

7. For Calendar Year 2010 the Contributions (as referenced in Section 4.1) shall be as follows:Boise State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Graham, D. Gregory</u>	<u>4.25%</u>	<u>3.20%</u>
<u>Kustra, Robert</u>	<u>4.03%</u>	<u>3.97%</u>
<u>Petersen, Christopher</u>	<u>9.27%</u>	<u>6.97%</u>

Idaho State University

<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Vailas, Arthur</u>	<u>3.85%</u>	<u>2.89%</u>
<u>University of Idaho</u>		
<u>Eligible Employee</u>	<u>Institution Plan Contribution</u>	<u>Participant Plan Contribution</u>
<u>Nellis, M Duane</u>	<u>3.49%</u>	<u>2.63%</u>

BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE
FEBRUARY 27, 2014

BOISE STATE UNIVERSITY

SUBJECT

Multi-year employment contract for Head Football Coach

REFERENCE

December 2013 Board approved material term sheet and directed the University to return with a contract for February

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 multi-year employment contract for a new Head Football Coach.

The term of the proposed agreement is for five years (plus the one month and twenty days from the date of hire). The base salary is \$800,000 for the first two years, beginning January 11, 2014; \$1,100,000 for year three (January 11, 2016-January 10, 2017); \$1,350,000 in year four (2017-2018); and \$1,450,000 in year five (2018-2019). The Agreement will serve as a rolling Agreement should the team win nine games in a given season. (Note: there is a separate license agreement under which Mr. Harsin will receive an additional \$200,000/yr for the use of his likeness.)

Incentives are as follows:

Athletic incentive pay shall be based on one of the following (whichever is greater), from each of the two categories below:

Category 1:

- a) \$15,000 if the Team is Mountain Division Champion; or,
- b) \$35,000 if the Team participates in a bowl game; or,
- c) \$50,000 if the team is Conference Champion; or,
- d) \$75,000 if the Team participates in a Host Bowl as part of the College Football Playoff (CFP); or
- e) \$100,000 if the Team participates one of the two semi-final Playoff Bowl games in the CFP

Category 2:

- a) \$150,000 if the Team participates in the CFP Championship Bowl game; or
- b) \$250,000 if the Team wins the CFP Championship Bowl game.

BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE
FEBRUARY 27, 2014

Academic incentive pay may be earned as follows:

- a) \$30,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher

In the event the coach terminates the agreement for convenience to take another position related to sports, the following liquidated damages shall be due:

- If agreement is terminated during the first or second year, the sum of \$2,000,000
- If the agreement is terminated during the third year, the sum of \$1,750,000
- If the agreement is terminated during the fourth year, the sum of \$500,000

IMPACT

Total first year maximum potential annual compensation (including base salary, academic incentives and athletic incentives) is \$1,180,000. No appropriated funds are used. Salary and supplemental compensation will be paid only from athletic department revenues and other non-state funds.

ATTACHMENTS

Attachment 1 – Proposed Contract

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Attachment 2 – Redline Version Contract

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed employment agreement is consistent with the term sheet approved by the Board in December 2013 and is in substantial conformance with the Board-approved model contract. The contract does add a new section 7 for defined terms.

The contract would provide academic incentive pay in the amount of \$30,000 if the annual Academic Progress Rate (APR) equals 955 or higher. To put this into context, BSU's annual football Team APR for the past years has as follows:

2007-08	971
2008-09	1000
2009-10	997
2010-11	984
2011-12	985

The last time the BSU football team was at or below 955 APR for a single year was 2005-06. That year it was 955. The University represents that 955 is still a high standard -- making the program one of the top 40 in the country. The University did not want to saddle the new coach with an unreasonable expectation, so they chose the same APR standard they had for the prior coach.

BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE
FEBRUARY 27, 2014

In addition to base and supplemental compensation, the contract provides that Mr. Harsin is eligible for moving expenses, a vehicle and club membership. Mr. Harsin is also eligible to earn supplemental compensation by assisting with University operated summer camps (the contract is silent on the amount or how it would be calculated).

Under the provision for "Termination of Coach for Convenience of University," BSU would be obligated to pay Mr. Harsin's base compensation plus an additional \$16,666.67 per month for an annualized amount of \$200,000 until the expiration of the term of the contract or until Mr. Harsin obtains "reasonably comparable employment." (Any subsequent employment, regardless of its nature, will result in a corresponding reduction in the amount of compensation the University would be obligated to pay.) This additional \$200,000 represents the amount backed out of the agreed upon base salary and paid instead as part of an accompanying Licensing Agreement. The license has no termination penalty and payments stop immediately if the University terminates employment, so the contract pay-out is grossed up by \$200,000 to represent the total agreed upon compensation package per the Term Sheet.

The subsequent agenda item seeks Board approval of a licensing agreement for likeness and image rights of Mr. Harsin. The value of this agreement would be \$200,000 annually for Mr. Harsin, which would bring his total first year maximum potential annual compensation (including base salary, academic incentives and athletic incentives) up to \$1,380,000.

Finally, the contract provides an annual budget of \$2.2M for the employment of nine assistant coaches. The sources of funds are local (i.e. non-appropriated) funds.

BOARD ACTION

I move to approve the request by Boise State University to enter into a five year rolling employment agreement with Bryan Harsin as Head Football Coach, for a term commencing December 11, 2013 and expiring on January 31, 2019 with a starting annual base salary of \$800,000, and such base salary increase and supplemental compensation provisions in substantial conformance with the terms of the agreement set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**EMPLOYMENT AGREEMENT
2013-2019**

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and Bryan Harsin ("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 football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). 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 Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. Coach shall, to the best of his ability and consistent with University policies, perform all duties and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach.

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team as the head Coach. If Coach is reasonably required to perform any such additional duties that are not defined in the Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall include, but are not limited, to the following:

- a) Television, radio and other public appearances as in the Agreement
- b) The annual BAA Bar-b-que
- c) The BAA/Alumni Auction Dinner
- d) Athletic Department staff meetings called by the Director
- e) Athletic Department Graduation Reception
- f) Bronco Golf Series Tournaments
- g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to

the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and one (1) month, commencing on December 11, 2013, and terminating, without further notice to Coach, on January 10, 2019, 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.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least nine (9) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each nine (9) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins nine (9) games in a Season. If any Season results in less than nine (9) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with nine (9) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than nine (9) victories. Subsequent seasons of nine (9) victories or more, or fewer than nine (9) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services, the University shall provide to Coach:

- a) A base salary as follows:
 - December 11, 2013 to January 10, 2014 - \$83,000;
 - January 11, 2014 to January 10, 2015 - \$800,000;
 - January 11, 2015 to January 10, 2016 - \$800,000;

January 11, 2016 to January 10, 2017 - \$1,100,000;
January 11, 2017 to January 10, 2018 - \$1,350,000;
January 11, 2018 to January 10, 2019 - \$1,450,000,
all generally payable in biweekly installments in accordance with
normal University procedures and all of which is to be paid from
non-state funds;

- b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty, non-classified, professional staff employees; and
- c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.
- d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

- a) \$15,000 if the Team is the Mountain Division Champion; or
- b) \$35,000 if the Team participates in a bowl game; or
- c) \$50,000 if the team is the Conference Champion; or
- d) \$75,000 if the Team participates in a Host Bowl as part of the CFP;
or
- e) \$100,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 2

- f) \$150,000 if the Team participates in the CFP Championship Bowl game; or
- g) \$250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

- a) \$30,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher.

Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing Production (including but not limited to a coach's show, call-in show, or interview show) or news segment, except that this prohibition shall not apply to news media interviews and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsement or compensation.

3.4 Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football 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 with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach supplemental compensation during each year of his employment as head football coach at the University.

3.6 Apparel and/or Equipment. 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 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.

3.7 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable 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(a) and paid directly from the University to Coach, and within any applicable compensation limits established by such plans and 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 and reasonably protect their health, safety, and well-being;

4.1.3. Observe and work reasonably to 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 reasonable 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 A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education 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 unreasonably detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), 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 nor may Coach authorize third parties to 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 (such approval not to be unreasonably withheld).

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, 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. Coach shall be provided an annual budget of \$2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports franchise requiring performance of duties set forth

herein prior to the expiration of this Agreement, without giving prior notice to the Director. Coach shall deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

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 in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in this Agreement, Boise State University policies, and Idaho State Board of Education policies.

5.1.1 In addition to the definitions contained in applicable policies, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension or termination of this Agreement:

- a) A deliberate or major or repetitive violation of Coach's duties under this Agreement or the intentional 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 receiving written notice from the University;
- c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department or its athletic programs;
- f) 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;
- g) 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

- h) A deliberate or major or repetitive 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 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 within at least 14 days after the receipt of the University's written notice. 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 or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the applicable regular compensation as set forth in section 3.1.1(a) plus an additional amount at the annual rate of \$200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of 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 to the Coach as a result of such other

employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable 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 health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), except as otherwise 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 Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that 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 if he resigns before the end of the term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) so as to minimize the impact on the Program.

5.3.3 If the Coach terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination. If the Coach terminates this Agreement for convenience prior to January 10, 2018, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sums: if the termination occurs between December 11, 2013 and January 10, 2016, the sum of two-million dollars (\$2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one-million-seven-hundred-fifty-thousand dollars (\$1,750,000); and if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars (\$500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional head coach on January 15, 2017, Coach, or his designee, would owe the University five hundred thousand dollars (\$500,000). However, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional football head coach on July 1, 2017, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the negotiation of this Agreement 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, that the University will lose the benefit of its investment in the Coach, and that the University may face potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which amounts 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 any and all 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.

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the

date of termination but not yet paid due to normal payroll procedures.

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 he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination or suspension, Coach shall comply with all reasonable requests relating to the University's ability to transact business or operate its intercollegiate athletics program.

5.7 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.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University 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 Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

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, 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 furloughs or financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, vehicles, 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. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

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 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.

6.8 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 he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such

production by the University is consistent with applicable law, NCAA, University or Conference policy.

6.9 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
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: President
 1910 University Drive
 Boise, Idaho 83725-1000

the Coach: Bryan Harsin
 Last known address on file with
 University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
 Balch Sports
 1901 Sixth Avenue North, Suite 1500
 Birmingham, Alabama 35203

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date certified mail is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.10 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.11 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.

6.12 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case (such consent not to be unreasonably withheld), 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.

6.13 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.14 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.15 Opportunity to Consult with Attorney. Both parties acknowledge that they have 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.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

- a) "APR" means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.
- b) "Athletic Director" or "Director" means the Boise State University Director of Athletics.
- c) "BAA" means the Bronco Athletic Association.
- d) "CFP" mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.
- e) "Coaching" means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.
- f) "Conference" means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.
- g) "Department" means the Boise State University Department of Intercollegiate Athletics.
- h) "FBS" means the Football Bowl Subdivision membership category and participation level of the NCAA.
- i) "NCAA" means the National Collegiate Athletic Association.
- j) "Position" will mean the position of head football coach.

- k) “President” means the Boise State University President.
- l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.
- m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.
- n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.
- o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY

COACH

Robert Kustra, President Date

Bryan Harsin Date

Approved by the Board on the ____ day of _____, 201_.

EMPLOYMENT AGREEMENT 2013-2019

This Employment Agreement ("Agreement") is entered into by and between Boise State University ("University") and [Bryan Harsin](#) ("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 football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Director). 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 Program and shall perform such other duties in the University's athletic Department (Department) as the Director may reasonably assign and as may be described elsewhere in this Agreement. ~~The University (College) shall have the right, at any time, to reassign Coach to shall, to the best of his ability and consistent with University policies, perform all duties at the University (College) other than as and responsibilities customarily associated with an NCAA Football Bowl Subdivision head football coach of.~~

1.3.1 Coach is expected to devote full-time to Coaching and recruitment involving the Team, provided that Coach's compensation and benefits shall not be affected by as the head Coach. If Coach is reasonably required to perform any such reassignment, except additional duties that are not defined in the opportunity to earn supplemental compensation Agreement, Coach will be notified of his responsibility to perform these duties within a reasonable time frame.

1.3.2 Coach will attend staff meetings, public relation functions, dinners, awards banquets and make appearances as provided in sections 3.2.1 through (Depending on supplemental pay provisions used) reasonably directed by the Director unless excused by the Director. The Director shall not unreasonably withhold approval for non-attendance. Such functions shall cease include, but are not limited, to the following:

- a) Television, radio and other public appearances as in the Agreement
- b) The annual BAA Bar-b-que
- c) The BAA/Alumni Auction Dinner

- d) Athletic Department staff meetings called by the Director
- e) Athletic Department Graduation Reception
- f) Bronco Golf Series Tournaments
- g) Other similar Department activities and events

1.3.3 Coach agrees to supervise any staff serving under Coach and to insure, to the best of his ability, that all staff persons follow all applicable University policies, NCAA, and Conference rules and regulations at all times. Director will keep Coach informed, in writing, of which persons serve under Coach.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years and one (1) month, commencing on December 11, 2013, and terminating, without further notice to Coach, on January 10, 2019, 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.

2.3. Extensions to Initial Term. The term of this Agreement shall be extended by one (1) additional year for each season in which the football team has at least nine (9) victories in a Season (including bowl games). Meaning, one (1) additional year is added for each nine (9) win season on contract terms no less favorable to Coach than the contract terms then applicable to the final year of this Agreement prior to the extension.

2.3.1. By way of example, and for the avoidance of doubt, section 2.3 is to be interpreted so that the term of this Agreement will function as a rolling five year term as long as the football team wins nine (9) games in a Season. If any Season results in less than nine (9) victories, then the term shall not extend for an additional year, rendering this Agreement as a potential rolling four (4) year term if a Season with nine (9) victories follows such year or a potential rolling three (3) year term if a subsequent Season is fewer than nine (9) victories. Subsequent seasons of nine (9) victories or more, or fewer than nine (9) victories, will have the same effects as described in this section until this Agreement is terminated as otherwise provided herein.

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~~ A base salary of \$ _____ per year, as follows:
December 11, 2013 to January 10, 2014 - \$83,000;
January 11, 2014 to January 10, 2015 - \$800,000;
January 11, 2015 to January 10, 2016 - \$800,000;
January 11, 2016 to January 10, 2017 - \$1,100,000;
January 11, 2017 to January 10, 2018 - \$1,350,000;
January 11, 2018 to January 10, 2019 - \$1,450,000;
all generally payable in biweekly installments in accordance with normal University (College) procedures; and such salary increases as may all of which is to be determined appropriate by the Director and President and approved by the University (College)'s Board of (Regents or Trustees) — paid from non-state funds;
- b) The opportunity to receive such employee benefits calculated on the base salary (within the limits of such plans and benefits) as the University provides generally to non-faculty ~~exempt, non-classified, professional staff~~ employees; and
- c) The opportunity to receive such employee benefits as the Department provides generally to its employees of a comparable level, including moving expenses. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.
- d) The opportunity to receive additional benefits as the Director deems necessary and appropriate including a vehicle, complimentary tickets, and club membership, as set forth in a separate letter.

3.2 Supplemental Compensation

~~3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation)~~

~~of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.2 Each year the Team is ranked in the top 25 in the (national rankings, such as final ESPN/USA Today coaches poll of Division IA football teams), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary in effect on the date of the final poll. The University (College) shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director.~~

~~3.2.5 The Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public~~

~~appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum~~
3.2.1 Additional Pay based upon performance relating to regular Season and post-Season competition shall be based on the following:

Category 1

- a) \$15,000 if the Team is the Mountain Division Champion;
or
- b) \$35,000 if the Team participates in a bowl game; or
- c) \$50,000 if the team is the Conference Champion; or
- d) \$75,000 if the Team participates in a Host Bowl as part of the CFP; or
- e) \$100,000 if the Team participates in one of the two semi-final Playoff Bowl games in the CFP.

Category 2

- f) \$150,000 if the Team participates in the CFP Championship Bowl game; or
- g) \$250,000 if the Team wins the CFP Championship Bowl game.

Coach shall be eligible for supplemental compensation from each Category listed above. Coach shall only be eligible to earn one amount (the highest amount) from each Category. Any additional pay for performance earned pursuant to this section shall be paid on February 1st following the football Season in which earned, as long as Coach remains continuously employed as head Coach to that date.

3.2.2 Academic Incentive Pay may be earned as follows:

- a) \$30,000 if the annual football Team APR rating (for the previous fall and spring semesters) equals 955 or higher.

Any pay earned pursuant to this section shall be paid on October 1st each year as long as Coach remains continuously employed as head Coach to that date.

3.3 Media Programs, Public Appearances and Endorsements.

3.3.1 Coach shall appear on or participate in, as requested by the Director, and make all reasonable efforts to make successful University sanctioned television, radio and internet Productions concerning the University and the Program. Agreements requiring the Coach to participate in Productions and public appearances related to his duties as an employee of University are the property of the University. The

University shall have the exclusive right to negotiate and contract with all producers of media Productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University's reasonable requests in order for the Productions to be successful and agrees to provide his services to and perform on the Productions and to cooperate ~~in~~ with the University's reasonable requests related to their performance, broadcasting, and telecasting.

3.3.2 It is understood that neither Coach nor any assistant coaches shall appear, without the prior written approval of the Director (such approval not to be unreasonably withheld), on any competing ~~radio or television program~~ Production (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 and appearances which are non-recurring and for which no compensation is received.

3.3.3 Coach or any assistant coaches shall have no right, title or interest of any kind or nature whatsoever in or to any materials, works or results related to the Productions, or in any component part thereof and the University shall own all rights to the Productions and shall be entitled, at its option, to produce and market the Productions or negotiate with third parties for the production and marketing of the Productions. The University shall be entitled to retain all revenue generated by the Productions. Upon prior written approval of the Director (such written approval not to be unreasonably withheld), Coach may use the materials, works or results related to the Productions so long as such use does not violate University or NCAA policy and does not result in Coach receiving compensation for such use.

3.3.4 Without the prior written approval of the Director, (such written approval not to be unreasonably withheld), Coach shall not appear in any form of Production for commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University (College)'s designated media outlets endorsement or compensation.

3.2.6 (SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))⁴
Intellectual Property Rights.

3.4.1 Coach may not use the marks or intellectual property of the University, including without limitation its logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, without a specific, written licensing agreement relating to the same. Coach agrees that ~~the University (College)~~ all logos, slogans, trademarks, service marks, copyrights, trade dress, color scheme, or other indicia, including all copyright and other intellectual property rights therein, which relate to the University, including any of its athletic programs, or which would compete with the University's registered marks, that are developed or created by Coach or by others at Coach's direction, shall be owned solely by the University. Coach may, upon written approval of Director (such written approval not to be unreasonably withheld) develop or

create such intellectual property rights that are not related to the University and that would not compete with the University's registered marks.

3.4.2 Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for historical and archival purposes in records and publications related to Coach's performance of his duties as the University's head football coach. Further, Coach hereby grants University a perpetual, worldwide, royalty-free, non-exclusive, limited license to use his name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict him during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Coach consents to the University's appropriation of his privacy rights in connection with the grant of the limited license in this section.

3.4.3 During the term of this Agreement, including an extension or renewal pursuant to Section 2.2, the use of Coach's name, image, nickname, signature, voice, likeness, "celebrity rights" and photograph for any other purposes than those outlined in Section 3.4.2 of this Agreement shall be governed by a separate agreement.

3.5 Summer Camp—Operated By University. Coach agrees that the University has the exclusive right to operate youth football 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~~with reasonable requests related to the marketing, supervision, and general administration of the University's football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer football camps, the University shall pay Coach ~~(amount)~~ per year as supplemental compensation during each year of his employment as head football coach at the University. ~~This amount shall be paid (terms of payment)~~.

~~(SUMMER CAMP—OPERATED BY COACH)~~ 3.6 Apparel and/or Equipment. Coach ~~may operate a summer youth (Sport) camp at the University (College)~~ under the following conditions:

- a) ~~The summer youth camp operation reflects positively on the University (College) and the Department;~~
- b) ~~The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University (College) personnel, equipment, or facilities without the prior written approval of the Director;~~

- c) ~~Assistant coaches at the University (College) are given priority when the Coach or the private enterprise selects coaches to participate;~~
- d) ~~The Coach complies with all NCAA (NAIA), Conference, and University (College) rules and regulations related, directly or indirectly, to the operation of summer youth camps;~~
- e) ~~The Coach or the private enterprise enters into a contract with University (College) and _____ (campus concessionaire) for all campus goods and services required by the camp.~~
- f) ~~The Coach or private enterprise pays for use of University (College) facilities including the _____.~~
- g) ~~Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.~~
- h) ~~The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--\$1 million; (2) catastrophic coverage: camper and staff--\$1 million maximum coverage with \$100 deductible;~~
- i) ~~To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University (College) against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s)~~
- j) ~~All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University (College) while engaged in camp activities. The Coach and all other University (College) employees involved in the operation of the~~

~~camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws~~

~~In the event of termination of this Agreement, suspension, or reassignment, University (College) shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University (College) shall be released from all obligations relating thereto.~~

~~3.2.7 Coach~~ agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University (College). ~~Coach recognizes that the University (College) is negotiating or has entered into an agreement with (Company Name) to supply the University (College) with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University (College)'s reasonable request, Coach will consult with appropriate parties concerning an (Company Name) product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by (Company Name), or give a lecture at an event sponsored in whole or in part by (Company Name), or make other educationally-related appearances as may be reasonably requested by the University (College). Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as head (Sport) coach. In order to avoid entering into an agreement with a competitor of (Company Name), Coach shall submit all outside consulting agreements to the University (College). 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 (College) in accordance with 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.~~

3.37 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by applicable 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, (a) and paid directly from the University

to Coach, and within any applicable compensation limits established by such plans and 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 work reasonably to 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 reasonable 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 A. The applicable laws, policies, rules, and regulations include: (a) State Board of Education 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 unreasonably~~ detract from those duties in any manner, or that, in the reasonable opinion of the University, would reflect adversely upon the University, the Department or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director (such approval not to be unreasonably withheld), 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 nor may Coach authorize third parties to 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 (such approval not to be unreasonably withheld).

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's President (such approval not to be unreasonably withheld) for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's President whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the University's governing board, the Conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Program, 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. Coach shall be provided an annual budget of \$2,200,000 per year for the employment of the nine (9) on-field assistant coaches.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.7 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports ~~team, franchise~~ requiring performance of duties set forth herein prior to the expiration of this Agreement, without ~~the giving~~ prior ~~approval of notice to~~ the Director. ~~Such approval~~ Coach shall ~~not unreasonably be withheld~~ deliver such notice in writing, or by electronic mail, and shall give such notice as soon as reasonably practical but no less than 48 hours prior to such activity.

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 in the event he engages in conduct which amounts to good or adequate cause to terminate Coach; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in ~~applicable rules~~ this

Agreement, Boise State University policies, and regulations~~Idaho State Board of Education policies.~~

5.1.1 In addition to the definitions contained in applicable 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 or repetitive violation of Coach's duties under this Agreement or the intentional 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 receiving written notice from the University;
- c) A deliberate or major or repetitive violation by Coach of any applicable law (other than minor traffic offenses) or the policies, rules or regulations of the University, the University's governing board, the Conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the University's consent (such consent not to be unreasonably withheld);
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's reasonable judgment, reflect adversely on the University, the Department 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~~ f) 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;
- hg) 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

ih) A deliberate or major or repetitive 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 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 within at least 14 days after the receipt of the University's written notice. 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 or continue to pay Coach, as applicable, as liquidated damages and not a penalty, the ~~salary~~applicable regular compensation as set forth in section 3.1.1(a), plus an additional amount at the annual rate of \$200,000, excluding all deductions required by law, payable on the regular paydays of the University until the expiration of 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 to the Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the applicable 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 health insurance plan and group life insurance of 3.1.1(b) as if he remained a University employee until the term of this Agreement ends or until Coach obtains ~~employment or any~~ other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits outside of section 3.1.1 (a) and (b), 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 Coach by University after the date Coach obtains other employment, to which Coach is not entitled under this provision. Coach acknowledges that the University will withhold taxes and other payroll deductions from the payments due Coach pursuant to this Section 5.2.2, in such amounts and at such times as required by applicable law.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract~~-negotiations of this Agreement and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the Coach may lose certain benefits, supplemental compensation, or outside compensation relating to his employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 The Coach recognizes that 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 if he to resign or otherwise terminate his employment with the University (College) resigns~~ before the end of the ~~contract~~ term of the Agreement.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Such termination shall be effective ten (10) days after written notice is given to the University unless otherwise agreed to by the parties. Such termination must occur at a time outside the Team's Regular Season (excluding bowl game) 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 prior to January 10, 2018, to commence, or enter into an agreement to commence, "Similar or Related Employment" (as defined in this section 5.3.3), then he (or his designee) shall pay to the University, as liquidated damages and not a penalty, the following sums: if the termination occurs between December 11, 2013 and January 10, 2016, the sum of two-million dollars (\$2,000,000); if the termination occurs between January 11, 2016 and January 10, 2017, the sum of one-million-seven-hundred-fifty-thousand dollars (\$1,750,000); and if the termination occurs between January 11, 2017 and January 10, 2018, the sum of five-hundred-thousand dollars (\$500,000). The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid. For purposes of this Section 5.3.3, "Similar or Related Employment" means employment in football, coaching, or any capacity in sports (whether by title of the position or by performing the duties regularly associated with such position), including, but not limited to, employment (a) as a coach in any division of NCAA or NAIA athletics, (b) with a National Football League (NFL) team, or (c) in sports related media. If Coach terminates for convenience and does not immediately commence Similar or Related Employment, and therefore does not pay the liquidated damages, but then at a future date within twelve (12) months of termination for convenience commences, or enters into an agreement to commence in the future, employment as a collegiate head football coach, or professional (NFL) head football coach, or as an assistant coach at a university that is a member of the Conference, then liquidated damages will still be owed by Coach and the amount of liquidated damages owed shall be calculated as of the date Coach accepts, or agrees to accept, such employment as a collegiate or professional head coach or assistant coach at a member institution of the Conference. By way of example only and for the avoidance of doubt, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional head coach on January 15, 2017, Coach, or his designee, would owe the University five hundred thousand dollars (\$500,000). However, if Coach terminates for convenience on February 1, 2016, and accepts employment as a collegiate or professional football head coach on July 1, 2017, neither Coach nor his designee would owe the University any liquidated damages.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the ~~contract negotiations~~negotiation of this Agreement 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 that the University will lose the benefit of its investment in the Coach, and that the University may face~~ potentially increased compensation costs if Coach terminates this Agreement for convenience, all of which damages amounts 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 any and all~~ damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. ~~This section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University (College).~~

5.3.5 Except as provide elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments with the exception of any amounts earned by the date of termination but not yet paid due to normal payroll procedures.

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 he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, ~~or suspension, or reassignment,~~ Coach ~~agrees that Coach will not interfere~~ shall comply with all reasonable requests relating to the University (College)'s student-athletes or otherwise obstruct the University (College)'s University's ability to transact business or operate its intercollegiate athletics program.

5.7 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.

5.8 Waiver of Rights. Because the Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University 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 Rule Manual (IDAPA 08) and Governing Policies and Procedures Manual, and the University Policies.

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, 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 furloughs or financial exigency.

6.2 University Property. All personal property—~~(excluding vehicle(s) provided through the _____ program),~~ material, and articles of information, including, without limitation, keys, credit cards, vehicles, 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. However, Coach shall be entitled to retain copies of any practice scripts, playbooks, statistics, or recruiting records (to the extent allowed under applicable privacy and confidentiality laws) utilized during his employment by the University. Further, Coach shall be entitled to retain any other personal property developed by Coach prior to his employment by the University or developed on his own time and not for use in his position as the Program's head football coach.

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~~ 6.7 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~~ 8 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 he is required to produce under this Agreement may be released and made available to the public at the University's sole discretion so long as such production by the University is consistent with applicable law, NCAA, University or Conference policy.

~~6.409~~ 6.7 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
 1910 University Drive
 Boise, Idaho 83725-1020

with a copy to: President
 1910 University Drive
 Boise, Idaho 83725-1000

the Coach: Bryan Harsin
Last known address on file with
University's Human Resource Services

with a copy to: Russ Campbell & Patrick Strong
Balch Sports
1901 Sixth Avenue North, Suite 1500
Birmingham, Alabama 35203

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 is signed for, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.4410 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.4211 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.

6.4312 Non-Use of Names and Trademarks. The Coach shall not, without the University's prior written consent in each case, (such consent not to be unreasonably withheld), 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.

6.4413 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.4514 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by University's Board of Trustees.

6.4615 Opportunity to Consult with Attorney. ~~The Coach acknowledges~~ Both parties acknowledge that ~~he has~~ they have 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.

ARTICLE 7

7.1. Definitions. The following terms as used in the Agreement will be defined as indicated:

- a) “APR” means Academic Progress Rate as used by the NCAA to track academic progress of NCAA eligible student athletes and NCAA athletic programs.
- b) “Athletic Director” or “Director” means the Boise State University Director of Athletics.
- c) “BAA” means the Bronco Athletic Association.
- d) “CFP” mean the College Football Playoff (as the successor to the Bowl Championship Series organization) and its affiliated or contracted Host Bowls, semi-final Playoff Bowls and Championship Bowl games.
- e) “Coaching” means to direct, supervise, mentor and lead the athletes participating on the Team and/or in the Program.
- f) “Conference” means the athletic conference in which the University is a member for purposes of inter-collegiate Football competition as of the date of the applicable event. At the time of the execution of this Agreement, the Conference is the Mountain West Conference. Change of Conference affiliation is at the sole discretion of the University President.
- g) “Department” means the Boise State University Department of Intercollegiate Athletics.
- h) “FBS” means the Football Bowl Subdivision membership category and participation level of the NCAA.
- i) “NCAA” means the National Collegiate Athletic Association.
- j) “Position” will mean the position of head football coach.
- k) “President” means the Boise State University President.
- l) “Productions” means any and all television, radio, podcast, website, webcast, digital, electronic and/or internet (or other similar or newly developed media format) productions or programs concerning or affiliated in any way with the University, the Team, the Program or the Department.
- m) “Program” shall mean the Football program, including the Team and the staff, equipment and operations assigned to, or affiliated with, the Team as decided at the sole, reasonable discretion of the

Director. Non-capitalized use of the term “program” in reference to fringe benefit programs, media programs or to athletic programs generally are defined by the ordinary use in context.

n) “Season” will mean the NCAA regulated football season commencing on the first day of fall practice and ending immediately after the last game of the football regular season or, if applicable to the Team being selected to play in a post-season bowl (“bowl eligible”), after the post-season bowl game involving the University Team.

o) “Team” means the Boise State University Broncos intercollegiate football team.

In witness whereof the parties have hereunto set their hands on the date below noted:

UNIVERSITY

COACH

Robert Kustra, President Date

Bryan Harsin Date

Approved by the Board on the ____ day of _____, 201_.

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BUSINESS AFFAIRS AND HUMAN RESOURCES COMMITTEE
FEBRUARY 27, 2014

BOISE STATE UNIVERSITY

SUBJECT

License Contract with Bryan Harsin Enterprises, LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Boise State University is requesting approval of a license contract with Bryan Harsin Enterprises, LLC. The subject matter of the contract is the likeness and image rights of Bryan Harsin. Mr. Harsin has assigned such personal rights to a limited liability company. The University proposes to license such rights from the LLC for use for any lawful purpose of the University, subject to the conditions of the license.

The University shall pay the LLC \$200,000 per year for such rights. The license will run concurrent with Harsin's employment contract with the University. After expiration of the employment contract, the University will terminate the license but retain a perpetual right to use the image rights for historical and factually accurate commercial activity.

IMPACT

The source of funds is Athletic Department non-state funds.

ATTACHMENTS

Attachment 1 – Proposed Contract

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BSU seeks to enter into a licensing agreement with the entity "Bryan Harsin Enterprises, LLC" for the use of Mr. Harsin's name, image, voice, signature, etc. In consideration of granting these usage rights to BSU, Mr. Harsin would be paid \$16,666.67 per month for the term of his employment agreement, for an annualized amount of \$200,000.

The only other agreement of this type brought to the Board for its consideration was for the benefit of Chris Petersen, and was approved in April 2012.

BOARD ACTION

I move to approve the request by Boise State University to enter into a license agreement with Bryan Harsin Enterprises, LLC, in substantial conformance with the terms of the agreement set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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LICENSE AGREEMENT

This **LICENSE AGREEMENT** (this “Agreement”) is made and entered into to be effective as of the 11th day of January, 2014 (the “Effective Date”), by and between **BRYAN HARSIN ENTERPRISES, LLC**, an Arkansas limited liability company (“Licensor”), and **BOISE STATE UNIVERSITY** (“University”), and acknowledged by **BRYAN HARSIN**, individually (“Harsin”).

RECITALS:

WHEREAS, pursuant to that certain Employment Agreement by and between the University and Harsin dated effective January 11, 2014 (the “Employment Agreement”), Harsin serves as the head coach of the University’s football program; and

WHEREAS, Licensor is the exclusive licensee of any common law and/or statutory rights in Harsin’s name, nicknames, pseudonyms, assumed names, voice, signature, photograph, image, likeness, distinctive appearance, gestures, mannerisms that make him identifiable as the University’s head football coach (“Proprietary Rights”), together with trademarks and service marks (“Marks”) that utilize or incorporate such Proprietary Rights, whether now in existence or created and/or registered after the Effective Date (individually or in the aggregate, the “Property”); and

WHEREAS, the University desires the right to use the Property in connection with marketing and promoting its athletic programs, including, without limitation, the football program, University sponsored youth sports camps, as well as in connection with promoting or endorsing the University’s general interests and fundraising efforts (“University Interests”), and to incorporate the Property on products and services that it manufactures, markets, distributes, sells, publishes or otherwise disseminates in furtherance thereof (collectively or individually, the “Licensed Products”); and

WHEREAS, Licensor is willing to grant a sublicense to the University pursuant to which it shall have the exclusive right to use the Property, and to manufacture, market, distribute, publish or otherwise disseminate the Licensed Products, in relation to the University’s Interests, subject to and in accordance with the terms hereof.

AGREEMENT:

NOW, THEREFORE, in consideration of the mutual covenants, agreements, and conditions set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, agree that the foregoing recitals are incorporated herein by reference and as follows:

1. **Sublicense Grant**. During the term of this Agreement, Licensor hereby grants to the University the exclusive right and sublicense to use the Property, including the right to manufacture, market, distribute, sell, publish or otherwise disseminate the Licensed Products, as well as on packaging, promotional, and advertising material associated therewith, in connection

with and in relation to the University's Interests (the "Sublicense Rights"); provided, however, that the Sublicense Rights shall be subject to the limitations set forth in the remainder of this Section 1. Licensor reserves, and otherwise maintains, all rights in the Property which are not in connection with or in relation to the University's Interests. Harsin acknowledges that in connection with the grant of the Sublicense Rights hereunder, he consents to the University's appropriation of his privacy rights, provided that the University's use of the Property does not present Harsin in a false light, cause infliction of emotional distress to Harsin, or otherwise result in a breach of this Agreement.

1.1 **Limitations.** The exercise of the Sublicense Rights shall be subject to the following limitations:

(a) The Sublicense Rights shall be non-transferable and the University shall not grant any sublicense of the Sublicense Rights to any third party without the prior express written consent of the Licensor, which shall not be unreasonably withheld;

(b) The use of the Property in a Licensed Product and any packaging, marketing, advertisement, or promotional material associated therewith shall be subject to approval by Licensor in writing before the University uses, sells, distributes or discloses the same to the public;

(c) The Property, the Licensed Products, and any packaging, marketing, or promotional material associated therewith shall at all times be used, marketed, and promoted in a light positive to Harsin, Licensor and the University;

(d) During the term of this Agreement, the University shall not knowingly, negligently, or recklessly permit, do, or commit any act or thing that would degrade, tarnish, or deprecate Licensor or Harsin's public image in society or standing in the community; and

(e) The University shall be solely responsible for the manufacture, production, distribution, publication, dissemination and sale of the Licensed Products, and shall bear all costs associated therewith.

1.2 **Quality Control and Samples.** The Sublicense Rights shall be subject to the following quality control and sample requirements:

(a) Licensee shall fully and completely comply with all applicable patent, trademark, and copyright laws, rules, and regulations of the State of Idaho and the United States of America;

(b) All Licensed Products and all promotional, packaging, and advertising material associated therewith shall include all appropriate legal notices as required by applicable laws, rules, and regulations;

(c) All Licensed Products shall be of high quality and in conformity with standard samples approved by Licensor;

(d) If the quality of a class of the Licensed Products falls below a quality standard previously approved by Licensor, University shall use its best efforts to restore such quality. If the University has not taken appropriate steps to restore such quality within thirty (30) days after notification by Licensor, the Licensed Product at issue may not be further manufactured, marketed, distributed, or sold;

(e) Prior to the commencement of manufacture and sale of the Licensed Products, the University shall submit to Licensor, at no cost to Licensor and for written approval as to quality, a sample of all Licensed Products which University intends to manufacture and sell and any promotional and advertising material associated therewith. Failure of Licensor to approve such sample within thirty (30) days after receipt thereof shall be deemed approval. If Licensor should disapprove any sample, it shall provide specific reasons for such disapproval. University shall not sell Licensed Products if reasonably disapproved by Licensor. Once such samples have been approved by Licensor, the University shall not materially depart therefrom without Licensor's prior express written consent, which shall not be unreasonably withheld.

1.3 Property Rights.

(a) The parties understand and agree that, to the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, Licensor shall retain all right, title, and interest in the Property and any modifications or improvements made to the Property by the University.

(b) To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges Licensor's exclusive rights in the Property and that the Property is unique and original and University agrees not to and shall not, at any time during or after the term of this Agreement, dispute or contest, directly or indirectly, any rights in and title to the Property or the validity thereof.

(c) University acknowledges and agrees that the Property has acquired secondary meaning.

(d) University agrees that its use of the Property inures to the benefit of Licensor and that the University shall not acquire any rights in the Property.

(e) Marks. Licensor shall be responsible for registration of Licensor's Marks with federal or other authorities, as applicable, at its sole cost, however, University may assume responsibility for obtaining the same with the written consent of Licensor. University shall submit any registration or application to Licensor, or his designee, for approval prior to making a filing with the USPTO. To the extent the Marks do not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges and agrees

that its first use in commerce of any of the Marks shall inure to the benefit of Licensor and vest ownership rights in the same to Licensor.

(f) Works. Notwithstanding anything herein to the contrary, Licensor shall not own or make any claim to copyright in any pictures or photographs of Harsin created or commissioned by the University during the term of this Agreement, provided, however, that the University's use of the same is consistent with the terms of this Agreement.

(g) University Owned Intellectual Property. Notwithstanding anything herein to the contrary, Licensor and Harsin acknowledge that if and to the extent that some or all of the Marks incorporate, or are derivatives of trademarks, service marks, trade dress, the University's colors, copyrighted material or other intellectual property owned by the University (the "University Owned Intellectual Property"), the University makes no grant or transfer of any kind to Licensor or Harsin of any rights to University Owned Intellectual Property and neither Licensor nor Harsin shall use any such University Owned Intellectual Property except with the prior written consent of the University (which consent may be withheld or, once given, revoked at the discretion of the University upon reasonable notice to Harsin) or in accordance with fair use principles (descriptive or nominative) under applicable trademark laws.

1.4 Post-Termination Rights.

(a) As soon as practicable following termination of this Agreement, the University shall provide Licensor with a complete schedule of all inventory of Licensed Products then on-hand (the "Inventory").

(b) Upon the termination of this Agreement, except for reason of a breach of University's duty to comply with the quality control or legal notice marking requirements, the University shall be entitled to continue to sell the Inventory in its possession at the time of termination. Such sales shall be made subject to all of the provisions of this Agreement.

(c) Upon the termination of this Agreement and subject to subparagraph (d) below, all of the rights of the University under this Agreement shall forthwith terminate and immediately revert to Licensor and the University shall immediately discontinue all use of the Property and the like, at no cost whatsoever to Licensor.

(d) Following the termination of this Agreement, nothing herein shall preclude the University from using Harsin's name, image, nickname, signature, voice and photograph for historical and archival purposes in records and publications related to Harsin's performance of his duties as the University's head football coach. Further, Licensor hereby grants University a perpetual, worldwide, royalty-free non-exclusive license to use Harsin's name, image, nickname, signature, voice and photograph for the limited purpose of selling or distributing commemorative items which depict Harsin during his tenure as the head coach of the Team in a historically accurate and positive light, so long as his name, image, nickname, signature, voice and photograph, as the case may be, (i) is displayed on the item together with former Team members and/or coaches, or (ii) is not shown predominantly on the item. Harsin

consents to the University's appropriation of his privacy rights in connection with the grant of the license in this section.

1.5 **Goodwill.** To the extent Property does not incorporate or derive from University Owned Intellectual Property as defined herein, University acknowledges that the Property and all rights therein, including, without limitation, the goodwill pertaining thereto, belong exclusively to Licensor.

1.6 **Infringement.**

(a) Licensor shall have the right, in its discretion, to institute and prosecute lawsuits against third persons for infringement of any Property right sublicensed in this Agreement, and to retain any recoveries therefrom. Any lawsuit brought by Licensor shall be prosecuted solely at the cost and expense of Licensor and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of Licensor's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between Licensor and University based on their respective rights under this Agreement.

(b) If Licensor does not institute an infringement suit within ninety (90) days after University's written request that it do so, the University may institute and prosecute such lawsuit. Any lawsuit brought by the University shall be prosecuted solely at the cost and expense of the University and all sums recovered in any such lawsuits, whether by judgment, settlement, or otherwise, in excess of the amount of University's attorneys' fees and other out of pocket expenses of such suit, shall be divided equitably between University and Licensor based on their respective rights under this Agreement.

(c) Upon request of the party bringing a lawsuit for infringement, the other party shall execute all papers, testify on all matters, and otherwise cooperate in every way necessary and desirable for the prosecution of any such lawsuit. The party bringing suit shall reimburse the other party for the expenses incurred as a result of such cooperation.

2. **State of Incorporation.** Licensor is currently incorporated in the State of Arkansas, but intends to reincorporate in the State of Idaho within six (6) months of entering this Agreement. The parties intend that this Agreement shall be in full effect after Licensor changes the state of incorporation to Idaho. The parties further intend that this Agreement shall not require an amendment based solely on such change in place of incorporation. To the extent either party deems an amendment necessary, the parties shall work in good faith to amend this agreement to account for the change in place of incorporation on substantially same terms.

3. **Term.** The parties intend that this Agreement shall have a term identical to the Employment Agreement and that this Agreement shall be extended or terminated if and when the Employment Agreement is extended or terminated, as applicable. In this respect, this Agreement

shall commence on the Effective Date and shall continue thereafter until January 10, 2019, unless terminated earlier as specifically provided in Section 3 hereof. This Agreement shall automatically extend if and when the term of the Employment Agreement is extended and such extension shall be for the same length of time as the Employment Agreement is extended. Provided, always, nothing herein shall preclude the parties from agreeing in writing to extend the term of this Agreement after the termination of the Employment Agreement, and to continue the grant of the Sublicense Rights on the terms and conditions set forth in such extension.

4. **Termination.** This Agreement shall terminate immediately upon the termination of the Employment Agreement for any reason. Upon the termination of this Agreement, Licensors shall be entitled to receive all Royalties (as defined in Section 4 hereof) that have accrued under this Agreement through the termination date. The Royalties shall cease to accrue as of the end of the day on the termination date. Such amounts of accrued, but unpaid, Royalties shall be due and payable to Licensors within sixty (60) days following the termination date.

5. **Royalties.** In consideration of Licensors granting the Sublicense Rights to the University under this Agreement, the University shall pay Licensors a royalty at the monthly rate of \$16,667.00 for each month during the term of this Agreement, payable on the last day of the month ("Royalty"). The parties agree that the payments of said Royalties shall be paid to Licensors without any federal, state, or local wage withholding and that Licensors and/or Harsin shall be solely responsible for the payment of all appropriate income tax and other withholding obligations due upon receipt of the Royalties.

6. **Indemnification.** Subject to the limits of the Idaho Tort Claims Act as set forth in Idaho Code §6-901 et. seq., University irrevocably covenants and agrees from and after the Effective Date hereof to defend, indemnify, and save and hold harmless Licensors and Harsin from and against any claims, actions, causes of actions, damages, proceedings, liabilities, obligations, losses, costs, or expenses (including, without limitation, attorney fees and court costs) arising out of or resulting from University's use of the Property, including but not limited to claims alleging defects in the Licensed Products, alleging deception in endorsements, or otherwise arising under intellectual property law.

7. **Warranty.** Licensors represents and warrants to University that (a) it has the rights necessary to enter into this Agreement and to perform all obligations and provide all licenses granted herein free of the rightful claim of any third person by way of infringement or the like; and (b) it has not granted licenses thereunder to any other entity that would restrict rights granted hereunder.

8. **Independent Contractor.** Each party shall act at all times herein as an independent contractor of the other party, and nothing contained herein shall be construed to create the relationship of principal and agent, employer and employee, or a partnership or joint venture between Licensors and the University. Further, nothing contained herein shall be construed to provide either party with the right, power, or authority, whether express or implied, to bind or create any duty or obligation on behalf of the other party, unless expressly authorized herein.

9. **Survival.** All of the covenants, agreements, indemnification obligations, and other terms in this Agreement shall survive the expiration or earlier termination of this Agreement in perpetuity.

10. **Miscellaneous Provisions.**

10.1 **Entire Agreement, Amendments, and Waivers.** This Agreement contains the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter. This Agreement may not be amended, modified, or discharged nor may any of its terms be waived except by an instrument in writing signed by the party to be bound thereby.

10.2 **Successors and Assigns.** This Agreement shall be binding upon and shall inure to the benefit of and be enforceable by the parties hereto, and their respective successors and permitted assigns.

10.3 **Captions.** The headings and captions herein are inserted for convenient reference only and the same shall not limit or construe the sections, paragraphs, or provisions to which they apply or otherwise affect the interpretation hereof.

10.4 **Construction of Agreement.** Notwithstanding the fact that this Agreement may have been drafted or prepared by one of the parties, all of the parties confirm that they and their respective counsel have reviewed, negotiated, and adopted this Agreement as the joint agreement and understanding of the parties. Accordingly, this Agreement is to be construed as a whole and any presumption that ambiguities are to be resolved against the primary drafting party shall not apply.

10.5 **Counterparts.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which shall constitute one (1) Agreement. The signatures of any party to any counterpart shall be deemed to be a signature to, and may be appended to, any other counterpart. Telecopy signatures shall be deemed effective as originals.

10.6 **Governing Law and Venue.** This Agreement shall be deemed to have been entered into and to be performed in the State of Idaho, and shall be governed, construed, and enforced in accordance with the laws of the State of Idaho. **EACH PARTY HERETO AGREES AND SUBMITS TO THE EXCLUSIVE JURISDICTION OF THE STATE COURTS LOCATED IN BOISE, IDAHO FOR RESOLUTION OF ANY DISPUTES ARISING HEREUNDER.**

10.7 **Severability.** If any provision of this Agreement is or shall be deemed to be illegal, invalid, or unenforceable, the remaining provisions hereof shall remain in full force and effect and interpreted as if such illegal, invalid, or unenforceable provision did not exist herein.

IN WITNESS WHEREOF, this License Agreement has been executed and delivered by the parties hereto to be effective as of the day and date set forth herein above.

BOISE STATE UNIVERSITY:

BRYAN HARSIN ENTERPRISES, LLC

By: _____

By: _____

Bryan Harsin, Member

Name: _____

Its: _____

ACKNOWLEDGED BY:

Bryan Harsin, Individually

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014**

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY Section V.X. – Intercollegiate Athletics - First Reading	Motion to approve
2	AMENDMENT TO BOARD POLICY Section V.R. - Establishment of Fees - Second Reading	Motion to approve
3	AMENDMENT TO BOARD POLICY Section V.U. – Entertainment and Related Expenses - Second Reading	Motion to approve
4	INTERCOLLEGIATE ATHLETICS Financial Reports	Information item
5	INTERCOLLEGIATE ATHLETICS Employee Compensation Reports	Information item
6	LEWIS-CLARK STATE COLLEGE Dependent Fee Proposal	Motion to approve
7	UNIVERSITY OF IDAHO Idaho Law and Justice Learning Center Project – Tenant Improvements	Motion to approve
8	UNIVERSITY OF IDAHO Executive Residence – Increase Spending Authority for Planning and Design	Motion to approve
9	INSTITUTION SPECIFIC INTELLECTUAL PROPERTY POLICIES	Motion to approve

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Board policy V.X. – Intercollegiate Athletics – first reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND / DISCUSSION

Several of the institutions brought to the Athletic Committee the impact of one-time conference entry and exit fees on Board-approved athletics expenditure limits. The question raised is whether these one-time fees should be excluded from the limit on institutional funds because these fees are one-time, extraordinary expenditures which are not part of the ongoing athletics budget. Recent fees include:

Boise State University: Big West exit fee	\$1.8m
Boise State University: Big East exit fee	\$5.0m (final not determined)
University of Idaho: Big Sky entry fee	\$250k

Some exit fees are accounted for as a reduction to revenue instead of an actual cash outlay.

IMPACT

The proposed revisions to Board policy would allow an institution to exceed the institutional funds limit in a year when it experienced entry and/or exit fees which may be considered a management decision rather than a normal athletics operating cost.

ATTACHMENTS

Attachment 1 – Board policy V.X. – First reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The revisions to Board policy as outlined in Attachment 1 would require an institution to include a footnote to their annual Intercollegiate Athletics Reports of Revenues and Expenditures for any year in which an institution experienced entry and/or exit fees. The footnote would include the expense category and revenue sources (e.g. contributions, other revenues, and/or institutional funds). The footnote would also indicate any amount of institutional funds above the Board-approved limit for institutional funds used as a source for the entry and/or exit fees. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board policy V.X. Intercollegiate Athletics, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: X. Intercollegiate Athletics

~~August 2012~~April 2014

1. Philosophy

The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.

In the area of intercollegiate athletics, the Board seeks to establish programs which:

- a. provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;
- b. reflect accurately the priorities and academic character of its institutions;
- c. fuel school spirit and community involvement;
- d. serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and
- e. *actively and strategically progress toward* compliance with Title IX of the Higher Education Amendments Act of 1972.

Given these goals, the Board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, policies governing the conduct of athletic programs at its institutions.

2. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level must be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, it is the responsibility of the institution's chief executive officer to notify the Board in a timely manner. Likewise, any knowledge of NCAA or conference rule infractions involving an institution should be communicated by the athletic department to the chief executive officer of the institution.

The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming that responsibility, the sources of funds for intercollegiate athletics shall be defined in the following categories:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: X. Intercollegiate Athletics

August 2012 April 2014

- a. State General Funds – means state General Funds (as defined in section 67-1205, Idaho Code) appropriated to the institutions.
 - b. Student Athletic Fee Revenue – means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.
 - c. Program Funds – means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.
 - d. Institutional Funds – means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds do not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.
3. Funds allocated and used by athletics from the above sources are limited as follows:
- a. State General Funds –
 - i. The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.
 - ii. The Board set the following FY 2013 General Fund limits:
 - 1) General Funds for Athletics:

a) Universities	\$2,424,400
b) Lewis-Clark State College	\$ 901,300
 - 2) General Funds for Gender Equity:

a) Boise State University	\$1,069,372
b) Idaho State University	\$ 707,700
c) University of Idaho	\$ 926,660
d) Lewis-Clark State College	\$ 0
 - iii. The methodology for computing the limits for both categories of State General Funds shall be to calculate the rate of change for the next fiscal year ongoing State General Funds compared to the ongoing State General Funds in the current fiscal year, and then apply the rate of change to both limits approved

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: X. Intercollegiate Athletics

August 2012 April 2014

by the Board in the previous year. Such limits shall be approved annually by the Board.

b. Institutional funds –

i. The Board set the following FY 2013 limits:

1) Boise State University	\$ 386,100
2) Idaho State University	\$ 540,400
3) University of Idaho	\$ 772,100
4) Lewis-Clark State College	\$ 154,300

ii. The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. Such limits shall be approved annually by the Board. For purposes of this paragraph, “Appropriated Funds” means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and fees.

c. Student Activity Fee Revenue – shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student fee for the athletic program at a rate not more than the rate of change of the total student activity fees.

d. Program funds – the institutions can use the program funds generated, without restriction.

The president of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a fund balance for the total athletic program must be maintained. In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance. If the fund balance becomes negative, the institutions shall submit a plan for Board approval that eliminates the deficit within two fiscal years. Reduction in program expenditures and/or increase revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the year resulting in a deficit for that year, the president shall advise the Board of the situation at the earliest opportunity.

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Donations to athletics at an institution must be made and reported according to policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under subsection 3 will be considered.

4. Gender Equity

- a. Gender equity means compliance with Title IX of the Higher Education Amendments Act of 1972 which prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.
- b. Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.
- c. 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.

5. Financial Reporting.

The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing. The athletic reports shall contain revenues, and expenditures, in the detail prescribed by the Board office, including all revenue earned during a fiscal year. A secondary breakdown of expenditures by sport and the number of participants will also be required. The fund balances as of June 30 shall be included in the report. The general format of the report will be consistent with the format established by the Executive Director. The revenue and expenditures reported on these reports must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors. The institutions will submit the following reports to the Board:

- a. The institutions shall submit an operating budget for the upcoming fiscal year beginning July 1 in a format and time to be determined by the Executive Director.

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- i. Actual revenues and expenditures for the fiscal year most recently completed.
- ii. Estimated revenues and expenditures for the current fiscal year.
- iii. Proposed operating budget for the next budget year beginning July 1.

b. The following fiscal year's financial information will be reported by each institution in a format and time to be determined by the Executive Director:

- i. Actual revenues and expenditures for the prior four (4) fiscal years
- ii. Estimated revenues and expenditures for the current fiscal year.

~~b.c.~~ In a year in which an institution experiences conference entry and/or exit fees, any amount the institution uses from institutional funds will not be subject to the limit in paragraph 3.b. The institution shall include a footnote: (1) explaining the amount and expense category for the entry/exit fees and the amount of each revenue source (e.g. contributions, institutional funds, etc.); (2) indicating any amount of institutional funds above the Board approved limit for institutional funds used as a source for the entry and/or exit fees.

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**BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 27, 2014**

SUBJECT

Board Policy V.R. – Establishment of Fees – second reading

REFERENCE

December 2013

Board approved first reading to revisions to policy V.R.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

At the December 2013 Board meeting, the Board approved the first reading of changes to Board policy V.R. to treat senior citizen fees similar to employee/spouse and dependent fees.

IMPACT

The current Senior Citizen fee is for Idaho residents 60 years and older and includes a \$20.00 registration fee plus \$5.00 per credit hour. This revision will allow each institution to determine eligibility and set the fee, subject to Board approval.

ATTACHMENTS

Attachment 1 – Section V.R. – Second Reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed revisions change the Senior Citizen fee from a set dollar amount to mirror language used for the employee/spouse/dependent fees. There were no changes from first reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Section V.R., Establishment of Fees, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes____ No____

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vi. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Professional-Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution.

viii. In-Service Teacher Education Fee

The fee shall not exceed one-third of the average part-time undergraduate credit hour fee or one-third of the average graduate credit hour fee. This special fee shall be applicable only to approved teacher education courses. The following guidelines will determine if a course or individual qualifies for this special fee.

- a) The student must be an Idaho certified teacher or other professional employed at an Idaho elementary or secondary school.
- b) The costs of instruction are paid by an entity other than an institution.
- c) The course must be approved by the appropriate academic unit(s) at the institution.
- d) The credit awarded is for professional development and cannot be applied towards a degree program.

ix. Workforce Training Credit Fee

This fee is defined as a fee charged students enrolled in a qualified Workforce Training course where the student elects to receive credit. The fee is charged for processing and transcribing the credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. The Workforce Training fee shall be \$10.00 per credit.

b. Institutional Local Fees – Approved by the Board

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Subsection: R. Establishment of Fees

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Institutional local fees are both full-time and part-time student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations.

iv. Professional Fees

To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:

a) Credential or Licensure Requirement:

- 1) A professional fee may be assessed for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing is required. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.

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- 2) The program leads to a degree where the degree is at least the minimum required for entry to the practice of a profession.
 - b) Accreditation Requirement: The program:
 - 1) Is accredited,
 - 2) is actively seeking accreditation if a new program, or
 - 3) will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.
 - c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver non-professional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.
 - d) The program may include support from appropriated funds.
 - e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
 - f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
 - g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
- v. Self-Support Academic Program Fees
- a) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, “academic” means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master’s, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
 - 1) An institution shall follow the program approval guidelines set forth in policy III.G.
 - 2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - 3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students,

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such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.

- 4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.
- 5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.

- b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.
- d) Institutions shall audit Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.

vi. **Contracts and Grants**

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. **Student Health Insurance Premiums or Room and Board Rates**

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

viii. **New Student Orientation Fee**

This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only

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be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Board-approved tuition and fees.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

These local fees and charges are assessed to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts or unrestricted current fund 0650 and shall only be expended for the purposes for which they were collected.

i. Continuing Education

Continuing education fee is defined as the additional fee to part-time students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution. Revenue from this fee is deposited in unrestricted current fund 0650.

iii. Special Course Fees or Assessments

A special course fee is a fee required for a specific course or special activity and, therefore, not required of all students enrolled at the institution. Fees such as: student orientation fees (when assessed to only those who register to participate), penalty assessments, library fines, continuing education fees, parking fines, laboratory fees, breakage fees, fees for video outreach courses, late registration fees, and fees for special courses offered for such purposes as remedial education credit that do not count toward meeting degree requirements are considered special course fees. All special course fees or penalty assessments, or changes to such fees or assessments, are established and become effective in the amount and at the time specified by the chief executive officer or provost of the institution. The chief executive officer is responsible for reporting these fees to the Board upon request.

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Board policy V.U. – Entertainment and Related Expenses

REFERENCE

December 2013 Board approved first reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.U.
Idaho Board of Examiners State Travel Policy and Procedures

BACKGROUND / DISCUSSION

Staff received a question from an institution seeking clarification and interpretation of allowable entertainment expenses per Board policy V.U. Upon review of the policy, staff determined the policy is problematically vague and in need of updating. Staff reviewed entertainment policies at other public higher education systems as a guide. The policy is clarified by adding two categories of allowable entertainment expenses:

- 1) Entertainment involving guests external to the institution and directly related to six general purposes; and
- 2) Meals for institution administrative/business meetings.

The proposed changes also clarify a provision to allow for payment of business and civic club memberships.

IMPACT

Approving the amendments to Board policy V.U. will provide more clarification and controls for entertainment expenses.

ATTACHMENTS

Attachment 1 – Board policy V.U. – First reading

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Institutions suggested several clarifications between first and second reading, all of which have been incorporated as follows:

- 1) “appropriated” funds were included as a permissible fund source consistent with current practice
- 2) events with elected officials were added under the list of entertainment involving external guests
- 3) Payment of country club memberships is only permitted for senior management positions, must be included in employment agreement and requires prior Board approval
- 4) Public relations and related expenses don’t require specific approval by the president, consistent with other entertainment expenses

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.U. Entertainment and Related Expenses, with all revisions as presented.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Subsection: U. Entertainment ~~and~~ Related Expenses

April-February 200214

1. The chief executive officer and his or her designated employees are authorized to use appropriated, foundation and local funds for entertainment and related expenses for official functions which support the institutional mission and serve a business purpose.
 - a. Entertainment involves guests external to the institution and is related to one or more of the following purposes:
 - i. recognition or promotion of academic achievement, scholarship, service to the institution, or athletic achievement
 - ii. promotion or communication of intellectual ideas and/or exchange of administrative and operational information on the institution's programs or activities
 - iii. support of institution-sponsored student events and activities
 - iv. development events (donor receptions, fundraising activities, etc.)
 - v. advocacy events with elected officials and policymakers, subject to the limitations of Title 18, Chapter 13, Idaho Code
 - vi. assistance to the State Board of Education, accrediting agencies, officials from other institutions, etc.
 - b. Meals may be provided for institution administrative/business meetings if integral to the meeting and the meeting time encompasses a normal meal time. Meetings at which a meal is provided must include at least one institution employee, be agenda driven, and be directly related to specific institution business.
 - c. Public relations expenses, ~~such as flowers and plaques, social and business and civic~~ club memberships (e.g. chamber of commerce or Rotary Club), and charitable ~~donations and~~ contributions, and other out-of-pocket expenses are reimbursable-allowable if they are reasonable, necessary, and related to the function of the institution as determined by the chief executive officer.
 - d. Membership at a country club or dining club shall be limited to institution senior management, shall be specifically provided for in an employment agreement and requires prior Board approval.
2. All ~~These~~ expenses authorized in this Subsection shall be properly documented to support the business purpose of the expenditure. In addition, actual expenses shall be reported to the Board upon request.

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GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

Subsection: U. Entertainment ~~and~~ Related Expenses

~~April-February 2002~~14

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Intercollegiate Athletics Reports of revenues, expenditures, participation

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.5.b.

BACKGROUND/DISCUSSION

Responsibility, management, control and reporting requirements for athletics are detailed in Board policy section V.X. The college and universities are required to submit regular financial reports as specified by the Board office. The revenue and expenditures reported must reconcile to the NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors.

IMPACT

The Athletics Reports present the financial status of the intercollegiate athletic programs and the participation of students in the various sport programs. The report on page 9 shows all the institutions have positive fund balances.

ATTACHMENTS

Attachment 1	Charts identifying the revenue by major source by Institution and as a percent of total athletics revenue	Page 5-8
Attachment 2	Charts identifying athletic departments' fiscal year end fund balance by institution	Page 9
Attachment 3	Charts displaying total students participating in athletic programs and number of full-ride scholarships	Page 10

Institution Tabs (BSU, ISU, UI, LCSC)

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show actual results for fiscal years 2009 through 2013 and the forecast for fiscal year 2014. The amount of general and institutional funds allocated to athletics compared to the Board-approved limits is shown below:

All institutions are within their state general funds, gender equity and institutional funds limits.

Staff highlights the following revenue and expenditure data for the Board's consideration:

BSU FY 2014 Estimates

- Game guarantees down -61.0%
- Student fees up 10.4%
- Other program revenue up 37.3%
- Total program revenue up 4.2%

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- Athletic student aid up 11.2%
- Direct Facilities/Maint/Rentals down -29.0%
- Debt service on facilities up 13.8%
- Other expenses up 14.0%
- Capital improvements down -49.3%
- Non-resident tuition waivers up 10.0%

- Fiscal Year Net Income \$1,129
- Ending fund balance \$939,995

ISU FY 2014 Estimates

- Student fees down -4.0%
- Royalty, advertisement, sponsorship up 40.8%
- Other program revenue up 296.2%
- Total program revenue up 19.1%

- Equipment, uniforms, supplies up 16.1%
- Direct facilities, maintenance, rentals up 299.5%

- Fiscal Year Net Income is \$0
- Ending fund balance \$1,522,609

UI FY 2014 Estimates

- Ticket sales down -5.0%
- Game guarantees up 27.3%
- Contributions up 159.4%
- NCAA/Conference/Tournaments down -78.0%
- Royalty/Advertisement/Sponsorship up 17.9%
- Total Program Revenue down -6.3%

- Memberships and dues down -38.6%
- Athletic Directors Office down -32.9%
- Marketing and promotions up 21.0%
- Athletic training room down -55.7%
- Other miscellaneous up 79.5%

- Fiscal Year Net Income \$106,223
- Ending fund balance \$590,772

LCSC FY 2014 Estimates

- Ticket sales down -15%
- Total Program Revenue down -7.0%

- Coaching salary and benefits up 12.2%
- Contributions up 150.6%

BUSINESS AFFAIRS AND HUMAN RESOURCES
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- Fiscal Year Net Income \$20,000
- Ending fund balance \$284,927

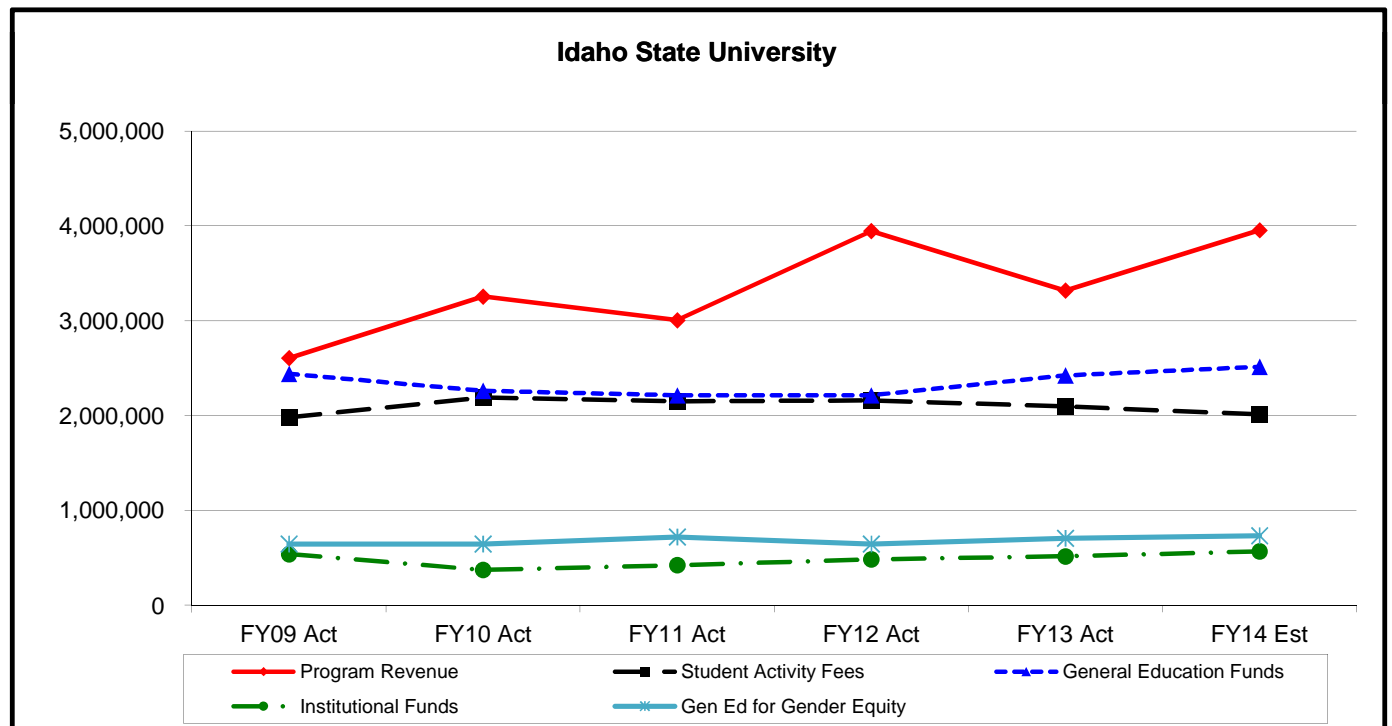
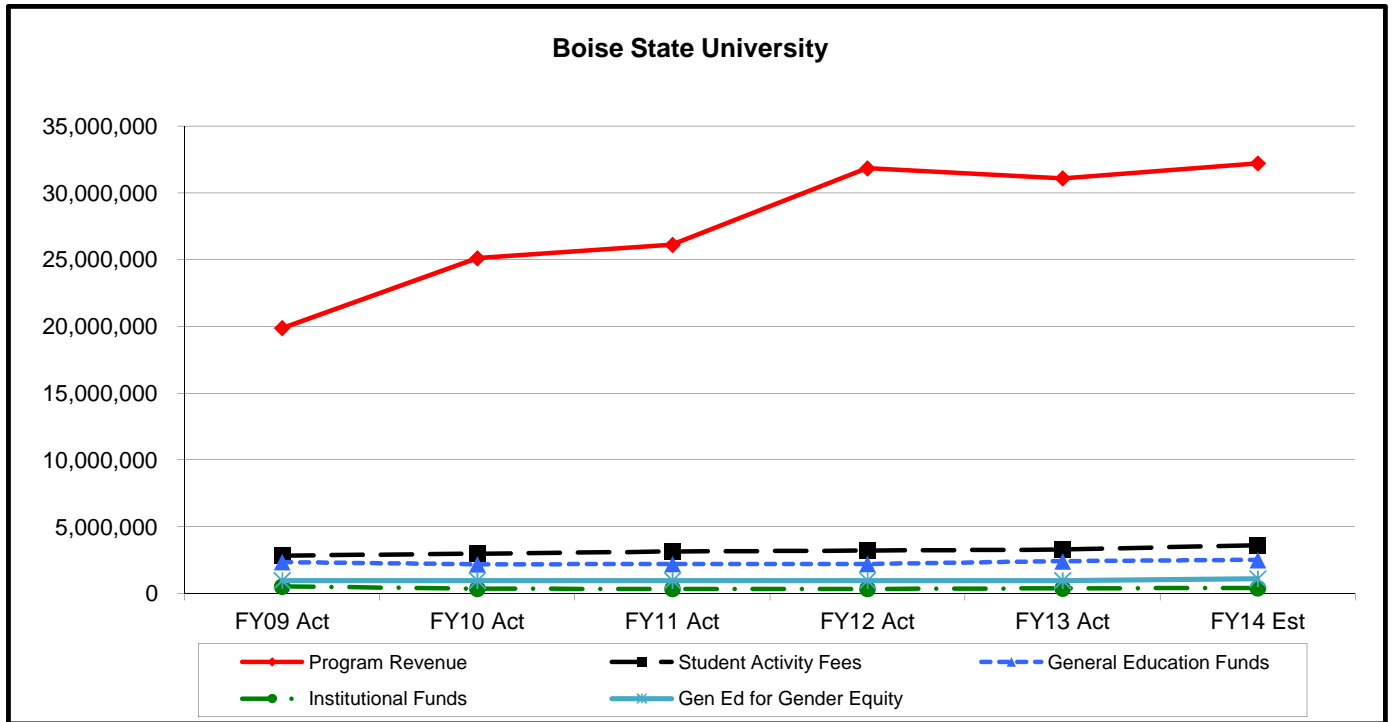
BOARD ACTION

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

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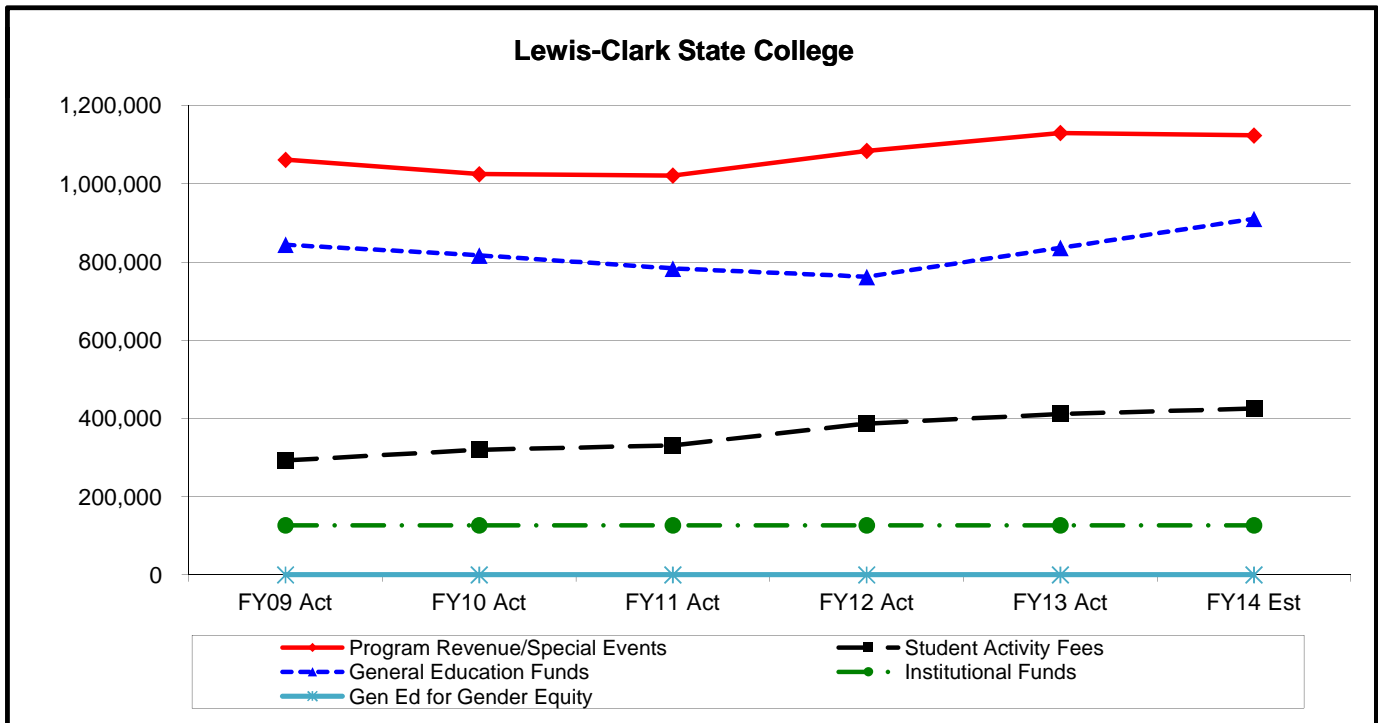
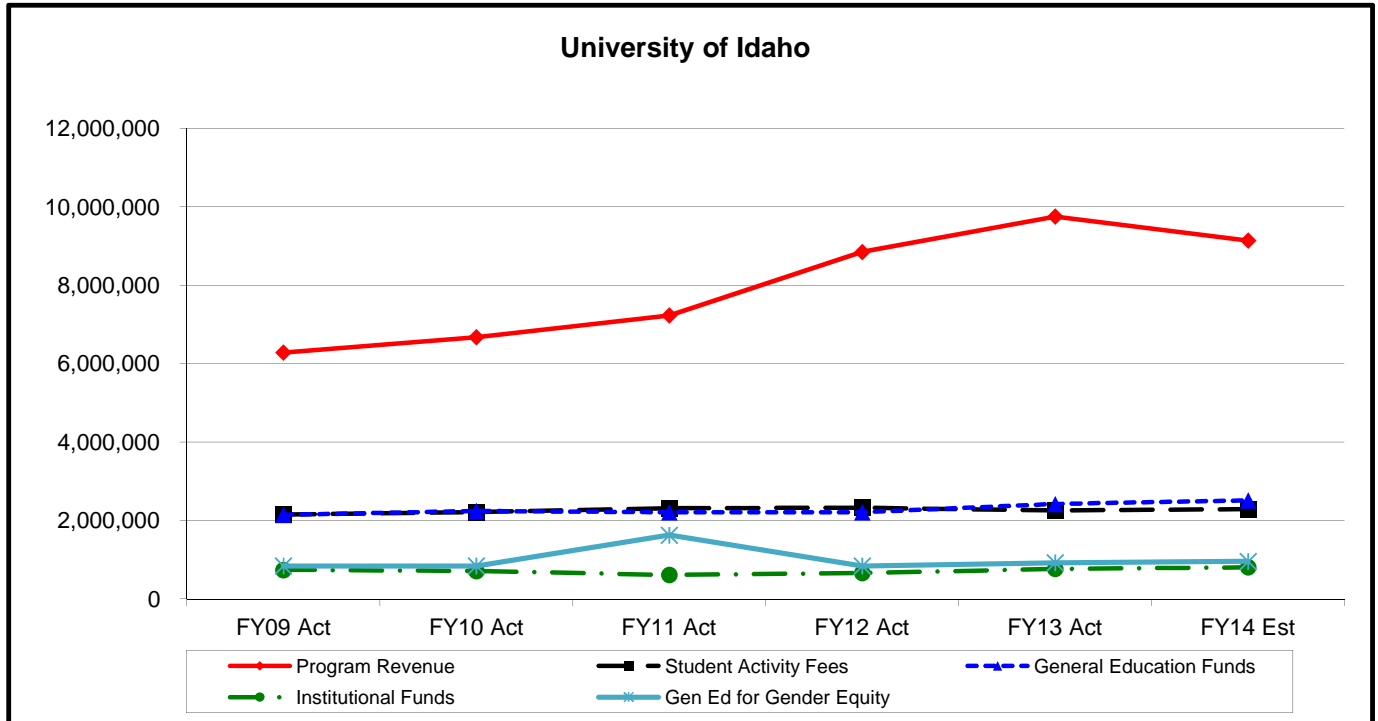
Intercollegiate Athletics Report

Revenue by Major Source



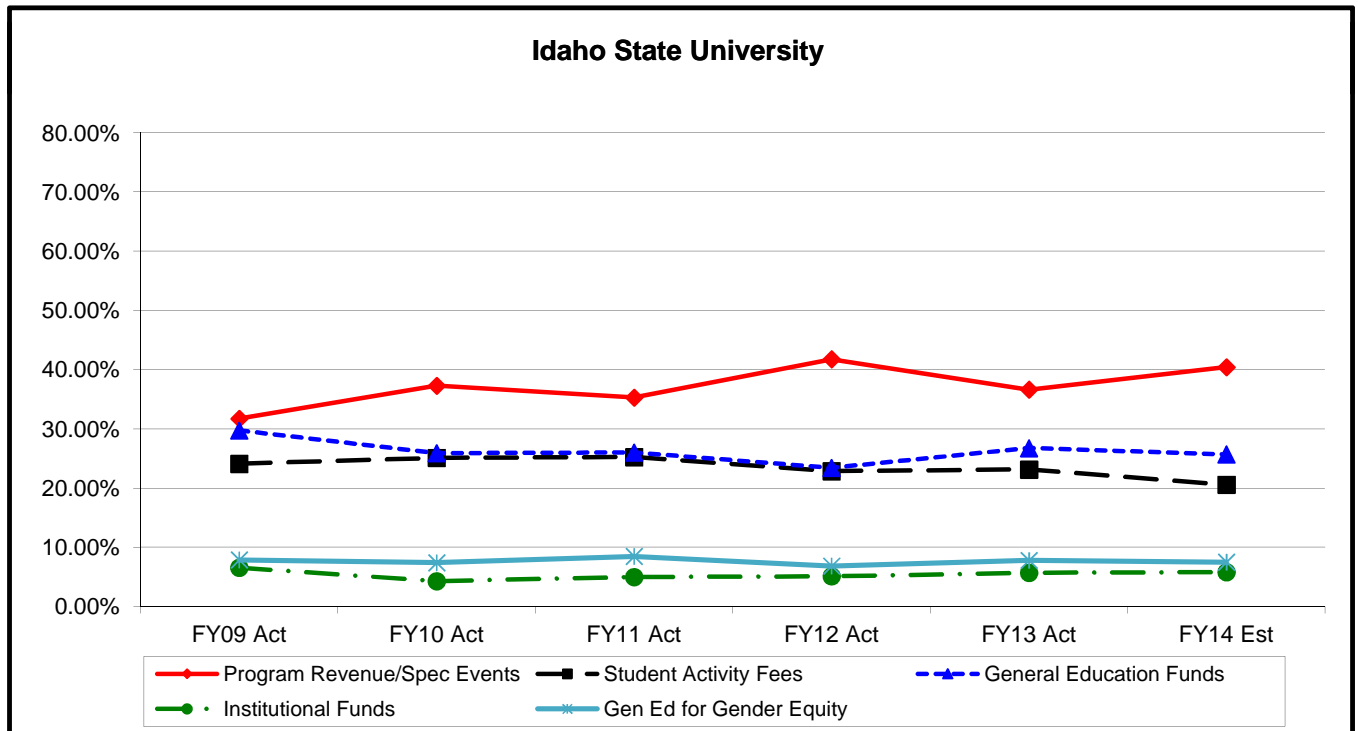
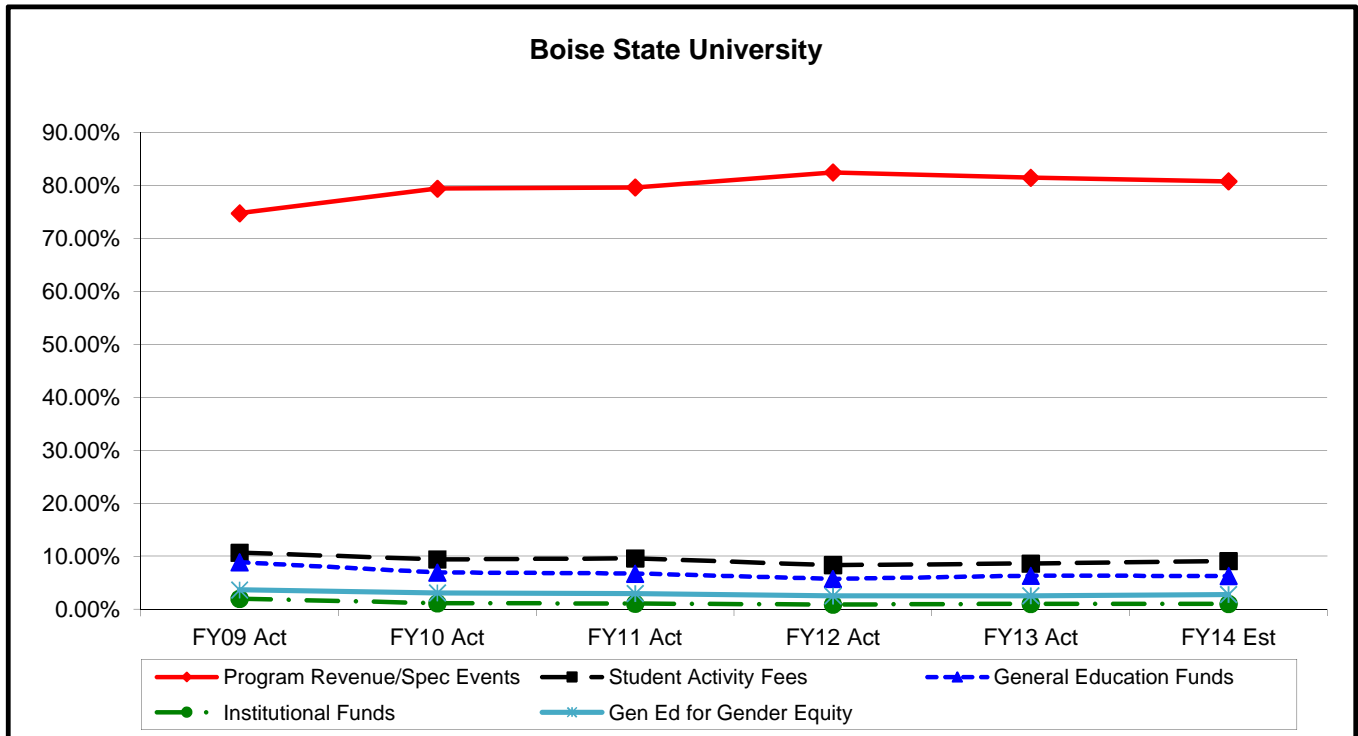
Intercollegiate Athletics Report

Revenue by Major Source



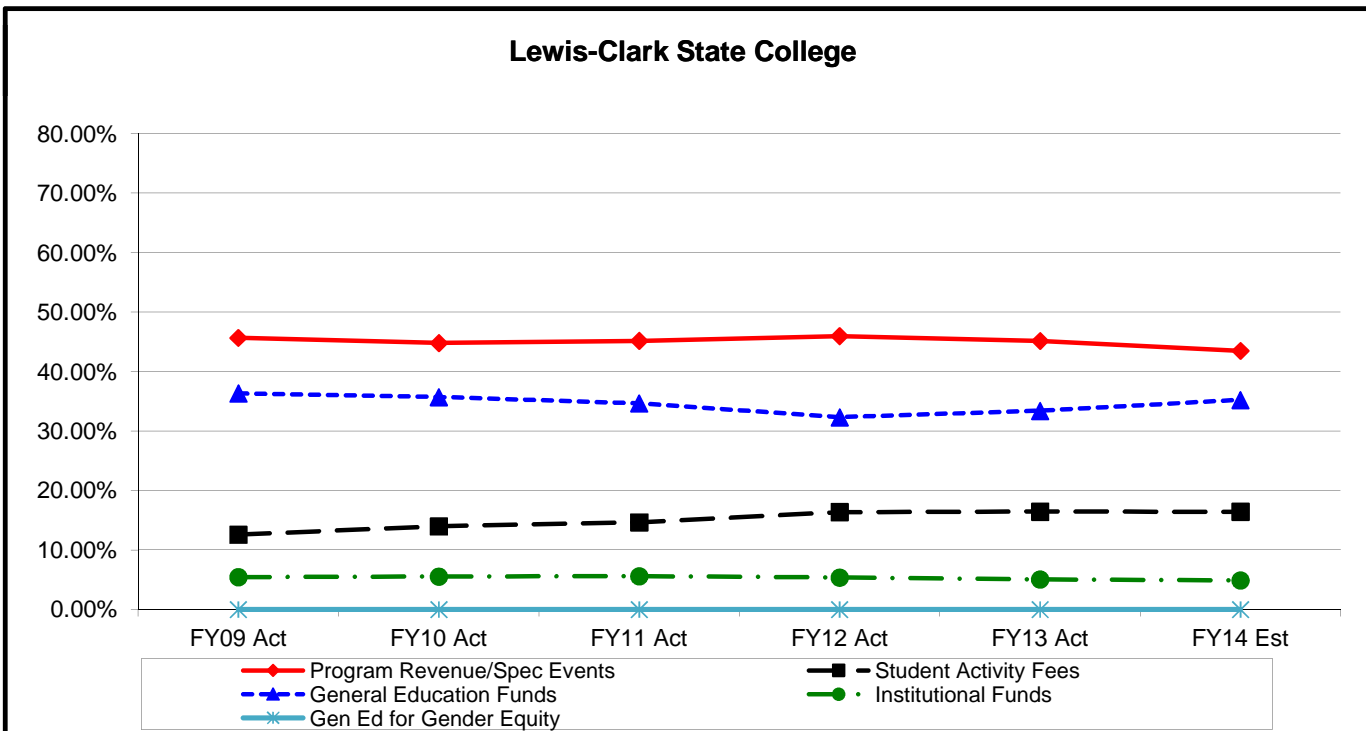
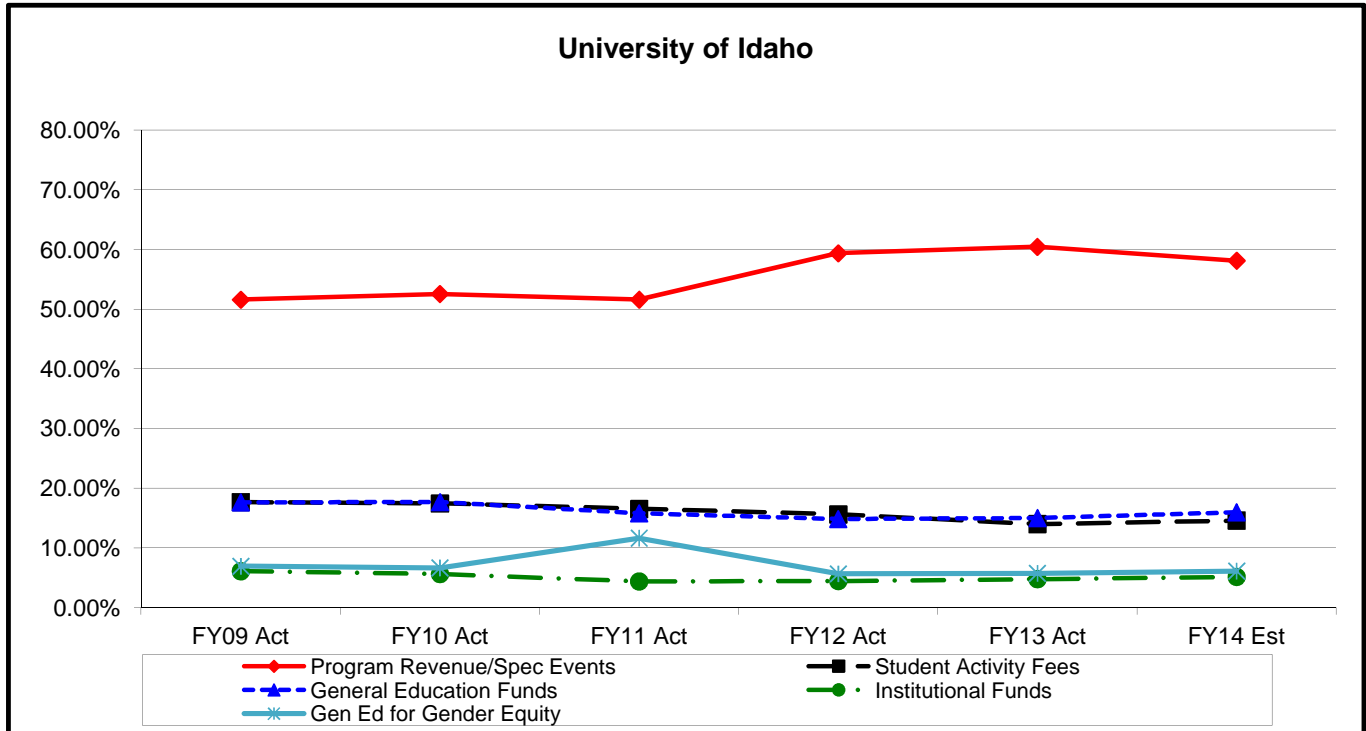
Intercollegiate Athletics Report

Revenue as a Percent of Total Revenue by Major Source



Intercollegiate Athletics Report

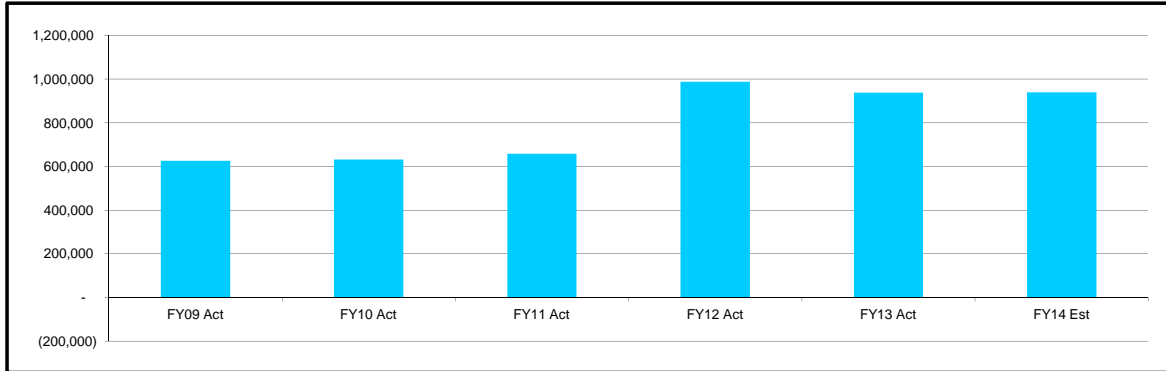
Revenue as a Percent of Total Revenue by Major Source



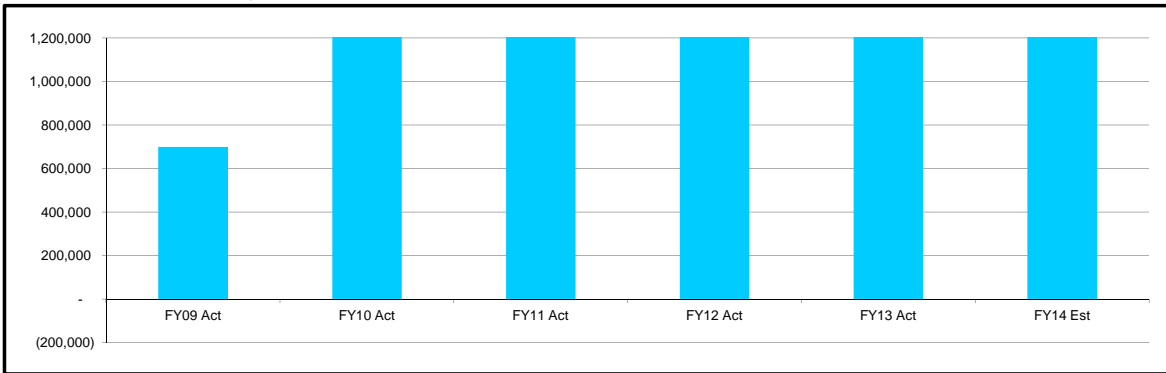
Intercollegiate Athletic Report

Fiscal Year Ending Fund Balance for Athletic Program by Institution

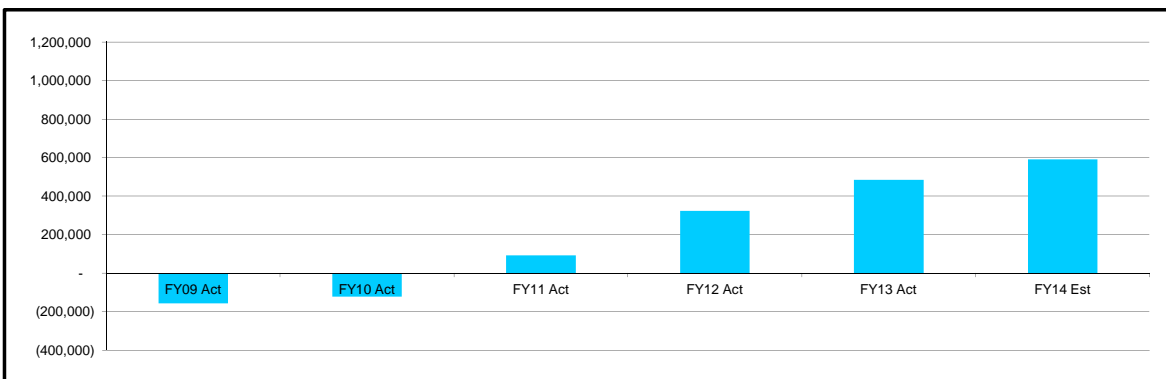
Boise State University



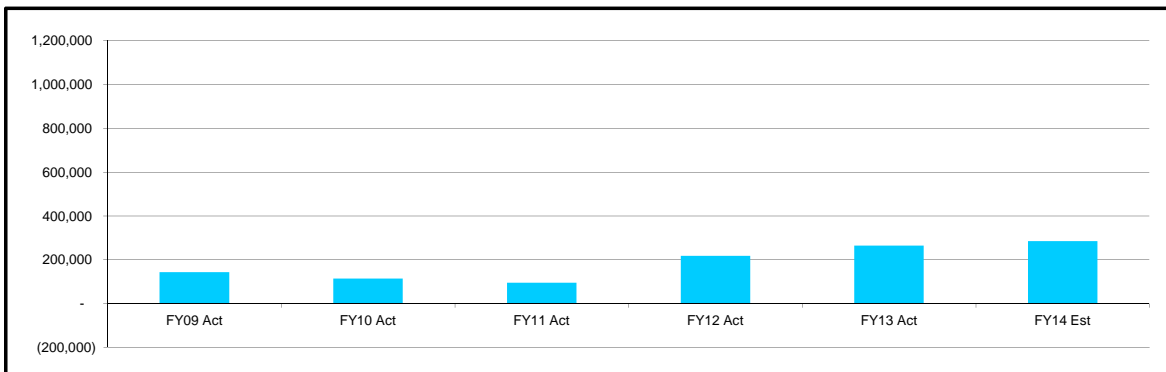
Idaho State University



University of Idaho



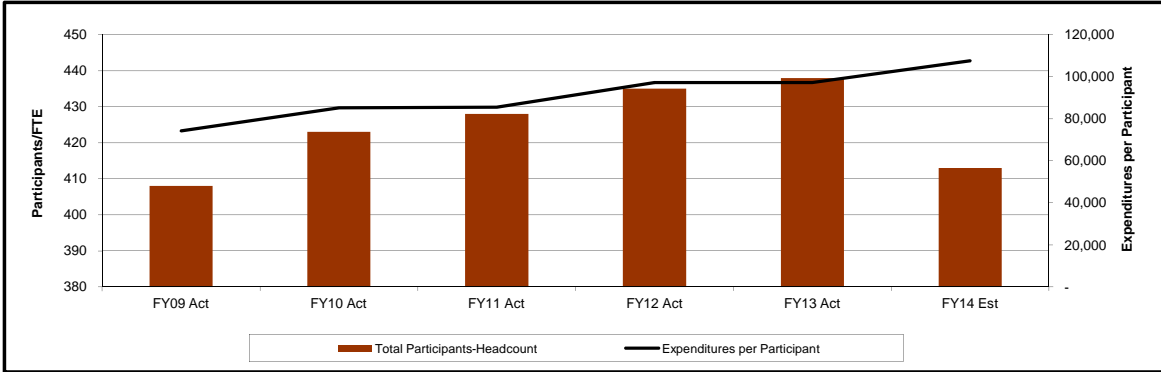
Lewis-Clark State College



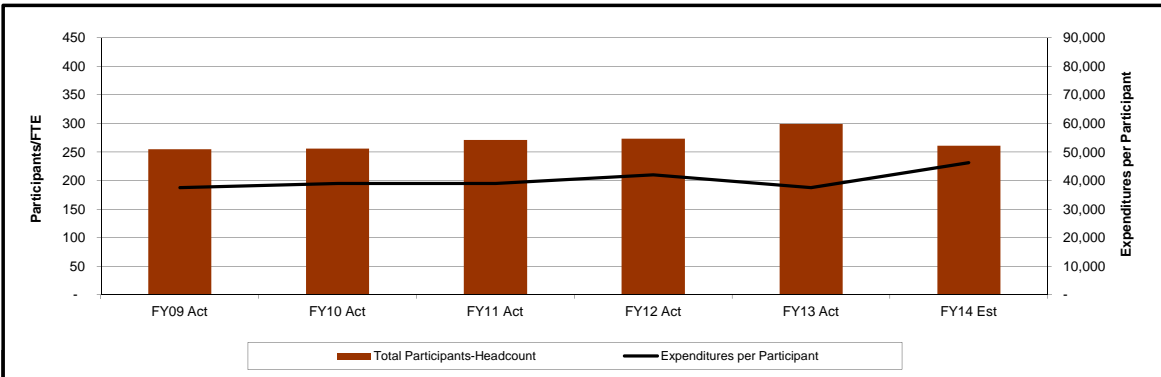
Intercollegiate Athletic Report

Athletic Expenditures by Participant Headcount

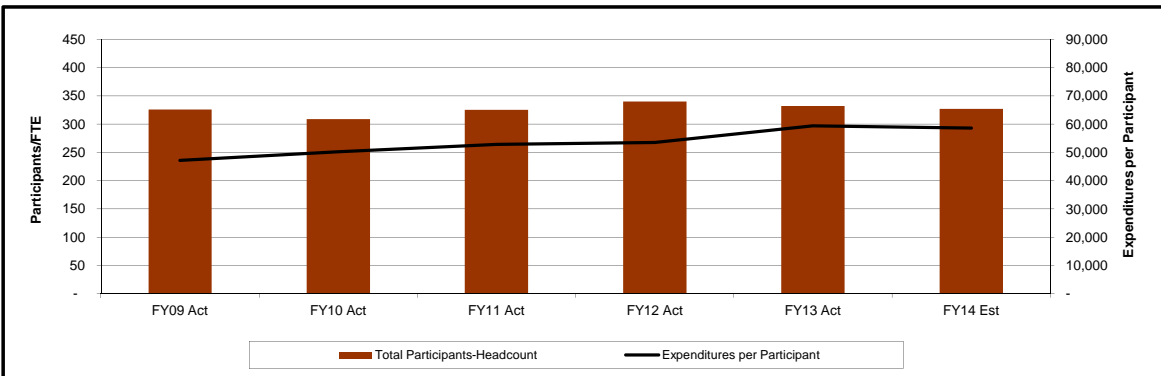
Boise State University



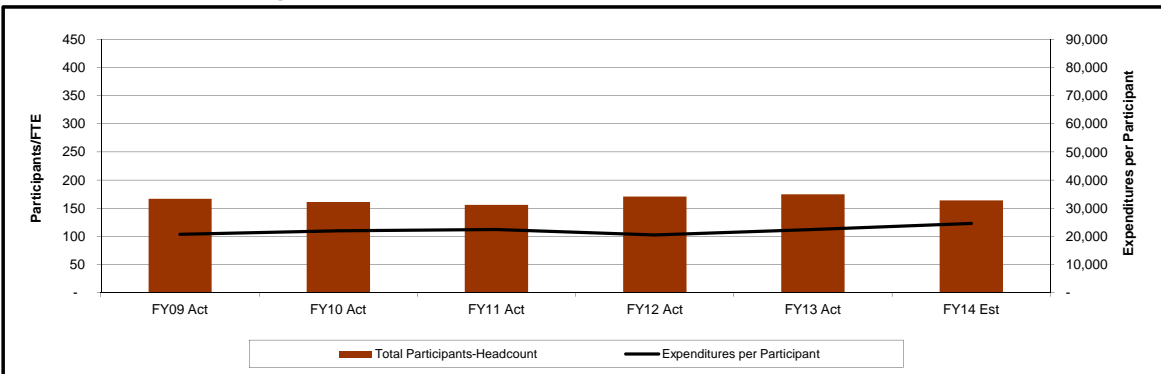
Idaho State University



University of Idaho



Lewis-Clark State College



**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Revenues/Expend/Fund Balance	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	5,669,473	7,102,661	7,615,697	8,306,921	8,309,461	8,266,733	-0.5%	7.8%
4 Game Guarantees	600,000	580,000	1,500,000	2,287,500	1,575,000	615,000	-61.0%	0.5%
5 Contributions	6,406,382	6,553,812	9,594,181	9,261,601	11,142,524	12,121,911	8.8%	13.6%
6 NCAA/Conference/Tournaments	1,684,765	1,835,720	1,298,910	3,782,335	3,335,018	4,391,230	31.7%	21.1%
7 TV/Radio/Internet Rights	188,096	126,678	140,598	64,249	39,095	25,000	-36.1%	-33.2%
8 Program/Novelty Sales,								
9 Concessions, Parking	958,955	932,558	945,438	1,030,353	1,044,473	897,511	-14.1%	-1.3%
10 Royalty, Advertisement, Sponsorship	2,338,780	2,773,179	3,612,480	3,668,995	3,780,877	3,591,352	-5.0%	9.0%
11 Endowment/Investment Income	196,690	0	-	-	-	-		-100.0%
12 Other	1,185,366	803,891	880,479	3,057,533	1,654,680	2,271,651	37.3%	13.9%
13 Total Program Revenue	19,228,507	20,708,499	25,587,783	31,459,487	30,881,128	32,180,388	4.2%	10.8%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	652,958	4,407,144	524,641	385,201	213,059	29,750	-86.0%	-46.1%
16 Student Activity Fees	2,839,814	2,980,056	3,151,147	3,227,977	3,293,399	3,634,709	10.4%	5.1%
17 General Education Funds	2,365,023	2,193,089	2,211,077	2,214,700	2,424,400	2,515,800	3.8%	1.2%
18 GenEd Funds for Gender Eq.	976,872	976,872	976,872	976,872	976,872	1,109,700	13.6%	2.6%
19 Institutional Funds	529,735	358,700	346,600	346,600	386,100	406,400	5.3%	-5.2%
20 Subtotal State/Inst. Support	3,871,630	3,528,661	3,534,549	3,538,172	3,787,372	4,031,900	6.5%	0.8%
21 Total Non-Program Revenue	7,364,402	10,915,861	7,210,337	7,151,350	7,293,830	7,696,359	5.5%	0.9%
22 Subtotal Operating Revenue:	26,592,909	31,624,360	32,798,120	38,610,837	38,174,958	39,876,747	4.5%	8.4%
23 Non-Cash Revenue								
24 Third Party Support	205,475	293,750	-	-	-	-		-100.0%
25 Indirect Institutional Support	1,583,739	2,209,387	1,822,713	1,828,871	2,016,485	1,924,930	-4.5%	4.0%
26 Non-Cash Revenue	0	0	-	-	-	-		
27 Non-Resident Tuition Waivers	1,651,556	1,913,158	1,983,889	2,210,648	2,373,316	2,610,648	10.0%	9.6%
28 Subtotal Non-Cash Revenue	3,440,770	4,416,295	3,806,602	4,039,519	4,389,801	4,535,578	3.3%	5.7%
29 Total Revenue:	30,033,679	36,040,655	36,604,722	42,650,356	42,564,759	44,412,325	4.3%	8.1%
30								
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	3,300,409	3,739,015	3,865,115	4,126,419	4,412,782	4,908,672	11.2%	8.3%
34 Guarantees	495,000	789,500	597,500	633,314	650,651	838,000	28.8%	11.1%
35 Coaching Salary/Benefits	5,695,266	7,219,755	7,910,123	8,169,987	9,174,828	9,748,206	6.2%	11.3%
36 Admin Staff Salary/Benefits	4,387,078	4,309,086	4,786,700	5,021,919	5,022,466	5,478,924	9.1%	4.5%
37 Fringe Benefits/Severance Payments								
38 Recruiting	330,559	281,642	383,327	411,603	446,068	432,120	-3.1%	5.5%
39 Team Travel	1,861,684	1,966,291	2,061,440	2,163,971	2,537,997	2,422,888	-4.5%	5.4%
40 Equipment, Uniforms and Supplies	1,471,877	1,483,833	1,188,767	1,430,251	1,384,106	1,276,416	-7.8%	-2.8%
41 Game Expenses	960,989	791,191	1,642,127	1,790,666	1,331,753	1,598,634	20.0%	10.7%
42 Fund Raising, Marketing, Promotion	450,369	550,524	389,355	337,076	333,068	281,291	-15.5%	-9.0%
43 Direct Facilities/Maint/Rentals	2,860,764	1,091,002	4,430,381	8,520,267	4,780,139	3,396,171	-29.0%	3.5%
44 Debt Service on Facilities	3,417,400	3,629,955	3,360,608	3,383,251	4,399,874	5,005,383	13.8%	7.9%
45 Spirit Groups	29,452	88,599	118,297	185,101	121,422	110,081	-9.3%	30.2%
46 Medical Expenses & Insurance	121,543	104,918	125,596	134,805	184,118	622,500	238.1%	38.6%
47 Memberships & Dues	489,003	482,578	479,800	488,816	524,793	687,314	31.0%	7.0%
48 NCAA/Special Event/Bowls	365,110	3,954,459	497,587	375,967	235,915	9,350	-96.0%	-52.0%
49 Other Operating Expenses	626,842	1,135,668	935,819	1,107,465	2,683,625	3,059,668	14.0%	37.3%
50 Subtotal Operating Expenditures	26,863,345	31,618,016	32,772,542	38,280,878	38,223,605	39,875,618	4.3%	8.2%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	205,475	293,750	0	0	0	0		-100.0%
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	1,583,739	2,209,387	1,822,713	1,828,871	2,016,485	1,924,930	-4.5%	4.0%
55 Non-Cash Expense								
56 Non-Resident Tuition Waivers	1,651,556	1,913,158	1,983,889	2,210,648	2,373,316	2,610,648	10.0%	9.6%
57 Subtotal Non-Cash Expenditures	3,440,770	4,416,295	3,806,602	4,039,519	4,389,801	4,535,578	3.3%	5.7%
58 Total Expenditures:	30,304,115	36,034,311	36,579,144	42,320,397	42,613,406	44,411,196	4.2%	7.9%
59								
60 Net Income/(deficit)	(270,436)	6,344	25,578	329,959	(48,647)	1,129	-102.3%	
61								
62 Ending Fund Balance 6/30	625,632	631,976	657,554	987,513	938,866	939,995	0.1%	
63								
64 Sport Camps & Clinics								
65 Revenue	580,399	865,924	886,724	755,194	678,940	400,000	-41.1%	-7.2%
66 Coach Compensation from Camp	193,229	222,413	196,637	342,655	282,486	150,000	-46.9%	-4.9%
67 Camp Expenses	296,980	398,975	517,499	509,173	499,941	250,000	-50.0%	-3.4%
68 Total Expenses	490,209	621,388	714,136	851,828	782,427	400,000	-48.9%	-4.0%
69 Net Income from Camps	90,190	244,536	172,588	(96,634)	(103,487)	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	2,839,814	2,980,056	3,151,147	3,227,977	3,293,399	3,634,709	10.4%	5.1%
3 Contributions	6,406,382	6,553,812	9,594,182	9,261,601	11,142,524	12,121,911	8.8%	13.6%
4 State Support	2,365,023	2,193,089	2,211,077	2,214,700	2,424,400	2,515,800	3.8%	1.2%
5 Institutional Gender Equity	976,872	976,872	976,872	976,872	976,872	1,109,700	13.6%	2.6%
6 Institutional Support	529,735	358,700	346,600	346,600	386,100	406,400	5.3%	-5.2%
7 NCAA/Conference	1,684,765	1,835,720	1,298,910	3,782,335	3,335,018	4,391,230	31.7%	21.1%
8 TV/Radio/Internet	188,096	126,678	140,598	64,249	39,095	25,000	-36.1%	-33.2%
9 Concessions/program/etc.	958,955	932,558	945,438	1,030,353	1,044,473	897,511	-14.1%	-1.3%
10 Advertising/sponsorship/Royalty	2,338,780	2,773,179	3,612,480	3,668,995	3,780,877	3,591,352	-5.0%	9.0%
11 Endowments	196,690	-	-	-	-	-		-100.0%
12 NCAA/Special Event/Bowls	652,958	4,407,144	524,641	385,201	213,059	29,750	-86.0%	-46.1%
13 Other	1,185,366	803,891	880,479	3,057,533	1,654,680	2,271,651	37.3%	13.9%
14 Total General Revenue	20,323,436	23,941,699	23,682,424	28,016,416	28,290,497	30,995,014	9.6%	8.8%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	4,993,955	6,657,518	7,009,544	7,550,296	7,537,204	7,266,568	-3.6%	7.8%
19 Game Guarantees	600,000	450,000	1,450,000	2,201,000	1,575,000	575,000	-63.5%	-0.8%
20 Other (Tourn/Bowl/Conf)								
21 Basketball								
22 Ticket Sales	617,467	373,570	526,157	620,293	653,494	946,795	44.9%	8.9%
23 Game Guarantees		130,000	50,000	85,000		40,000		
24 Other (Tourn/Bowl/Conf)								
25 Track & Field/Cross Country	2,716	3,658	3,274	5,038	4,544	3,723	-18.1%	6.5%
26 Tennis								
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	9,848	23,431	28,706	41,361	18,559	6,206	-66.6%	-8.8%
31 Golf								
32 Total Men's Sport Revenue	6,223,986	7,638,177	9,067,681	10,502,988	9,788,801	8,838,292	-9.7%	7.3%
33 Women's Programs								
34 Volleyball								
35 Ticket Sales	3,924	5,284	4,729	6,280	6,565	5,378	-18.1%	6.5%
36 Game Guarantees								
37 Other (Tourn/Bowl/Conf)								
38 Basketball								
39 Ticket Sales	22,550	13,596	20,367	53,907	57,286	12,000	-79.1%	-11.9%
40 Game Guarantees								
41 Other (Tourn/Bowl/Conf)								
42 Track & Field/Cross Country	2,716	3,658	3,274	5,158	4,544	3,723	-18.1%	6.5%
43 Tennis								
44 Gymnastics	6,036	8,128	7,276	9,662	10,098	8,274	-18.1%	6.5%
45 Golf								
46 Soccer	6,036	8,128	7,276	9,662	10,098	8,274	-18.1%	6.5%
47 Softball	4,225	5,690	5,093	6,764	7,069	5,792	-18.1%	6.5%
48 Swimming								
49 Total Women's Sport Rev	45,487	44,484	48,015	91,433	95,660	43,441	-54.6%	-0.9%
50 Total Revenue	26,592,909	31,624,360	32,798,120	38,610,837	38,174,958	39,876,747	4.5%	8.4%

College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University

Expenditures by Admin/Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
51 Administrative and General									
52	Athletic Director Office	1,297,780	1,316,953	1,486,160	2,151,763	1,891,453	4,124,284	118.0%	26.0%
53	Fund Raising Office	645,159	1,161,260	1,175,263	626,932	705,861	774,272	9.7%	3.7%
54	Academic Support	854,136	1,008,813	963,391	1,052,068	1,086,948	1,046,545	-3.7%	4.1%
55	Media Relations	345,471	323,729	261,561	265,624	308,093	369,637	20.0%	1.4%
56	Marketing and Promotions	628,671	758,910	809,449	445,782	473,848	452,042	-4.6%	-6.4%
57	Ticket Office	314,033	300,717	291,231	353,820	359,720	360,350	0.2%	2.8%
58	Athletic Training Room	560,859	549,045	590,457	646,873	643,210	708,397	10.1%	4.8%
59	Memberships and Dues	489,003	482,578	479,800	488,816	524,793	687,314	31.0%	7.0%
60	Facilities Mtn & Debt Service	5,597,504	4,892,422	5,051,465	5,427,987	6,313,573	7,705,712	22.0%	6.6%
61	Capital Improvements	1,623,119	685,863	3,832,545	7,187,002	3,407,304	1,726,000	-49.3%	1.2%
62	NCAA/Special Event/Bowls	365,110	3,954,459	497,587	375,967	216,747	9,350	-95.7%	-52.0%
63	Other Miscellaneous	1,810,171	1,874,379	1,444,657	2,582,069	4,600,164	3,322,503	-27.8%	12.9%
64 Total Admin & General		14,531,016	17,309,128	16,883,566	21,604,703	20,531,714	21,286,406	3.7%	7.9%
65									
66 Men's Programs:									
67	Football	5,673,268	6,850,396	7,834,316	8,537,612	9,200,026	10,081,408	9.6%	12.2%
68	Basketball	1,274,187	1,529,236	1,926,002	1,729,154	1,757,700	1,758,116	0.0%	6.7%
69	Track & Field/Cross Country	358,798	484,006	486,153	503,319	468,870	552,213	17.8%	9.0%
70	Tennis	332,123	381,888	345,771	355,193	324,282	327,868	1.1%	-0.3%
71	Baseball		-	-	-				
72	Wrestling	393,717	497,694	433,774	486,327	486,511	461,159	-5.2%	3.2%
73	Golf	175,395	162,284	180,976	186,419	230,737	189,223	-18.0%	1.5%
74 Total Men's Programs		8,207,488	9,905,504	11,206,992	11,798,024	12,468,126	13,369,987	7.2%	10.3%
75									
76 Women's Programs									
77	Volleyball	493,647	456,679	528,957	584,346	576,637	588,308	2.0%	3.6%
78	Basketball	949,825	933,985	1,028,579	1,063,506	1,152,429	1,127,015	-2.2%	3.5%
79	Track & Field/Cross Country	417,691	558,720	554,851	591,738	551,227	649,028	17.7%	9.2%
80	Tennis	321,629	353,075	245,434	167,725	291,020	301,852	3.7%	-1.3%
81	Gymnastics	523,170	561,430	481,154	512,089	546,568	545,239	-0.2%	0.8%
82	Golf	169,098	202,557	192,740	205,041	247,327	214,246	-13.4%	4.8%
83	Soccer	438,758	473,646	557,972	573,723	556,114	551,201	-0.9%	4.7%
84	Softball	374,241	433,678	526,695	560,874	600,892	626,111	4.2%	10.8%
85	Swimming	436,782	429,614	565,602	619,109	701,551	616,225	-12.2%	7.1%
86 Total Women's Programs		4,124,841	4,403,384	4,681,984	4,878,151	5,223,765	5,219,225	-0.1%	4.8%
87									
88 Total Expenditures		26,863,345	31,618,016	32,772,542	38,280,878	38,223,605	39,875,618	4.3%	8.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

Participants by Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
89	Men's Programs:								
90	Football	105	109	112	108	105	110	4.8%	0.9%
91	Basketball	14	15	16	16	14	16	14.3%	2.7%
92	Track & Field/Cross Country	38	46	45	54	53	40	-24.5%	1.0%
93	Tennis	12	13	11	10	11	12	9.1%	0.0%
94	Baseball								
95	Wrestling	33	29	32	28	34	34	0.0%	0.6%
96	Golf	10	9	8	9	8	10	25.0%	0.0%
97	Total Male Participation	212	221	224	225	225	222	-1.3%	0.9%
98	Women's Programs								
99	Volleyball	15	17	17	18	15	15	0.0%	0.0%
100	Basketball	16	15	14	14	16	15	-6.3%	-1.3%
101	Track & Field/Cross Country	47	59	62	68	63	55	-12.7%	3.2%
102	Tennis	9	8	7	8	11	11	0.0%	4.1%
103	Gymnastics	22	18	18	16	15	16	6.7%	-6.2%
104	Golf	10	9	9	8	9	9	0.0%	-2.1%
105	Soccer	27	29	28	31	35	26	-25.7%	-0.8%
106	Softball	19	20	21	20	24	18	-25.0%	-1.1%
107	Swimming	31	27	28	27	25	26	4.0%	-3.5%
108	Rodeo	0	0	0	0	0	0		
109	Total Female Participation	196	202	204	210	213	191	-10.3%	-0.5%
110	Total Participants	408	423	428	435	438	413	-5.7%	0.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Boise State University**

		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
111 Men's Programs:									
112 Football		69.0	84.0	67.0	63.0	82.0	82.0	0.0%	3.5%
113 Basketball		12.0	12.0	13.0	13.0	13.0	13.0	0.0%	1.6%
114 Track & Field/Cross Country		5.0	5.0	2.0	1.0	0.0	2.0		-16.7%
115 Tennis		2.0	2.0	2.0	2.0	1.0	1.0	0.0%	-12.9%
116 Baseball									
117 Wrestling		0.0	1.0	0.0	2.0	2.0	2.0	0.0%	
118 Golf		1.0	0.0	1.0	0.0	1.0	1.0	0.0%	0.0%
119 Subtotal		89.0	104.0	85.0	81.0	99.0	101.0	2.0%	2.6%
120 Women's Programs									
121 Volleyball		12.0	11.0	11.0	12.0	11.0	11.0	0.0%	-1.7%
122 Basketball		15.0	13.0	13.0	13.0	15.0	15.0	0.0%	0.0%
123 Track & Field/Cross Country		5.0	7.0	3.0	3.0	0.0	2.0		-16.7%
124 Tennis		8.0	8.0	5.0	5.0	8.0	8.0	0.0%	0.0%
125 Gymnastics		12.0	12.0	11.0	12.0	11.0	12.0	9.1%	0.0%
126 Golf		1.0	0.0	1.0	1.0	1.0	1.0	0.0%	0.0%
127 Soccer		1.0	1.0	2.0	2.0	2.0	1.0	-50.0%	0.0%
128 Softball		1.0	1.0	1.0	1.0	2.0	2.0	0.0%	14.9%
129 Swimming		1.0	2.0	2.0	2.0	1.0	1.0	0.0%	0.0%
130 Subtotal		56.0	55.0	49.0	51.0	51.0	53.0	3.9%	-1.1%
131 Total Scholarships		145.0	159.0	134.0	132.0	150.0	154.0	2.7%	1.2%
132 Partial Scholarships by Sport (FTE)									
133 Men's Programs:									
134 Football		16.20	1.00	12.64	15.20	0.00	0.00		-100.0%
135 Basketball		0.50	0.40	0.00	0.00	0.00	0.00		-100.0%
136 Track & Field/Cross Country		5.36	6.30	10.39	10.38	9.89	10.00	1.1%	13.3%
137 Tennis		1.87	2.49	2.64	2.50	3.89	3.50	-10.0%	13.4%
138 Baseball									
139 Wrestling		9.55	8.07	8.30	7.30	7.21	7.50	4.0%	-4.7%
140 Golf		2.41	3.79	4.09	3.42	2.85	3.50	22.8%	7.7%
141 Subtotal		35.89	22.05	38.06	38.80	23.84	24.50	2.8%	-7.4%
142 Women's Programs									
143 Volleyball		0.00	0.00	0.92	0.00	0.00	0.00		
144 Basketball		0.50	0.78	0.78	0.78	0.00	0.00		-100.0%
145 Track & Field/Cross Country		9.26	8.12	12.17	12.26	13.79	15.00	8.8%	10.1%
146 Tennis		0.35	0.00	1.21	0.00	0.00	0.00		-100.0%
147 Gymnastics		0.00	0.78	0.87	0.00	1.00	0.00		
148 Golf		4.62	5.53	3.94	4.38	4.99	5.00	0.2%	1.6%
149 Soccer		9.87	9.39	8.72	10.53	11.85	12.00	1.3%	4.0%
150 Softball		5.34	7.75	9.72	10.35	10.69	10.69	0.0%	14.9%
151 Swimming		9.33	10.02	11.79	11.91	12.71	12.75	0.3%	6.4%
152 Rodeo									
153 Subtotal		39.27	42.37	50.12	50.21	55.03	55.44	0.7%	7.1%
154 Total Scholarships		75.16	64.42	88.18	89.01	78.87	79.94	1.4%	1.2%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Revenues/Expend/Fund Balance	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue:								
2 Program Revenue:								
3 Ticket Sales	357,869	253,108	222,452	326,481	239,520	229,631	-4.1%	-8.5%
4 Game Guarantees	754,600	1,330,402	1,179,000	1,099,500	1,372,700	1,255,000	-8.6%	10.7%
5 Contributions	343,160	382,833	379,301	359,422	406,803	420,409	3.3%	4.1%
6 NCAA/Conference/Tournaments	518,290	642,292	606,968	664,303	601,037	513,775	-14.5%	-0.2%
7 TV/Radio/Internet Rights	3,148	8,559	4,782	9,199	13,923	4,000	-71.3%	4.9%
8 Program/Novelty Sales, 9 Concessions, Parking	17,000	17,000	17,000	17,000	17,000	17,000	0.0%	0.0%
10 Royalty, Advertisement, Sponsorship	496,620	498,620	499,071	767,784	410,155	577,550	40.8%	3.1%
11 Endowment/Investment Income	30,840	23,710	30,650	23,140	17,851	18,207	2.0%	-10.0%
12 Other	83,900	98,973	63,821	643,142	228,407	905,049	296.2%	60.9%
13 Total Program Revenue	2,605,427	3,255,497	3,003,045	3,909,971	3,307,396	3,940,621	19.1%	8.6%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	2,361	720	3,240	36,458	11,670	15,370	31.7%	45.5%
16 Student Activity Fees	1,980,502	2,191,453	2,149,637	2,160,685	2,096,674	2,012,827	-4.0%	0.3%
17 General Education Funds	2,442,600	2,262,900	2,214,700	2,214,700	2,424,400	2,515,800	3.8%	0.6%
18 GenEd Funds for Gender Eq.	646,500	646,500	721,500	646,500	707,700	734,400	3.8%	2.6%
19 Institutional Funds	539,600	374,000	424,628	485,100	516,700	568,900	10.1%	1.1%
20 Subtotal State/Inst. Support	3,628,700	3,283,400	3,360,828	3,346,300	3,648,800	3,819,100	4.7%	1.0%
21 Total Non-Program Revenue	5,611,563	5,475,573	5,513,705	5,543,443	5,757,144	5,847,297	1.6%	0.8%
22 Subtotal Operating Revenue	8,216,990	8,731,070	8,516,750	9,453,414	9,064,540	9,787,918	8.0%	3.6%
23 Non-Cash Revenue								
24 Third Party Support	42,512	42,013	41,271	37,389	26,863	35,000	30.3%	-3.8%
25 Indirect Institutional Support	0	0	0	0	0	0		
26 Non-Cash Revenue	653,306	629,269	605,374	573,359	605,521	600,000	-0.9%	-1.7%
27 Non-Resident Tuition Waivers	1,122,888	1,251,295	1,444,723	1,393,045	1,604,010	1,640,334	2.3%	7.9%
28 Subtotal Non-Cash Revenue	1,818,706	1,922,577	2,091,368	2,003,793	2,236,394	2,275,334	1.7%	4.6%
29 Total Revenue:	10,035,696	10,653,647	10,608,118	11,457,207	11,300,934	12,063,252	6.7%	3.7%
30								
31 Expenditures								
32 Operating Expenditures:								
33 Athletics Student Aid	1,712,419	1,821,964	1,902,615	2,130,563	2,374,523	2,339,890	-1.5%	6.4%
34 Guarantees	125,500	230,667	59,406	61,257	50,187	95,500	90.3%	-5.3%
35 Coaching Salary/Benefits	1,865,526	1,822,432	1,939,811	1,738,519	1,919,248	2,003,685	4.4%	1.4%
36 Admin Staff Salary/Benefits	1,316,801	1,398,814	1,462,165	1,392,011	1,359,902	1,418,930	4.3%	1.5%
37 Severance Payments	0	0	0	0	0	0		
38 Recruiting	238,792	308,441	194,743	204,478	190,156	167,951	-11.7%	-6.8%
39 Team Travel	836,283	830,424	872,386	941,467	1,140,313	1,032,272	-9.5%	4.3%
40 Equipment, Uniforms and Supplies	206,111	249,711	311,693	326,594	308,236	357,904	16.1%	11.7%
41 Game Expenses	283,017	268,359	243,692	262,426	304,579	268,570	-11.8%	-1.0%
42 Fund Raising, Marketing, Promotion	140,248	122,220	168,456	130,733	108,336	126,011	16.3%	-2.1%
43 Direct Facilities/Maint/Rentals	165,704	204,111	256,817	1,196,670	243,210	971,584	299.5%	42.4%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	49,947	54,421	57,628	0	0	0		-100.0%
46 Medical Expenses & Insurance	307,924	325,110	307,664	268,988	271,586	257,810	-5.1%	-3.5%
47 Memberships & Dues	48,242	39,062	44,648	47,926	41,271	48,000	16.3%	-0.1%
48 NCAA/Special Event/Bowls	1,810	762	3,240	30,314	23,789	16,400	-31.1%	55.4%
49 Other Operating Expenses	446,338	385,075	635,043	724,547	628,896	683,411	8.7%	8.9%
50 Subtotal Operating Expenditures	7,744,661	8,061,573	8,460,007	9,456,493	8,964,232	9,787,918	9.2%	4.8%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	37,977	37,484	37,282	33,520	19,150	30,000	56.7%	-4.6%
53 3rd Party Admin Staff Compensation	4,535	4,529	3,989	3,869	7,713	5,000	-35.2%	2.0%
54 Indirect Facilities & Admin Support	0	0	0	0				
55 Non-Cash Expense	653,306	629,269	605,374	573,359	605,521	600,000	-0.9%	-1.7%
56 Non-Resident Tuition Waivers	1,122,888	1,251,295	1,444,723	1,393,045	1,604,010	1,640,334	2.3%	7.9%
57 Subtotal Non-Cash Expenditures	1,818,706	1,922,577	2,091,368	2,003,793	2,236,394	2,275,334	1.7%	4.6%
58 Total Expenditures:	9,563,367	9,984,150	10,551,375	11,460,286	11,200,626	12,063,252	7.7%	4.8%
59								
60 Net Income/(deficit)	472,329	669,497	56,743	(3,079)	100,308	0	-100.0%	
61								
62 Ending Fund Balance 6/30	699,140	1,368,637	1,425,380	1,422,301	1,522,609	1,522,609	0.0%	
63								
64 Sport Camps & Clinics								
65 Revenue	192,822	197,065	127,179	79,570	123,696	110,000	-11.1%	-10.6%
66 Coach Compensation from Camp	20,074	104,025	65,387	37,109	30,300	45,000	48.5%	17.5%
67 Camp Expenses	135,595	137,041	76,190	54,692	63,112	65,000	3.0%	-13.7%
68 Total Expenses	155,669	241,066	141,577	91,801	93,412	110,000	17.8%	-6.7%
69 Net Income from Camps	37,153	-44,001	-14,398	-12,231	30,284	0	-100.0%	-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	1,980,502	2,191,453	2,149,637	2,160,685	2,096,674	2,012,827	-4.0%	0.3%
3 Contributions	343,160	382,833	379,301	359,422	406,803	420,409	3.3%	4.1%
4 State Support	2,442,600	2,262,900	2,214,700	2,214,700	2,424,400	2,515,800	3.8%	0.6%
5 Institutional Gender Equity	646,500	646,500	721,500	646,500	707,700	734,400	3.8%	2.6%
6 Institutional Support	539,600	374,000	424,628	485,100	516,700	568,900	10.1%	1.1%
7 NCAA / Conference	518,290	642,292	606,968	664,303	601,037	513,775	-14.5%	-0.2%
8 TV / Radio / Internet	3,148	8,559	4,782	9,199	13,923	4,000	-71.3%	4.9%
9 Concessions / program / etc.	17,000	17,000	17,000	17,000	17,000	17,000	0.0%	0.0%
10 Advertising / sponsorship / Royalty	496,620	498,620	499,071	767,784	410,155	577,550	40.8%	3.1%
11 Endowments	30,840	23,710	30,650	23,140	17,851	18,207	2.0%	-10.0%
12 NCAA / Bowl / World Series	2,361	720	3,240	36,458	11,670	15,370	31.7%	45.5%
13 Other	88,329	98,973	63,821	643,142	228,407	905,049	296.2%	59.3%
14 Total General Revenue	7,108,950	7,147,560	7,115,298	8,027,433	7,452,320	8,303,287	11.4%	3.2%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	135,956	124,521	106,830	152,189	119,480	124,178	3.9%	-1.8%
19 Game Guarantees	405,000	899,902	725,000	720,000	970,000	850,000	-12.4%	16.0%
20 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
21 Basketball								
22 Ticket Sales	195,510	100,082	77,955	86,292	64,367	65,474	1.7%	-19.7%
23 Game Guarantees	326,500	360,000	368,000	328,000	322,200	325,000	0.9%	-0.1%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	1,822	2,710	3,348	3,041	2,788	2,250	-19.3%	4.3%
26 Tennis	0	0	0	0	0	0		
27 Baseball	0	0	0	0	0	0		
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling	0	0	0	0	0	0		
31 Golf	0	0	0	0	0	0		
32 Volleyball	0	0	0	0	0	0		
33 Total Men's Sport Revenue	1,064,788	1,487,215	1,281,133	1,289,522	1,478,835	1,366,902	-7.6%	5.1%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	2,688	3,449	4,307	3,781	7,433	7,857	5.7%	23.9%
37 Game Guarantees	3,600	2,000	2,000	6,000	6,000	9,000	50.0%	20.1%
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	12,836	18,184	22,812	76,425	31,107	23,717	-23.8%	13.1%
41 Game Guarantees	19,500	65,000	76,000	44,000	69,000	66,500	-3.6%	27.8%
42 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
43 Track & Field/Cross Country	1,822	2,710	3,347	3,042	2,788	2,250	-19.3%	4.3%
44 Tennis	0	0	0	0	0	0		
45 Gymnastics	0	0	0	0	0	0		
46 Golf	0	0	0	0	0	0		
47 Soccer	2,806	4,952	8,853	3,211	15,057	4,405	-70.7%	9.4%
48 Softball	0	0	3,000	0	2,000	4,000		
49 Skiing	0	0	0	0	0	0		
50 Swimming	0	0	0	0	0	0		
51 Total Women's Sport Rev	43,252	96,295	120,319	136,459	133,385	117,729	-11.7%	22.2%
50 Total Revenue	8,216,990	8,731,070	8,516,750	9,453,414	9,064,540	9,787,918	8.0%	3.6%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Expenditures by Admin/Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
51	Administrative and General								
52	Athletic Director Office	680,826	725,477	755,459	656,672	662,012	627,154	-5.3%	-1.6%
53	Fund Raising Office	180,814	171,829	190,175	199,881	202,266	212,063	4.8%	3.2%
54	Academics Support	234,387	253,551	251,903	241,055	225,644	227,449	0.8%	-0.6%
55	Media Relations	203,753	187,813	191,580	181,473	170,857	183,213	7.2%	-2.1%
56	Marketing and Promotions	172,010	235,799	203,317	180,034	169,288	216,243	27.7%	4.7%
57	Ticket Office	0	0	0	0	0	0		
58	Athletic Training Room	265,648	276,778	276,060	267,815	264,165	302,021	14.3%	2.6%
59	Memberships and Dues	48,242	39,062	44,648	47,926	41,271	45,000	9.0%	-1.4%
60	Facilities Mtn & Debt Service	85,000	85,000	85,000	85,000	85,000	85,000	0.0%	0.0%
61	Capital Improvements	0	0	0	0	0	0		
62	NCAA/Special Event/Bowls	0	0	0	30,314	23,789	16,400	-31.1%	
63	Other Miscellaneous	592,958	502,292	756,101	1,497,684	452,314	1,325,066	193.0%	17.4%
64	Total Admin & General	2,463,638	2,477,601	2,754,243	3,387,854	2,296,606	3,239,609	41.1%	5.6%
65									
66	Men's Programs:								
67	Football	1,935,488	2,107,695	2,050,701	2,267,725	2,628,308	2,409,328	-8.3%	4.5%
68	Basketball	863,838	860,818	907,169	867,162	858,299	897,047	4.5%	0.8%
69	Track & Field/Cross Country	295,114	288,551	276,797	308,489	306,057	339,816	11.0%	2.9%
70	Tennis	81,891	97,807	109,243	107,912	114,420	122,014	6.6%	8.3%
71	Baseball	0	0	0	0	0	0		
72	Wrestling	0	0	0	0	0	0		
73	Golf	15,058	4,817	0	0	0	0		-100.0%
74	Volleyball	0	0	0	0	0	0		
75	Rodeo	0	0	0	0	0	0		
76	Total Men's Programs	3,191,389	3,359,688	3,343,910	3,551,288	3,907,084	3,768,205	-3.6%	3.4%
77									
78	Women's Programs								
79	Volleyball	358,118	362,629	373,993	382,796	426,474	434,168	1.8%	3.9%
80	Basketball	566,118	602,524	631,067	703,770	787,033	752,910	-4.3%	5.9%
81	Track & Field/Cross Country	317,268	344,213	376,260	414,199	427,234	439,417	2.9%	6.7%
82	Tennis	99,310	113,820	132,909	138,800	163,441	175,529	7.4%	12.1%
83	Gymnastics	0	0	0	0	0	0		
84	Golf	93,770	110,715	108,037	120,128	134,937	107,066	-20.7%	2.7%
85	Soccer	386,330	394,806	407,010	413,482	422,973	455,079	7.6%	3.3%
86	Softball	268,720	295,577	332,578	344,176	398,450	415,935	4.4%	9.1%
87	Skiing	0	0	0	0	0	0		
88	Swimming	0	0	0	0	0	0		
89	Total Women's Programs	2,089,634	2,224,284	2,361,854	2,517,351	2,760,542	2,780,104	0.7%	5.9%
90									
91	Total Expenditures	7,744,661	8,061,573	8,460,007	9,456,493	8,964,232	9,787,918	9.2%	4.8%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

Participants by Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
92	Men's Programs:								
93	Football	80	84	84	81	88	83	-5.7%	0.7%
94	Basketball	16	15	15	14	15	15	0.0%	-1.3%
95	Track & Field/Cross Country	38	36	39	36	47	32	-31.9%	-3.4%
96	Tennis	7	6	8	9	8	7	-12.5%	0.0%
97	Baseball								
98	Wrestling								
99	Golf	0	0	0	0	0	0		
100	Volleyball								
101	Rodeo								
102	Total Male Participation	141	141	146	140	158	137	-13.3%	-0.6%
103	Women's Programs								
104	Volleyball	13	17	13	13	13	15	15.4%	2.9%
105	Basketball	14	15	13	16	15	16	6.7%	2.7%
106	Track & Field/Cross Country	32	28	38	42	51	37	-27.5%	2.9%
107	Tennis	9	9	10	11	10	9	-10.0%	0.0%
108	Gymnastics								
109	Golf	6	8	7	8	9	5	-44.4%	-3.6%
110	Soccer	23	24	28	26	24	24	0.0%	0.9%
111	Softball	17	14	16	17	19	18	-5.3%	1.1%
112	Skiing								
113	Swimming								
114	Rodeo								
115	Total Female Participation	114	115	125	133	141	124	-12.1%	1.7%
116	Total Participants	255	256	271	273	299	261	-12.7%	0.5%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
Idaho State University**

		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
117	Men's Programs:								
118	Football	48.0	51.0	50.5	54.4	58.5	56.0	-4.3%	3.1%
119	Basketball	13.0	11.0	13.0	10.5	11.0	12.0	9.1%	-1.6%
120	Track & Field/Cross Country	3.0	3.0	2.0	1.0	0.0	0.0		-100.0%
121	Tennis	0.0	0.0	0.5	0.5	0.5	0.0	-100.0%	
122	Baseball								
123	Wrestling								
124	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
125	Volleyball								
126	Subtotal	64.0	65.0	66.0	66.4	70.0	68.0	-2.9%	1.2%
127	Women's Programs								
128	Volleyball	10.0	11.0	12.0	12.0	12.0	12.0	0.0%	3.7%
129	Basketball	10.0	11.0	8.5	15.0	14.0	11.0	-21.4%	1.9%
130	Track & Field/Cross Country	5.0	5.0	5.0	2.0	4.0	2.0	-50.0%	
131	Tennis	1.0	1.0	4.0	3.0	5.0	5.5	10.0%	40.6%
132	Gymnastics								
133	Golf	0.0	0.0	0.0	0.0	0.0	0.0		
134	Soccer	4.0	4.0	2.0	1.0	2.0	3.0	50.0%	-5.6%
135	Skiing	1.0	0.0	0.0	0.0	0.0	0.0		
136	Softball	0.0	0.0	0.0	1.0	3.0	4.0		
137	Swimming	0.0	0.0	0.0	0.0	0.0	0.0		
138	Subtotal	31.0	32.0	31.5	34.0	40.0	37.5	-6.3%	3.9%
139	Total Scholarships	95.0	97.0	97.5	100.4	110.0	105.5	-4.1%	2.1%
140	Partial Scholarships by Sport (FTE)								
141	Men's Programs:								
142	Football	11.51	11.09	3.44	4.66	8.35	5.41	-35.2%	-14.0%
143	Basketball	0.00	0.49	0.00	0.00	0.00	0.00		
144	Track & Field/Cross Country	9.56	8.00	8.54	11.14	12.49	11.43	-8.5%	3.6%
145	Tennis	2.81	4.02	3.53	3.31	3.87	3.94	1.8%	7.0%
146	Baseball								
147	Wrestling								
148	Golf	0.00	0.00	0.00	0.00	0.00	0.00		
149	Volleyball								
150	Rodeo								
151	Subtotal	23.88	23.60	15.51	19.11	24.71	20.78	-15.9%	-2.7%
152	Women's Programs								
153	Volleyball	0.95	0.00	0.00	0.00	0.00	0.00		-100.0%
154	Basketball	1.01	0.50	2.04	0.00	0.68	2.03		15.0%
155	Track & Field/Cross Country	8.89	9.78	12.92	13.82	13.25	15.23	14.9%	11.4%
156	Tennis	3.86	3.69	1.87	3.53	1.66	1.73	4.2%	-14.8%
157	Gymnastics								
158	Golf	2.87	4.28	3.31	4.08	3.76	2.29	-39.1%	-4.4%
159	Soccer	7.33	8.75	9.16	10.54	11.89	10.83	-8.9%	8.1%
160	Softball	7.90	7.70	8.31	8.69	8.55	7.53	-11.9%	-1.0%
161	Skiing								
162	Swimming								
163	Rodeo								
164	Subtotal	32.81	34.70	37.61	40.66	39.79	39.64	-0.4%	3.9%
165	Total Scholarships	56.69	58.30	53.12	59.77	64.50	60.42	-6.3%	1.3%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Revenues/Expend/Fund Balance	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	969,361	700,856	1,077,791	582,445	754,828	717,000	-5.0%	-5.9%
4 Game Guarantees	1,005,000	804,000	1,063,980	2,223,592	2,490,000	3,170,000	27.3%	25.8%
5 Contributions	2,368,227	2,354,627	2,084,036	3,122,067	1,176,914	3,053,172	159.4%	5.2%
6 NCAA/Conference/Tournaments	1,381,112	1,578,852	2,004,216	1,531,635	3,983,478	875,580	-78.0%	-8.7%
7 TV/Radio/Internet Rights	50,000	50,000	50,000	50,000	50,000	50,000	0.0%	0.0%
8 Program/Novelty Sales,								
9 Concessions, Parking	36,903	48,925	36,037	35,531	25,388	34,100	34.3%	-1.6%
10 Royalty, Advertisement, Sponsorship	114,678	396,999	385,041	716,948	602,221	710,000	17.9%	44.0%
11 Endowment/Investment Income	285,056	265,469	231,743	221,350	218,262	225,000	3.1%	-4.6%
12 Other	73,749	77,003	297,993	367,527	449,381	306,000	-31.9%	32.9%
13 Total Program Revenue	6,284,086	6,276,731	7,230,837	8,851,095	9,750,472	9,140,852	-6.3%	7.8%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series		400,000	0	0	0	0		
16 Student Activity Fees	2,154,873	2,218,219	2,317,147	2,330,453	2,261,190	2,295,858	1.5%	1.3%
17 General Education Funds	2,150,549	2,246,527	2,214,700	2,214,700	2,424,400	2,515,800	3.8%	3.2%
18 GenEd Funds for Gender Eq.	846,560	846,560	1,632,885	846,560	926,660	961,600	3.8%	2.6%
19 Institutional Funds	743,900	717,400	617,506	666,530	772,100	812,800	5.3%	1.8%
20 Subtotal State/Inst. Support	3,741,009	3,810,487	4,465,091	3,727,790	4,123,160	4,290,200	4.1%	2.8%
21 Total Non-Program Revenue	5,895,882	6,428,706	6,782,238	6,058,243	6,384,350	6,586,058	3.2%	2.2%
22 Subtotal Operating Revenue:	12,179,968	12,705,437	14,013,075	14,909,338	16,134,822	15,726,910	-2.5%	5.2%
23 Non-Cash Revenue								
24 Third Party Support	262,900	270,100	381,000	402,300	422,300	418,800	-0.8%	9.8%
25 Indirect Institutional Support	233,521	305,244	354,418	394,510	448,831	234,127	-47.8%	0.1%
26 Non-Cash Revenue	539,460	421,655	457,572	462,539	536,710	536,710	0.0%	-0.1%
27 Non-Resident Tuition Waivers	1,716,831	1,843,208	2,160,805	2,267,708	2,338,347	2,338,347	0.0%	6.4%
28 Subtotal Non-Cash Revenue	2,752,712	2,840,207	3,353,795	3,527,057	3,746,188	3,527,984	-5.8%	5.1%
29 Total Revenue:	14,932,680	15,545,644	17,366,870	18,436,395	19,881,010	19,254,894	-3.1%	5.2%
31 Expenditures:								
32 Operating Expenditures:								
33 Athletics Student Aid	2,535,486	2,850,642	2,956,509	3,138,547	3,267,270	3,345,062	2.4%	5.7%
34 Guarantees	298,916	138,132	313,905	275,132	318,099	902,000	183.6%	24.7%
35 Coaching Salary/Benefits	2,526,388	2,539,352	2,716,981	2,773,965	3,127,423	3,073,469	-1.7%	4.0%
36 Admin Staff Salary/Benefits	1,952,361	1,904,159	1,887,726	1,842,975	2,100,144	2,025,948	-3.5%	0.7%
37 Severance Payments	148,901	1,934	0	78,655	0	0		-100.0%
38 Recruiting	408,036	469,594	367,071	494,417	616,004	363,080	-41.1%	-2.3%
39 Team Travel	1,798,219	1,518,534	1,913,014	1,958,530	2,385,190	2,000,520	-16.1%	2.2%
40 Equipment, Uniforms and Supplies	394,646	373,182	446,713	528,876	635,019	538,711	-15.2%	6.4%
41 Game Expenses	535,908	559,545	590,233	602,474	626,400	588,909	-6.0%	1.9%
42 Fund Raising, Marketing, Promotion	168,362	207,435	231,482	300,925	515,422	275,226	-46.6%	10.3%
43 Direct Facilities/Maint/Rentals	52,576	69,497	64,870	283,229	158,841	158,814	0.0%	24.7%
44 Debt Service on Facilities	0	0	0	0	0	0		
45 Spirit Groups	0	0	0	0	0	0		
46 Medical Expenses & Insurance	240,419	332,460	338,615	368,250	257,327	388,580	51.0%	10.1%
47 Memberships & Dues	412,144	414,380	414,258	419,515	421,794	259,100	-38.6%	-8.9%
48 NCAA/Special Event/Bowls	0	381,917	0	0				
49 Other Operating Expenses	1,148,759	910,891	1,556,252	1,614,008	1,766,173	1,874,268	6.1%	10.3%
50 Subtotal Operating Expenditures	12,621,121	12,671,654	13,797,629	14,679,498	16,195,106	15,793,687	-2.5%	4.6%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation	245,400	252,600	363,500	384,800	404,800	403,800	-0.2%	10.5%
53 3rd Party Admin Staff Compensation	17,500	17,500	17,500	17,500	17,500	15,000	-14.3%	-3.0%
54 Indirect Facilities & Admin Support	233,521	305,244	354,418	394,510	448,831	234,127	-47.8%	0.1%
55 Non-Cash Expense	539,460	421,655	457,572	462,539	315,001	363,710	15.5%	-7.6%
56 Non-Resident Tuition Waivers	1,716,831	1,843,208	2,160,805	2,267,708	2,338,347	2,338,347	0.0%	6.4%
57 Subtotal Non-Cash Expenditures	2,752,712	2,840,207	3,353,795	3,527,057	3,524,479	3,354,984	-4.8%	4.0%
58 Total Expenditures:	15,373,833	15,511,861	17,151,424	18,206,555	19,719,585	19,148,671	-2.9%	4.5%
59								
60 Net Income/(deficit)	(441,153)	33,783	215,446	229,840	161,425	106,223	-34.2%	
61								
62 Ending Fund Balance 6/30	(155,945)	(122,162)	93,284	323,124	484,549	590,772	21.9%	
63								
64 Sport Camps & Clinics								
65 Revenue	194,220	137,542	178,433	147,818	125,150	236,300	88.8%	4.0%
66 Coach Compensation from Camp	73,901	38,812	31,275	50,165	12,149	61,828	408.9%	-3.5%
67 Camp Expenses	170,550	107,856	131,411	114,815	113,001	174,472	54.4%	0.5%
68 Total Expenses	244,451	146,668	162,686	164,980	125,150	236,300	88.8%	-0.7%
69 Net Income from Camps	(50,231)	(9,126)	15,747	(17,162)	0	0		-100.0%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1 General Revenue:								
2 Student Fees	2,154,873	2,218,219	2,317,147	2,330,453	2,261,190	2,295,858	1.5%	1.3%
3 Contributions	2,368,227	2,354,627	2,084,036	3,122,067	1,176,914	3,053,172	159.4%	5.2%
4 State Support	2,150,549	2,246,527	2,214,700	2,214,700	2,424,400	2,515,800	3.8%	3.2%
5 Institutional Gender Equity	846,560	846,560	1,632,885	846,560	926,660	961,600	3.8%	2.6%
6 Institutional Support	743,900	717,400	617,506	666,530	772,100	812,800	5.3%	1.8%
7 NCAA/Conference	1,381,112	1,578,852	2,004,216	1,531,635	3,983,478	875,580	-78.0%	-8.7%
8 TV/Radio/Internet	50,000	50,000	50,000	50,000	50,000	50,000	0.0%	0.0%
9 Concessions/program/etc.	36,903	48,925	36,037	35,531	25,388	34,100	34.3%	-1.6%
10 Advertising/sponsorship/Royalty	114,678	396,999	385,041	716,948	602,221	710,000	17.9%	44.0%
11 Endowments	285,056	265,469	231,743	221,350	218,262	225,000	3.1%	-4.6%
12 Special Events		0		0				
13 Other	73,749	77,003	297,993	367,527	449,381	306,000	-31.9%	32.9%
14 Total General Revenue	10,205,607	10,800,581	11,871,304	12,103,301	12,889,994	11,839,910	-8.1%	3.0%
15 Revenue By Sport:								
16 Men's Programs:								
17 Football								
18 Ticket Sales	858,490	610,058	998,844	489,788	706,748	625,000	-11.6%	-6.2%
19 Game Guarantees	850,000	725,000	950,000	2,075,000	2,350,000	3,035,000	29.1%	29.0%
20 Other (Tourn/Bowl/Conf)	0	400,000	0	0	0	0		
21 Basketball								
22 Ticket Sales	75,771	72,357	68,274	77,530	45,022	80,000	77.7%	1.1%
23 Game Guarantees	140,000	65,000	89,980	87,000	90,000	77,000	-14.4%	-11.3%
24 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
25 Track & Field/Cross Country	3,873	3,104	0	1,064	0	0		
26 Tennis								
27 Baseball								
28 Ticket Sales								
29 Contributions (Fundraising)								
30 Wrestling								
31 Golf		0	0	0	0	0		
32 Volleyball								
33 Total Men's Sport Revenue	1,928,134	1,875,519	2,107,098	2,730,382	3,191,770	3,817,000	19.6%	14.6%
34 Women's Programs								
35 Volleyball								
36 Ticket Sales	14,392	3,869	4,789	6,233	2,171	6,000	176.4%	-16.1%
37 Game Guarantees	0	0	4,000	13,592	5,000			
38 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
39 Basketball								
40 Ticket Sales	13,460	8,310	5,884	6,740	887	6,000	576.4%	-14.9%
41 Game Guarantees	15,000	14,000	20,000	44,000	40,000	58,000	45.0%	31.1%
42 Other (Tourn/Bowl/Conf)	0	0	0	0	0	0		
43 Track & Field/Cross Country	3,375	3,158	0	1,090	0	0		
44 Tennis	0	0	0	0	0	0		
45 Gymnastics								
46 Golf	0	0	0		0	0		
47 Soccer	0	0	0	4,000	5,000	0		
48 Softball								
49 Skiing								
50 Swimming	0	0	0	0				
51 Total Women's Sport Rev	46,227	29,337	34,673	75,655	53,058	70,000	31.9%	8.7%
52 Total Revenue	12,179,968	12,705,437	14,013,075	14,909,338	16,134,822	15,726,910	-2.5%	5.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Expenditures by Admin/Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
53 Administrative and General									
54	Athletic Director Office	813,976	990,936	969,157	912,330	1,145,896	769,200	-32.9%	-1.1%
55	Fund Raising Office	269,717	309,804	316,086	313,800	373,729	347,860	-6.9%	5.2%
56	Academics Support	256,306	189,314	139,842	125,552	165,344	196,781	19.0%	-5.1%
57	Media Relations	224,066	195,018	187,655	192,102	221,877	194,576	-12.3%	-2.8%
58	Marketing and Promotions	113,371	160,798	157,666	206,379	186,419	225,482	21.0%	14.7%
59	Ticket Office	61,302	75,780	228,959	234,982	270,713	203,618	-24.8%	27.1%
60	Athletic Training Room	523,376	568,597	585,811	646,048	692,642	307,000	-55.7%	-10.1%
61	Memberships and Dues	412,144	406,768	414,258	415,780	489,804	259,100	-47.1%	-8.9%
62	Facilities Mtn & Debt Service	40,265	63,922	0	274,568	0	0		
63	Capital Improvements	57,276	13,203	37,321	20,789	44,125	17,250	-60.9%	-21.3%
64	NCAA/Special Event/Bowls	0	381,917	0	0	0	0		
65	Other Miscellaneous	658,233	627,543	661,496	604,904	782,129	1,403,895	79.5%	16.4%
66 Total Admin & General		3,430,032	3,983,600	3,698,251	3,947,234	4,372,678	3,924,762	-10.2%	2.7%
67									
68 Men's Programs:									
69	Football	4,158,655	3,555,514	4,587,974	4,818,488	5,420,569	5,924,490	9.3%	7.3%
70	Basketball	1,229,641	1,184,482	1,377,144	1,432,234	1,627,059	1,324,528	-18.6%	1.5%
71	Track & Field/Cross Country	395,861	415,926	396,216	445,082	468,119	434,931	-7.1%	1.9%
72	Tennis	134,539	166,566	156,923	175,975	185,400	203,614	9.8%	8.6%
73	Baseball	0	0	0	0	0	0		
74	Wrestling	0	0	0	0	0	0		
75	Golf	169,331	179,069	198,443	179,966	234,455	209,257	-10.7%	4.3%
76	Volleyball	0	0	0	0	0	0		
77	Rodeo	0	0	0	0	0	0		
78 Total Men's Programs		6,088,027	5,501,557	6,716,700	7,051,745	7,935,602	8,096,820	2.0%	5.9%
79									
80 Women's Programs									
81	Volleyball	582,484	574,067	607,615	660,292	698,173	688,463	-1.4%	3.4%
82	Basketball	871,047	819,638	865,568	968,353	994,570	995,904	0.1%	2.7%
83	Track & Field/Cross Country	469,861	492,382	443,724	507,956	509,856	538,341	5.6%	2.8%
84	Tennis	211,775	170,545	216,623	196,635	248,908	247,935	-0.4%	3.2%
85	Gymnastics	0	0	0	0	0	0		
86	Golf	197,558	209,922	225,705	227,095	259,344	246,029	-5.1%	4.5%
87	Soccer	433,102	411,111	520,781	570,891	598,397	587,312	-1.9%	6.3%
88	Softball	0	0	0	0	0	0		
89	Skiing	0	0	0	0	0	0		
90	Swimming	337,235	508,832	502,662	549,297	577,578	468,121	-19.0%	6.8%
91 Total Women's Programs		3,103,062	3,186,497	3,382,678	3,680,519	3,886,826	3,772,105	-3.0%	4.0%
92									
93 Total Expenditures		12,621,121	12,671,654	13,797,629	14,679,498	16,195,106	15,793,687	-2.5%	4.6%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

Participants by Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football	108	102	112	112	108	108	0.0%	0.0%
96	Basketball	17	15	14	14	17	16	-5.9%	-1.2%
97	Track & Field/Cross Country	45	38	43	43	40	40	0.0%	-2.3%
98	Tennis	7	11	13	12	11	9	-18.2%	5.2%
99	Baseball								
100	Wrestling								
101	Golf	8	8	8	11	10	8	-20.0%	0.0%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	185	174	190	192	186	181	-2.7%	-0.4%
105	Women's Programs								
106	Volleyball	15	17	15	17	15	14	-6.7%	-1.4%
107	Basketball	14	13	15	16	16	12	-25.0%	-3.0%
108	Track & Field/Cross Country	44	40	40	45	47	44	-6.4%	0.0%
109	Tennis	12	10	12	10	9	8	-11.1%	-7.8%
110	Gymnastics								
111	Golf	7	8	8	9	9	8	-11.1%	2.7%
112	Soccer	25	22	20	26	25	27	8.0%	1.6%
113	Softball								
114	Skiing								
115	Swimming	24	25	25	25	25	33	32.0%	6.6%
116	Rodeo								
117	Total Female Participation	141	135	135	148	146	146	0.0%	0.7%
118	Total Participants	326	309	325	340	332	327	-1.5%	0.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenue and Expenditures
University of Idaho**

		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119 Men's Programs:									
120 Football		65.0	67.0	66.0	62.0	61.0	66.0	8.2%	0.3%
121 Basketball		12.0	11.0	11.0	11.0	10.0	12.0	20.0%	0.0%
122 Track & Field/Cross Country		5.0	6.0	6.0	4.0	5.0	5.0	0.0%	0.0%
123 Tennis		1.0	0.0	0.0	0.0	0.0	1.0		0.0%
124 Baseball									
125 Wrestling									
126 Golf		2.0	1.0	1.0	0.0	0.0	0.0		-100.0%
127 Volleyball									
128 Subtotal		85.0	85.0	84.0	77.0	76.0	84.0	10.5%	-0.2%
129 Women's Programs									
130 Volleyball		12.0	9.0	12.0	11.0	11.0	11.0	0.0%	-1.7%
131 Basketball		11.0	14.0	13.0	13.0	12.0	11.0	-8.3%	0.0%
132 Track & Field/Cross Country		7.0	7.0	8.0	9.0	7.0	9.0	28.6%	5.2%
133 Tennis		7.0	8.0	8.0	5.0	7.0	8.0	14.3%	2.7%
134 Gymnastics									
135 Golf		6.0	5.0	4.0	5.0	3.0	3.0	0.0%	-12.9%
136 Soccer		3.0	3.0	2.0	2.0	1.0	0.0	-100.0%	-100.0%
137 Skiing									
138 Softball									
139 Swimming		6.0	7.0	7.0	8.0	6.0	6.0	0.0%	0.0%
140 Subtotal		52.0	53.0	54.0	53.0	47.0	48.0	2.1%	-1.6%
141 Total Scholarships		137.0	138.0	138.0	130.0	123.0	132.0	7.3%	-0.7%
142 Partial Scholarships by Sport (FTE)									
143 Men's Programs:									
144 Football		6.14	5.89	8.48	10.34	12.48	7.71	-38.2%	4.7%
145 Basketball		0.00	1.61	0.74	0.00	2.15	0.56	-74.0%	
146 Track & Field/Cross Country		6.67	6.40	5.19	7.98	7.09	6.89	-2.8%	0.7%
147 Tennis		3.47	4.49	4.50	4.44	4.45	3.50	-21.3%	0.2%
148 Baseball									
149 Wrestling									
150 Golf		2.33	3.12	3.51	3.70	3.12	3.98	27.6%	11.3%
151 Volleyball									
152 Rodeo									
153 Subtotal		18.61	21.51	22.42	26.46	29.29	22.64	-22.7%	4.0%
154 Women's Programs									
155 Volleyball		0.00	1.40	0.00	1.00	0.48	0.00	-100.0%	
156 Basketball		1.08	0.46	1.01	0.62	1.47	0.50	-66.0%	-14.3%
157 Track & Field/Cross Country		9.63	9.27	8.12	7.34	9.65	5.62	-41.8%	-10.2%
158 Tennis		0.50	0.00	0.00	3.00	0.50	0.00		
159 Gymnastics									
160 Golf		0.00	0.69	1.96	0.97	2.94	2.98	1.4%	
161 Soccer		8.82	9.48	10.38	10.77	12.57	12.31	-2.1%	6.9%
162 Softball									
163 Skiing									
164 Swimming		5.03	6.35	6.47	4.04	6.34	6.82	7.6%	6.3%
165 Rodeo									
166 Subtotal		25.06	27.65	27.94	27.74	33.95	28.23	-16.8%	2.4%
167 Total Scholarships		43.67	49.16	50.36	54.20	63.24	50.87	-19.6%	3.1%

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**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Revenues/Expend/Fund Balance							1 YR	Ave Ann
	FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	% Chg	% Chg
1 Revenue (Detail):								
2 Program Revenue:								
3 Ticket Sales	34,339	37,188	37,100	37,159	41,177	35,000	-15.0%	0.4%
4 Game Guarantees								
5 Contributions	517,505	515,511	550,514	624,717	622,670	581,700	-6.6%	2.4%
6 NCAA/Conference/Tournaments								
7 TV/Radio/Internet Rights	5,900	8,800	6,350	5,700	7,300	7,300	0.0%	4.4%
8 Program/Novelty Sales,								
9 Concessions, Parking								
10 Royalty, Advertisement, Sponsorship								
11 Endowment/Investment Income								
12 Other								
13 Total Program Revenue	557,744	561,499	593,964	667,576	671,147	624,000	-7.0%	2.3%
14 Non-Program Revenue:								
15 NCAA/Bowl/World Series	504,117	463,657	427,581	416,796	459,212	500,000	8.9%	-0.2%
16 Student Activity Fees	292,440	319,920	331,329	386,450	411,617	425,000	3.3%	7.8%
17 General Education Funds	844,675	817,036	783,656	762,186	836,221	910,650	8.9%	1.5%
18 GenEd Funds for Gender Eq.	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
19 Institutional Funds	126,500	126,500	126,500	126,500	126,500	126,500	0.0%	0.0%
20 Subtotal State/Inst. Support	971,175	943,536	910,156	888,686	962,721	1,037,150	7.7%	1.3%
21 Total Non-Program Revenue	1,767,732	1,727,113	1,669,066	1,691,932	1,833,549	1,962,150	7.0%	2.1%
22 Subtotal Operating Revenue:	2,325,476	2,288,612	2,263,030	2,359,508	2,504,697	2,586,150	3.3%	2.1%
23 Non-Cash Revenue								
24 Third Party Support	29,500	36,989	25,550	29,250	32,100	32,400	0.9%	1.9%
25 Indirect Institutional Support	162,004	184,702	159,528	160,123	201,415	197,000	-2.2%	4.0%
26 Non-Cash Revenue								
27 Non-Resident Tuition Waivers	979,004	1,001,002	1,030,456	1,077,904	1,234,194	1,247,800	1.1%	5.0%
28 Subtotal Non-Cash Revenue	1,170,508	1,222,693	1,215,534	1,267,277	1,467,709	1,477,200	0.6%	4.8%
29 Total Revenue:	3,495,984	3,511,305	3,478,564	3,626,785	3,972,406	4,063,350	2.3%	3.1%
* Institutional gender equity for FY2009 thru FY2014 is reflected in line 27 Non-Resident Tuition Waivers as a result								
31 Expenditures:								
of the increased Athletic Fee Waivers approved by Board action on August 10, 2006								
32 Operating Expenditures:								
33 Athletics Student Aid	450,610	455,825	478,700	460,623	522,750	573,000	9.6%	4.9%
34 Guarantees	31,247	56,567	36,963	37,555	25,183	38,500	52.9%	4.3%
35 Coaching Salary/Benefits	470,251	495,978	410,023	409,133	507,559	569,436	12.2%	3.9%
36 Admin Staff Salary/Benefits	257,402	212,584	235,815	266,289	249,018	246,464	-1.0%	-0.9%
37 Severance Payments								
38 Recruiting	25,905	33,810	41,703	32,122	41,690	30,200	-27.6%	3.1%
39 Team Travel	231,311	232,572	286,549	299,834	316,550	303,000	-4.3%	5.5%
40 Equipment, Uniforms and Supplies	133,200	139,711	178,779	154,149	196,940	174,180	-11.6%	5.5%
41 Game Expenses	75,964	83,699	62,707	66,101	87,410	71,070	-18.7%	-1.3%
42 Fund Raising, Marketing, Promotion								
43 Direct Facilities/Maint/Rentals								
44 Debt Service on Facilities								
45 Spirit Groups								
46 Medical Expenses & Insurance	20,000	16,800	17,930	15,600	15,600	15,500	-0.6%	-5.0%
47 Memberships & Dues								
48 NCAA/Bowls/World Series	497,730	495,660	458,361	429,826	422,574	480,000	13.6%	-0.7%
49 Other Operating Expenses	102,401	94,268	74,843	65,672	72,525	64,800	-10.7%	-8.7%
50 Subtotal Operating Expenditures	2,296,021	2,317,474	2,282,373	2,236,904	2,457,799	2,566,150	4.4%	2.2%
51 Non-Cash Expenditures								
52 3rd Party Coaches Compensation								
53 3rd Party Admin Staff Compensation								
54 Indirect Facilities & Admin Support	162,004	184,702	159,528	160,123	201,415	197,000	-2.2%	4.0%
55 Non-Cash Expense	29,500	36,989	25,550	29,250	32,100	32,400	0.9%	1.9%
56 Non-Resident Tuition Waivers	979,004	1,001,002	1,030,456	1,077,904	1,234,194	1,247,800	1.1%	5.0%
57 Subtotal Non-Cash Expenditures	1,170,508	1,222,693	1,215,534	1,267,277	1,467,709	1,477,200	0.6%	4.8%
58 Total Expenditures:	3,466,529	3,540,167	3,497,907	3,504,181	3,925,508	4,043,350	3.0%	3.1%
59								
60 Net Income/(deficit)	29,455	(28,862)	(19,343)	122,604	46,898	20,000	-57.4%	-7.5%
61								
62 Ending Fund Balance 6/30	143,630	114,768	95,425	218,029	264,927	284,927	7.5%	14.7%
63								
64 Sport Camps & Clinics								
65 Camp Revenue	83,582	55,901	56,367	84,417	98,580	113,000	14.6%	6.2%
66 Coach Compensation from Camp	17,450	18,675	15,500	24,296	35,158	25,000	-28.9%	7.5%
67 Camp Expenditures	45,027	33,252	29,922	27,096	39,800	37,000	-7.0%	-3.9%
68 Total Expenses	62,477	51,927	45,422	51,392	74,958	62,000	-17.3%	-0.2%
69 Net Income from Camps	21,105	3,974	10,945	33,025	23,622	51,000	115.9%	19.3%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
1	General Revenue:								
2	Student Fees	292,440	319,920	331,329	386,450	411,617	425,000	3.3%	7.8%
3	Contributions	181,674	79,846	85,450	180,824	86,881	217,700	150.6%	3.7%
4	State Support	844,675	817,036	783,656	762,186	836,221	910,650	8.9%	1.5%
5	Institutional Gender Equity	* See Note	* See Note	* See Note	* See Note	* See Note	* See Note		
6	Institutional Support	126,500	126,500	126,500	126,500	126,500	126,500	0.0%	0.0%
7	NCAA/Conference /World Series	504,117	463,657	427,581	416,796	459,212	500,000	8.9%	-0.2%
8	TV/Radio/Internet	5,900	8,800	6,350	5,700	7,300	7,300	0.0%	4.4%
9	Concessions/program/etc.								
10	Advertising/sponsorship/Royalty								
11	Endowments								
12	Special Events								
13	Other								
14	Total General Revenue	1,955,306	1,815,759	1,760,866	1,878,456	1,927,731	2,187,150	13.5%	2.3%
15	Revenue By Sport:								
16	Men's Programs:								
17	Football								
18	Ticket Sales								
19	Game Guarantees								
20	Other (Tourn/Bowl/Conf)								
21	Basketball								
22	Ticket Sales	7,555	8,181	8,162	8,175	9,059	7,700	-15.0%	0.4%
23	Game Guarantees								
24	Contributions (Fundraising)	29,394	60,508	76,569	57,921	91,579	35,000	-61.8%	3.6%
25	Track & Field/Cross Country	18,729	28,118	24,997	27,536	28,351	25,000	-11.8%	5.9%
26	Tennis	24,183	28,315	20,326	5,360	4,916	11,000	123.7%	-14.6%
27	Baseball								
28	Ticket Sales	17,169	18,594	18,550	18,579	20,588	17,500	-15.0%	0.4%
29	Contributions (Fundraising)	51,037	69,558	68,921	74,067	111,221	93,000	-16.4%	12.8%
30	Wrestling								
31	Golf (Contributions & Fundraising)	16,038	12,594	15,840	16,385	35,268	20,000	-43.3%	4.5%
32	Volleyball								
33	Total Men's Sport Revenue	164,105	225,868	233,365	208,023	300,982	209,200	-30.5%	5.0%
34	Women's Programs								
35	Volleyball								
36	Ticket Sales	2,060	2,231	2,226	2,230	2,471	2,100	-15.0%	0.4%
37	Game Guarantees								
38	Contributions (Fundraising)	40,769	35,556	43,445	45,317	43,850	50,000	14.0%	4.2%
39	Basketball								
40	Ticket Sales	7,555	8,181	8,162	8,175	9,059	7,700	-15.0%	0.4%
41	Game Guarantees								
42	Contributions (Fundraising)	57,416	77,301	91,420	111,542	106,462	62,000	-41.8%	1.5%
43	Track & Field/Cross Country	47,284	58,317	60,457	65,118	65,199	36,000	-44.8%	-5.3%
44	Tennis	35,264	37,473	30,337	10,491	5,642	12,000	112.7%	-19.4%
45	Gymnastics								
46	Golf (Contributions & Fundraising)	15,717	27,926	32,752	30,156	43,301	20,000	-53.8%	4.9%
47	Soccer								
48	Softball								
49	Skiing								
50	Swimming								
51	Total Women's Sport Rev	206,065	246,985	268,799	273,029	275,984	189,800	-31.2%	-1.6%
52	Total Revenue	2,325,476	2,288,612	2,263,030	2,359,508	2,504,697	2,586,150	3.3%	2.1%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Expenditures by Admin/Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
53	Administrative and General								
54	Athletic Director Office	350,040	318,686	318,775	353,690	371,397	383,942	3.4%	1.9%
55	Fund Raising Office	6,381	595	174	188	1,280	1,500	17.2%	-25.1%
56	Academic Support								
57	Media Relations								
58	Marketing and Promotions								
59	Ticket Office								
60	Athletic Training Room	52,083	46,440	29,232	33,677	40,521	34,500	-14.9%	-7.9%
61	Memberships and Dues								
62	Facilities Mtn & Debt Service								
63	Capital Improvements								
64	NCAA/Special Event/Bowls								
65	Other Miscellaneous/World Series	497,730	495,660	458,361	429,826	422,574	480,000	13.6%	-0.7%
66	Total Admin & General	906,234	861,381	806,542	817,381	835,772	899,942	7.7%	-0.1%
67									
68	Men's Programs:								
69	Football								
70	Basketball	213,147	227,163	268,385	226,151	205,771	230,662	12.1%	1.6%
71	Track & Field/Cross Country	45,480	59,148	59,036	57,959	59,363	76,835	29.4%	11.1%
72	Tennis	32,749	40,353	52,783	50,405	31,519	48,429	53.6%	8.1%
73	Baseball	441,992	459,335	391,130	385,383	491,415	491,054	-0.1%	2.1%
74	Wrestling								
75	Golf	47,926	47,042	46,833	38,348	64,972	58,827	-9.5%	4.2%
76	Volleyball								
77	Rodeo								
78	Total Men's Programs	781,294	833,041	818,167	758,246	853,040	905,807	6.2%	3.0%
79									
80	Women's Programs								
81	Volleyball	199,757	209,998	227,731	203,421	249,885	229,001	-8.4%	2.8%
82	Basketball	229,567	234,090	229,988	256,048	276,324	266,090	-3.7%	3.0%
83	Track & Field/Cross Country	82,642	92,151	86,496	101,571	124,008	137,340	10.8%	10.7%
84	Tennis	38,828	49,462	60,271	50,657	37,696	51,729	37.2%	5.9%
85	Gymnastics								
86	Golf	57,699	37,351	53,178	49,580	81,074	76,241	-6.0%	5.7%
87	Soccer								
88	Softball								
89	Skiing								
90	Swimming								
91	Total Women's Programs	608,493	623,052	657,664	661,277	768,987	760,401	-1.1%	4.6%
92									
93	Total Expenditures	2,296,021	2,317,474	2,282,373	2,236,904	2,457,799	2,566,150	4.4%	2.2%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

Participants by Sport		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
94	Men's Programs:								
95	Football								
96	Basketball	13	10	14	16	16	15	-6.3%	2.9%
97	Track & Field/Cross Country	17	18	14	24	22	20	-9.1%	3.3%
98	Tennis	13	15	12	11	9	10	11.1%	-5.1%
99	Baseball	42	37	35	34	41	37	-9.8%	-2.5%
100	Wrestling								
101	Golf	8	7	10	8	8	8	0.0%	0.0%
102	Volleyball								
103	Rodeo								
104	Total Male Participation	93	87	85	93	96	90	-6.3%	-0.7%
105	Women's Programs								
106	Volleyball	17	16	17	17	16	15	-6.3%	-2.5%
107	Basketball	11	11	12	14	12	12	0.0%	1.8%
108	Track & Field/Cross Country	23	23	20	28	29	25	-13.8%	1.7%
109	Tennis	13	14	12	11	13	12	-7.7%	-1.6%
110	Gymnastics								
111	Golf	10	10	10	8	9	10	11.1%	0.0%
112	Soccer								
113	Softball								
114	Skiing								
115	Swimming								
116	Rodeo								
117	Total Female Participation	74	74	71	78	79	74	-6.3%	0.0%
118	Total Participants	167	161	156	171	175	164	-6.3%	-0.4%

**College & Universities
Intercollegiate Athletics Report
Summary of Revenues and Expenditures
Lewis-Clark State College**

		FY09 Act	FY10 Act	FY11 Act	FY12 Act	FY13 Act	FY14 Est	1 YR % Chg	Ave Ann % Chg
Full Ride Scholarships (Hdct)									
119	Men's Programs:								
120	Football								
121	Basketball								
122	Track & Field/Cross Country								
123	Tennis								
124	Baseball								
125	Wrestling								
126	Golf								
127	Volleyball								
128	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
129	Women's Programs								
130	Volleyball								
131	Basketball								
132	Track & Field/Cross Country								
133	Tennis								
134	Gymnastics								
135	Golf								
136	Soccer								
137	Skiing								
138	Softball								
139	Swimming								
140	Subtotal	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
141	Total Scholarships	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
142	Partial Scholarships by Sport (FTE)								
143	Men's Programs:								
144	Football								
145	Basketball	7.98	5.64	8.20	6.09	3.66	6.31	72.4%	-4.6%
146	Track & Field/Cross Country	2.84	2.74	2.84	7.26	3.59	3.85	7.2%	6.3%
147	Tennis	2.22	1.87	0.70	1.59	1.66	1.61	-3.0%	-6.2%
148	Baseball	10.95	9.83	9.05	8.76	8.83	9.48	7.4%	-2.8%
149	Wrestling								
150	Golf	1.69	1.55	2.80	2.28	1.76	2.02	14.8%	3.6%
151	Volleyball								
152	Rodeo								
153	Subtotal	25.68	21.63	23.59	25.98	19.50	23.27	19.3%	-2.0%
154	Women's Programs								
155	Volleyball	5.43	2.96	2.70	2.65	4.30	3.61	-16.0%	-7.8%
156	Basketball	4.41	4.77	3.61	4.57	4.01	4.27	6.5%	-0.6%
157	Track & Field/Cross Country	2.64	2.98	4.92	9.23	1.93	4.34	124.9%	10.5%
158	Tennis	2.18	1.36	1.65	1.66	1.13	1.60	41.6%	-6.0%
159	Gymnastics								
160	Golf	1.84	1.00	1.81	2.36	2.72	1.95	-28.3%	1.2%
161	Soccer								
162	Softball								
163	Skiing								
164	Swimming								
165	Rodeo								
166	Subtotal	16.50	13.07	14.69	20.47	14.09	15.77	11.9%	-0.9%
167	Total Scholarships	42.18	34.70	38.28	46.45	33.59	39.04	16.2%	-1.5%

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Intercollegiate Athletics Department, Employee Compensation Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

In FY 1997 the Board adopted an annual report on the compensation of the employees of the intercollegiate athletic departments. The attached reports include FY 2013 actual compensation and FY 2014 estimated compensation for each institution.

IMPACT

The report details the contracted salary received by administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 - Boise State University	FY13 Actual	Pages 3-6
	FY14 Estimate	Pages 7-10
Attachment 2 - Idaho State University	FY13 Actual	Pages 11-12
	FY14 Estimate	Pages 13-14
Attachment 3 - University of Idaho	FY13 Actual	Pages 15-16
	FY14 Estimate	Pages 17-18
Attachment 4 - Lewis-Clark State College	FY13 Actual	Pages 19-20
	FY14 Estimate	Pages 21-22

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated to the Chief Executive Officer of each institution the appointing authority for all athletic department positions, except multi-year contracts for head coaches and athletic directors.

BOARD ACTION

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

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Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other	
Athletic Administration																
Andy Atkinson	Director, Ath Info & Digital Tech	1.000	66,831	0	0	0	0	0	0	No	No	No	No		66,831	-
* Anita Guerricabeitia	Asst AD - Tkt Operations	0.835	56,273	0	0	0	0	0	0	No	No	No	No		56,273	-
Ashlee Anderson-Ching	Dir, Student Ath Enhancement Prog	1.000	47,320	0	0	250	0	0	0	No	No	No	No	47,320	-	250
* Bob Madden	Assoc AD, Development	0.690	73,554	0	0	0	0	0	0	No	Yes	No	No		73,554	-
Brandon Voigt	Asst Athletic Trainer	1.000	38,314	600	0	0	0	0	0	No	No	No	No	38,314	-	600
Brent Moore	Director, Annual Giving & Premium Seating	1.000	45,844	0	0	0	0	0	0	No	No	No	No		45,844	-
Christina Van Tol	Sr. Assoc AD - SWA	1.000	96,928	0	0	2,500	0	0	0	No	Yes	No	No		96,928	2,500
Christopher Mackay	Asst Coach, Strength & Conditioning	1.000	27,560	0	0	750	0	0	0	No	No	No	No		27,560	750
Curt Apsey	Sr. Assoc AD, Advancement	1.000	153,026	0	0	2,500	0	0	0	Yes	Yes	No	No		153,026	2,500
Cynthia Rice	Senior Business Manager	1.000	57,346	0	0	200	0	0	0	No	No	No	No	57,346	-	200
Dale Holste	Dir, Athletic Equipment Operations	1.000	58,157	6,000	0	2,000	0	0	0	No	No	No	No		58,157	8,000
David Kinard	Assoc Director, Development	1.000	80,018	0	0	1,000	0	0	0	Yes	Yes	No	No		80,018	1,000
Doug Link	Asst Sports Info Director	1.000	41,975	0	0	500	0	0	0	No	No	No	No		41,975	500
Elizabeth Johnson	Asst Ticket Manager	1.000	36,359	0	0	0	0	0	0	No	No	No	No		36,359	-
Eric Kile	Academic Advisor	1.000	40,165	0	0	250	0	0	0	No	No	No	No	40,165	-	250
Eric Thorpe	Dir, Game Operations/Events	1.000	36,317	0	0	0	0	0	0	No	No	No	No		36,317	-
Gabe Rosenvall	Asst AD, Student Services	1.000	68,516	0	0	2,000	4,000	0	0	No	No	No	No	68,516	4,000	2,000
Heather Little	Director, Athletics HR & Student Insurance	1.000	45,012	0	0	400	0	0	0	No	No	No	No		45,012	400
James Spooner	Asst Athletic Trainer	1.000	40,831	0	0	0	0	0	0	No	No	No	No	40,831	-	-
Jeffrey Bourque	Assistant Coach, Strength	1.000	34,508	100	0	750	0	0	0	No	No	No	No		34,508	850
Jennifer Bellomy	Director, NCAA Compliance Monitoring	1.000	53,332	0	0	200	0	0	0	No	No	No	No		53,332	200
Jentry Walsh	Event Coordinator	1.000	36,359	0	0	0	0	0	0	No	No	No	No		36,359	-
Jessica Perretta	Academic Advisor	1.000	36,733	0	0	250	0	0	0	No	No	No	No	36,733	-	250
Joe Nickell	Director, Sports Information	1.000	43,972	0	0	500	0	0	0	No	No	No	No		43,972	500
Jolenne Dimeo	Facility Operations Supervisor	1.000	53,332	0	0	0	0	0	0	No	No	No	No		53,332	-
* Julie Stevens	Head Dance Coach	0.384	15,662	0	0	0	0	0	0	No	No	No	No		15,662	-
Christopher Mitchell	Coordinator, Video Services	1.000	39,208	0	0	0	0	0	0	No	No	No	No		39,208	-
Justin LaChapelle	Athletic Technical Support Specialist	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-
Kathryn Ham	Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	0	No	No	No	No	-	36,359	-
Keila Mintz	Accountant	1.000	39,978	0	0	200	0	0	0	No	No	No	No	39,978	-	200
Keita Shimada	Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	0	No	No	No	No		36,359	-
Lauren Rodgers	Asst Athletic Trainer	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-
Linsey Saras	Coordinator, Athletic Events & Ops	1.000	36,005	0	0	0	0	0	0	No	No	No	No		36,005	-
Marc Paul	Asst AD/Athletic Trainer	1.000	73,466	0	0	2,000	0	0	0	No	No	No	No		73,466	2,000
Mark Coyle	Executive Director, Athletics	1.000	331,500	0	0	1,000	15,000	0	20,000	Yes	Yes	No	Yes		366,500	1,000
Matthew Beckman	Asst AD, Mktg & Promotions	1.000	64,272	0	0	0	0	0	0	No	No	No	No		64,272	-

Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding	
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other
Matthieu Gaudry	Director, Fan Development & Strategies	1.000	40,831	0	0	0	0	0	0	No	No	No	No		40,831	-
Max Corbet	Assoc Athletic Director, Communications	1.000	61,007	0	0	1,000	0	0	0	No	Yes	No	No		61,007	1,000
Michael McDonald	Assoc Coach, Strength & Cond	1.000	45,012	0	0	750	0	0	0	No	No	No	No	40,810	4,202	750
Michael Walsh	Asst Sports Info Director	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500
Michelle Smith	Asst Sports Info Dir/Website Coord	1.000	38,085	0	0	500	0	0	0	No	No	No	No	38,085	-	500
Mike Waller	Asst Athletic Director, Event Operations	1.000	67,018	0	0	1,000	0	0	0	No	Yes	No	No		67,018	1,000
Natalie Keffer	Director, Athletic Relations	1.000	50,004	0	0	200	0	0	0	No	No	No	No		50,004	200
Nicole Gamez	Assoc AD, Finance	1.000	86,716	0	0	1,000	0	0	0	No	Yes	No	No		86,716	1,000
* Rachel Bickerton	Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	0	0	0	0	No	No	No	No		35,007	-
Raul Ibarra	Director, Team Operations	1.000	42,037	0	0	0	0	0	0	No	No	No	No		42,037	-
Rhonda McFarland	Senior Business Manager	1.000	65,354	0	0	200	0	0	0	No	No	No	No		65,354	200
Robert Carney	Assoc AD, Facilities and Operations	1.000	76,711	0	0	0	0	0	0	No	Yes	No	No		76,711	-
Sara Swanson	Academic Advisor	1.000	36,733	0	0	250	0	0	0	No	No	No	No	36,733	-	250
Scott Duncan	Facility Maintenance Supervisor	1.000	40,207	0	0	0	0	0	0	No	No	No	No		40,207	-
Shaela Priaulx-Soho	Ticket Manager	1.000	46,946	0	0	0	0	0	0	No	No	No	No		46,946	-
Spencer Jahn	Athletic Multimedia Specialist	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-
Suzanne Goss	Director, Donor Relations Events	1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-
Taylor Little	Coordinator, Video Services	1.000	40,914	0	0	0	0	0	0	No	No	No	No		40,914	-
TBD	Director, NCAA Compliance Education	1.000	59,176	0	0	200	0	0	0	No	No	No	No	59,176	-	200
TBD	Assoc AD, Operations	1.000	60,092	0	0	2,500	0	0	0	No	Yes	No	No		60,092	2,500
TBD	Asst Coach, Strength & Conditioning	1.000	40,810	0	0	750	0	0	0	No	No	No	No		40,810	750
TBD	Asst AD/Oper & Event Mgt	1.000	52,312	0	0	0	0	0	0	No	No	No	No		52,312	-
TBD	Exec Dir, Press Box/Sky Suite	1.000	63,253	0	0	0	0	0	0	No	No	No	No		63,253	-
TBD	Assistant to AD, Major Gifts	1.000	57,804	0	0	0	0	0	0	No	No	No	No		57,804	-
TBD	Assistant Director-Compliance	1.000	49,504	0	0	200	0	0	0	No	No	No	No		49,504	200
Tim Socha	Head Coach, Strength	1.000	136,552	7,870	0	2,000	0	0	3,000	No	Yes	No	No		139,552	9,870
Tyler Smith	Assoc Athletic Trainer	1.000	42,682	0	0	0	0	0	0	No	No	No	No	42,682	-	-
Victoria Lewis	Assistant Business Manager	1.000	39,208	0	0	0	0	0	0	No	No	No	No		39,208	-

Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Actual Compensation

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other	
Men's Sports																	
Football																	
	Chris Petersen	Head Coach	1.000	1,423,014	0	250,000	Nike	APR	Winning	Bowl	No	Yes	No	Yes		1,808,014	3,500
	Jonathan Smith	Assistant Coach	1.000	226,096	7,870	0	2,000	0	0	3,000	No	Yes	No	No		229,096	9,870
	Pete Kwiatkowski	Assistant Coach	1.000	321,922	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		329,922	9,870
	Chris Strausser	Assistant Coach	1.000	288,600	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		296,600	9,870
	Bob Gregory	Assistant Coach	1.000	288,600	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		296,600	9,870
	Robert Prince	Assistant Coach	1.000	306,904	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		314,904	9,870
	Andy Avalos	Assistant Coach	1.000	135,991	7,870	0	2,000	0	0	3,000	No	Yes	No	No		138,991	9,870
	Scott Huff	Assistant Coach	1.000	235,456	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		243,456	9,870
	James Lake	Assistant Coach	1.000	255,196	7,870	0	2,000	0	0	3,000	No	Yes	No	No		258,196	9,870
	Keith Bhonapha	Assistant Coach	1.000	143,312	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		151,312	9,870
	Louis Major	Director, Football Operations	1.000	63,004	6,000	0	2,000	5,000	0	3,000	No	No	No	No		71,004	8,000
	Richard Rasmussen	Director, Player Personnel	1.000	60,008	7,869	0	2,000	0	0	3,000	No	No	No	No		63,008	9,869
	Dwayne Taylor	Assistant Director, Player Personnel	1.000	50,004	2,000	0	500	0	0	3,000	No	No	No	No		53,004	2,500
	Brad Larrondo	Asst Athletic Director, Football	1.000	65,000	7,870	0	2,000	0	0	3,000	No	No	No	No		68,000	9,870
	TBD	Executive Assistant	1.000	49,504	2,000	0	500	0	0	0	No	No	No	No		49,504	2,500
Basketball																	
	Leon Rice	Head Coach	1.000	438,627	0	0	10,000	0	0	0	Yes	Yes	No	Yes		438,627	10,000
	Daniel Henderon	Assistant Coach, Men's Basketball	1.000	91,016	0	0	2,500	0	0	0	No	Yes	No	No		91,016	2,500
	Jeff Linder	Associate Head Coach, Men's Basketball	1.000	130,020	0	0	2,500	0	0	0	No	Yes	No	No		130,020	2,500
	John Rillie	Assistant Coach, Men's Basketball	1.000	100,016	2,117	0	2,500	0	0	0	No	Yes	No	No		100,016	4,617
	TBD	Director, Men's BB Operations	1.000	36,457	0	0	0	0	0	0	No	No	No	No	36,457	-	-
Wrestling																	
	Greg Randall	Head Coach	1.000	70,970	1,030	0	1,500	0	0	0	No	Yes	No	No	70,970	-	2,530
	Chris Owens	Assistant Coach	1.000	43,348	3,150	0	0	0	0	0	No	No	No	No	43,348	-	3,150
	Kirk White	Assistant Coach	1.000	31,512	2,150	0	0	0	0	0	No	No	No	No	31,512	-	2,150
Golf																	
	Kevin Burton	Head Coach	1.000	44,242	0	0	1,500	0	0	0	Yes	Yes	No	No	41,725	2,517	1,500
Tennis																	
	Greg Patton	Head Coach	1.000	100,048	0	0	1,500	0	3,000	5,000	No	Yes	No	No		108,048	1,500
	TBD	Assistant Coach	1.000	28,580	13,571	0	0	0	1,000	0	No	No	No	No	28,580	1,000	13,571
Men/Women's Track & Field																	
	JW Hardy	Head Coach	1.000	86,710	0	0	4,000	4,000	1,500	0	No	Yes	No	Yes		92,210	4,000
	Jeff Petersmeyer	Assistant Coach	1.000	54,101	0	0	0	2,100	1,000	0	No	No	No	No	54,101	3,100	-
	Kelly Watson	Assistant Coach	1.000	32,656	0	0	0	2,100	0	0	No	No	No	No	32,656	2,100	-
	Keith Vance	Assistant Coach	1.000	31,637	0	0	0	2,100	1,750	0	No	No	No	No		35,487	-
	Brad Wick	Assistant Coach	1.000	28,580	0	0	0	2,100	0	0	No	No	No	No	28,580	2,100	-

Intercollegiate Athletics Compensation Report

Boise State University

FY2013 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue	All Other	
Women's Sports																
Basketball																
Gordon Presnell	Head Coach	1.000	183,619	0	0	7,500	0	0	0	No	Yes	No	Yes		183,619	7,500
Benjamin Finkbeiner	Assistant Coach	1.000	70,011	550	0	0	0	0	0	No	Yes	No	No	70,011	-	550
Cody Butler	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	60,010	-	-
Heather Sower	Assistant Coach	1.000	61,221	0	0	0	0	0	0	No	Yes	No	No	61,221	-	-
Cariann Ramirez	Dir, Women's BB Operations	1.000	40,299	1,100	0	0	0	0	0	No	No	No	No	40,299	-	1,100
Soccer																
James Thomas	Head Coach	1.000	70,011	0	0	2,000	1,600	0	0	No	Yes	No	No	44,807	26,804	2,000
TBD	Assistant Coach	1.000	37,666	0	0	0	0	0	0	No	No	No	No	37,666	-	-
Madison Collins	Assistant Coach	1.000	30,924	0	0	0	1,000	0	0	No	No	No	No		31,924	-
Volleyball																
Shawn Garus	Head Coach	1.000	86,715	13,134	0	3,500	2,000	0	0	Yes	Yes	No	Yes		88,715	16,634
Allisha Young	Assistant Coach	1.000	24,012	0	0	0	0	0	0	No	No	No	No		24,012	-
Candy Murphy	Assistant Coach	1.000	51,929	6,000	0	0	0	0	0	No	No	No	No	45,936	5,993	6,000
Gymnastics																
Neil Resnick	Co-Head Coach	1.000	66,228	10,904	0	2,000	0	3,500	0	Yes	Yes	No	No	66,228	3,500	12,904
Tina Bird	Co-Head Coach	1.000	61,215	10,904	0	2,000	0	3,500	0	No	Yes	No	No		64,715	12,904
Patti Murphy	Assistant Coach	1.000	36,005	4,690	0	0	0	750	0	No	No	No	No	36,005	750	4,690
Tennis																
Sherman Roghaar	Head Coach	1.000	37,752	8,687	0	1,500	0	0	0	No	Yes	No	No	37,752	-	10,187
Catrina Thompson	Assistant Coach	1.000	28,580	8,881	0	0	0	0	0	No	No	No	No	28,580	-	8,881
Golf																
Nicole Bird	Head Coach	1.000	41,580	0	0	1,500	1,600	0	0	Yes	Yes	No	No	41,580	1,600	1,500
Softball																
Erin Thorpe	Head Coach	1.000	56,015	8,800	0	2,000	0	0	0	No	Yes	No	No	56,015	-	10,800
Samantha Marder	Assistant Coach	1.000	25,876	5,338	0	0	0	0	0	No	No	No	No	25,876	-	5,338
Shelly Prochaska	Assistant Coach	1.000	33,010	8,800	0	0	0	0	0	No	No	No	No		33,010	8,800
Swimming																
Kristin Hill	Head Coach	1.000	70,013	2,543	0	2,000	1,600	3,000	4,000	Yes	Yes	No	No	70,013	8,600	4,543
Kirk Ermels	Associate Coach, Swimming	1.000	44,013	2,543	0	2,000	1,000	1,000	0	No	No	No	No	44,013	2,000	4,543
TBD	Diving Coach	1.000	37,004	0	0	0	0	0	0	No	No	No	No		37,004	-

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Intercollegiate Athletics Compensation Report
Boise State University
FY2014 Estimated Compensation

		Athletic	Compensation				Contract Bonus			Perks				Funding			Base	
Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Salary Annualized Change	Comments
Athletic Administration																		
	Andy Atkinson	Director, Ath Info & Digital Tech	1.000	66,831	0	0	0	0	0	No	No	No	No		66,831	-	0%	
	Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	70,013	0	0	0	0	0	No	No	No	No		70,013	-	4% Equity	
	Ashlee Anderson-Ching	Dir, Student Ath Enhancement Prog	1.000	47,320	0	0	250	0	0	No	No	No	No	47,320	-	250	0%	
*	Bob Madden	Assoc AD, Development	0.690	73,554	0	0	0	0	0	No	Yes	No	No		73,554	-	0%	
	Brandon Voigt	Asst Athletic Trainer	1.000	38,314	600	0	0	0	0	No	No	No	No	38,314	-	600	0%	
	Brent Moore	Director, Annual Giving & Premium Seating	1.000	45,844	0	0	0	0	0	No	No	No	No		45,844	-	0%	
	Bryan Klobucar	Assoc Coach, Strength & Cond	1.000	30,015	0	0	750	0	0	No	No	No	No		30,015	750	New	
	Christina Van Tol	Sr. Assoc AD - SWA	1.000	100,943	0	0	2,500	0	0	No	Yes	No	No		100,943	2,500	4% Equity	
	Christopher Mackay	Asst Coach, Strength & Conditioning	1.000	32,344	0	0	750	0	0	No	No	No	No		32,344	750	17% Promotion	
	Curt Apsey	Sr. Assoc AD, Advancement	1.000	153,026	0	0	2,500	0	0	Yes	Yes	No	No		153,026	2,500	0%	
	Cynthia Rice	Senior Business Manager	1.000	57,346	0	0	200	0	0	No	No	No	No	57,346	-	200	0%	
	Dale Holste	Dir, Athletic Equipment Operations	1.000	58,157	6,000	0	2,000	0	0	No	No	No	No		58,157	8,000	0%	
	Danielle Charters	Assistant Director-Compliance	1.000	40,914	0	0	200	0	0	No	No	No	No		40,914	200	New	
	David (DJ) Giumento	Asst AD, Facility Operations	1.000	55,016	0	0	0	0	0	No	No	No	No		55,016	-	New	
Compensation in lieu of																		
	David Kinard	Assoc Director, Development	1.000	83,637	0	0	1,000	0	0	Yes	No	No	No		83,637	1,000	5% courtesy car	
	Doug Link	Asst Sports Info Director	1.000	41,975	0	0	500	0	0	No	No	No	No		41,975	500	0%	
	Eric Kile	Academic Advisor	1.000	40,165	0	0	250	0	0	No	No	No	No	40,165	-	250	0%	
	Eric Thorpe	Dir, Game Operations/Events	1.000	36,317	0	0	0	0	0	No	No	No	No		36,317	-	0%	
	Gabe Rosenvall	Asst AD, Student Services	1.000	68,516	0	0	2,000	4,000	0	No	No	No	No	68,516	4,000	2,000	0%	
	Heather Little	Director, Athletics HR & Student Insurance	1.000	45,012	0	0	400	0	0	No	No	No	No		45,012	400	0%	
	James Spooner	Asst Athletic Trainer	1.000	54,600	0	0	0	0	0	No	No	No	No	54,600	-	-	34% Promotion	
	Jeff Pitman	Head Coach, Strength	1.000	125,000	0	0	0	0	0	No	Yes	No	No		125,000	-	New Contract	
	Jennifer Bellomy	Director, NCAA Compliance Monitoring	1.000	54,018	0	0	200	0	0	No	No	No	No		54,018	200	1% Equity	
	Jentry Walsh	Event Coordinator	1.000	36,359	0	0	0	0	0	No	No	No	No		36,359	-	0%	
	Jessica Perretta	Academic Advisor	1.000	36,733	0	0	250	0	0	No	No	No	No	36,733	-	250	0%	
	John Perkins	Asst Director, Athletic Equipment Operations	1.000	35,610	0	0	500	0	0	No	No	No	No		35,610	500	New	
	Jolenne Dimeo	Facility Operations Supervisor	1.000	53,332	0	0	0	0	0	No	No	No	No		53,332	-	0%	
	Joseph Nickell	Director, Sports Information	1.000	43,972	0	0	500	0	0	No	No	No	No		43,972	500	New	
	Christopher Mitchell	Coordinator, Video Services	1.000	39,208	0	0	0	0	0	No	No	No	No		39,208	-	0%	
	Justin LaChapelle	Athletic Technical Support Specialist	1.000	35,610	0	0	0	0	0	No	No	No	No		35,610	-	0%	
	Keila Mintz	Accountant	1.000	39,978	0	0	200	0	0	No	No	No	No	39,978	-	200	0%	
	Keita Shimada	Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	No	No	No	No		36,359	-	0%	
	Lauren Rodgers	Asst Athletic Trainer	1.000	35,610	0	0	0	0	0	No	No	No	No		35,610	-	0%	
	Lee Marks	Assistant Coach, Strength	1.000	45,000	0	0	0	0	0	No	No	No	No		45,000	-	New Contract	
	Linsey Saras	Coordinator, Athletic Events & Ops	1.000	36,005	0	0	0	0	0	No	No	No	No		36,005	-	0%	
	Marc Paul	Asst AD/Athletic Trainer	1.000	73,466	0	0	2,000	0	0	No	No	No	No		73,466	2,000	0%	
	Mark Coyle	Executive Director, Athletics	1.000	331,500	0	0	1,000	15,000	0	20,000	Yes	Yes	No	Yes	366,500	1,000	0%	
	Mark Wheeler	Director of Compliance	1.000	45,012	0	0	0	0	0	No	No	No	No	45,012	-	-	New	
	Matthew Beckman	Asst AD, Mktng & Promotions	1.000	64,272	0	0	0	0	0	No	No	No	No		64,272	-	0%	

**Intercollegiate Athletics Compensation Report
Boise State University
FY2014 Estimated Compensation**

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding		All Other	Base Salary Annualized Change	Comments
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue				
Matthieu Gaudry Director, Fan Development & Strategies	1.000	40,831	0	0	0	0	0	0	No	No	No	No		40,831		-	0%	
Max Corbet Assoc Athletic Director, Communications	1.000	64,626	0	0	1,000	0	0	0	No	No	No	No		64,626	1,000		6%	Compensation in lieu of
Michael Walsh Asst Sports Info Director	1.000	35,610	0	0	500	0	0	0	No	No	No	No		35,610	500		0%	courtesy car
Michelle Smith Asst Sports Info Dir/Website Coord	1.000	38,085	0	0	500	0	0	0	No	No	No	No	38,085	-	500		0%	
Natalie Keffer Director, Athletic Relations	1.000	50,004	0	0	200	0	0	0	No	No	No	No		50,004	200		0%	
Nicole Gamez Assoc AD, Finance	1.000	90,335	0	0	1,000	0	0	0	No	No	No	No		90,335	1,000		4%	Compensation in lieu of
Paul Frushour Asst Athletic Director, Event Operations	1.000	55,016	0	0	1,000	0	0	0	No	No	No	No		55,016	1,000		New	courtesy car
* Rachel Bickerton Dir, Trademark Lic/Enforcement	0.437	35,007	0	0	0	0	0	0	No	No	No	No		35,007	-		0%	
Raul Ibarra Director, Team Operations	1.000	42,037	0	0	0	0	0	0	No	No	No	No		42,037	-		0%	
Rhonda McFarland Senior Business Manager	1.000	65,354	0	0	200	0	0	0	No	No	No	No		65,354	200		0%	
Robert Carney Assoc AD, Facilities and Operations	1.000	80,330	0	0	0	0	0	0	No	No	No	No		80,330	-		5%	Compensation in lieu of
Sabrina Nottingham Asst Ticket Manager	1.000	36,359	0	0	0	0	0	0	No	No	No	No		36,359	-		New	courtesy car
Scott Duncan Facility Maintenance Supervisor	1.000	40,207	0	0	0	0	0	0	No	No	No	No		40,207	-		0%	
Shaela Prialux-Soho Ticket Manager	1.000	46,946	0	0	0	0	0	0	No	No	No	No		46,946	-		0%	
Shayla Filani Academic Advisor	1.000	36,005	0	0	250	0	0	0	No	No	No	No	36,005	-	250		New	
Spencer Jahn Athletic Multimedia Specialist	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-		0%	
Suzanne Goss Director, Donor Relations Events	1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-		0%	
Syringa Stark Asst Athletic Trainer/ Insurnace Coord	1.000	35,610	0	0	0	0	0	0	No	No	No	No		35,610	-		New	
Taylor Little Coordinator, Video Services	1.000	40,914	0	0	0	0	0	0	No	No	No	No		40,914	-		0%	
TBD Auction coordinator	1.000	40,020	0	0	0	0	0	0	No	No	No	No		40,020	-			
TBD Asst Athletic Trainer	1.000	36,359	0	0	0	0	0	0	No	No	No	No	-	36,359	-			
TBD Asst Coach, Strength & Cond	1.000	45,012	0	0	0	0	0	0	No	No	No	No	45,012	-	-			Combined cheer/dance
Tobruk Everman Head Dance Coach	1.000	45,012	0	0	0	0	0	0	No	No	No	No		45,012	-		New positions	
Tyler Smith Assoc Athletic Trainer	1.000	54,600	0	0	0	0	0	0	No	No	No	No	54,600	-	-		28%	Promotion
Victoria Lewis Assistant Business Manager	1.000	39,208	0	0	200	0	0	0	No	No	No	No		39,208	200		0%	

Intercollegiate Athletics Compensation Report
Boise State University
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Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding	All Other	Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue			
Men's Sports																	
Football					Nike	APR	Winning Bowl/Other										
# Bryan Harsin	Head Coach	1.000	1,000,000	0	0	0	0	0	0	Yes	Yes	No	Yes		1,000,000	-	New Contract
# Mike Sanford	Assistant Coach	1.000	305,000	0	0	0	0	0	0	No	Yes	No	No		305,000	-	New Contract
# Marcel Yates	Assistant Coach	1.000	317,500	0	0	0	0	0	0	No	Yes	No	No		317,500	-	New Contract
# Kent Riddle	Assistant Coach	1.000	250,000	0	0	0	0	0	0	No	Yes	No	No		250,000	-	New Contract
# Steve Caldwell	Assistant Coach	1.000	220,000	0	0	0	0	0	0	No	Yes	No	No		220,000	-	New Contract
# Robert Prince	Assistant Coach	1.000	341,204	7,870	0	2,000	5,000	0	3,000	No	No	No	No		349,204	9,870	11% Contract
# Andy Avalos	Assistant Coach	1.000	210,000	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		218,000	9,870	54% Contract
# Scott Huff	Assistant Coach	1.000	270,000	7,870	0	2,000	5,000	0	3,000	No	Yes	No	No		278,000	9,870	15% New Contract
# Elijah Drinkwitz	Assistant Coach	1.000	160,000	0	0	0	0	0	0	No	Yes	No	No		160,000	-	New Contract
# Alton Adams	Assistant Coach	1.000	160,000	0	0	0	0	0	0	No	Yes	No	No		160,000	-	New Contract
# Julius Brown	Assistant Coach	1.000	160,000	0	0	0	0	0	0	No	Yes	No	No		160,000	-	New Contract
# Brian Wilkinson	Director, Football Operations	1.000	72,500	0	0	0	0	0	0	No	No	No	No		72,500	-	New Contract
# Blake Baker	Director, Player Personnel	1.000	65,000	0	0	0	0	0	0	No	No	No	No		65,000	-	New Contract
# Dwayne Taylor	Assistant Director, Player Personnel	1.000	50,004	2,000	0	500	0	0	3,000	No	No	No	No		53,004	2,500	0%
# Antwon Murray	Assistant Director, Player Personnel	1.000	45,000	0	0	0	0	0	0	No	No	No	No		45,000	-	New Contract
# Brad Larrondo	Asst Athletic Director, Football	1.000	71,511	7,870	0	2,000	0	0	3,000	No	Yes	No	No		74,511	9,870	10% Contract
# Sara Swanson	Executive Assistant	1.000	45,012	2,000	0	500	0	0	0	No	No	No	No		45,012	2,500	23% Changed positions
Basketball																	
Leon Rice	Head Coach	1.000	482,120	0	0	10,000	0	0	0	Yes	Yes	No	Yes		482,120	10,000	10% Contract
Daniel Henderon	Assistant Coach, Men's Basketball	1.000	91,016	0	0	2,500	0	0	0	No	Yes	No	No		91,016	2,500	0%
Jeff Linder	Associate Head Coach, Men's Basketball	1.000	130,020	0	0	2,500	0	0	0	No	Yes	No	No		130,020	2,500	0%
																	Compensation in lieu of
John Rillie	Assistant Coach, Men's Basketball	1.000	103,628	2,117	0	2,500	0	0	0	No	No	No	No		103,628	4,617	4% courtesy car
Isaac Williams	Director, Men's BB Operations	1.000	40,904	0	0	2,500	0	0	0	No	No	No	No	40,904	-	2,500	New
Wrestling																	
Greg Randall	Head Coach	1.000	70,970	1,030	0	1,500	0	0	0	No	Yes	No	No	70,970	-	2,530	0%
Chris Owens	Assistant Coach	1.000	43,348	3,150	0	0	0	0	0	No	No	No	No	43,348	-	3,150	0%
Kirk White	Assistant Coach	1.000	31,512	2,150	0	0	0	0	0	No	No	No	No	31,512	-	2,150	0%
Golf																	
Kevin Burton	Head Coach	1.000	44,242	0	0	1,500	0	0	0	Yes	Yes	No	No	41,725	2,517	1,500	0%
Tennis																	-
																	Reduced salary to pay
Greg Patton	Head Coach	1.000	97,053	0	0	1,500	0	3,000	5,000	No	Yes	No	No		105,053	1,500	-3% asst more salary
Paluka Shields	Assistant Coach	1.000	31,596	13,571	0	0	0	1,000	0	No	No	No	No	31,596	1,000	13,571	New
Men/Women's Track & Field																	
Corey Ihmels	Head Coach	1.000	75,005	0	0	4,000	4,000	1,500	15,000	No	No	No	Yes		95,505	4,000	New
Grant (Charles) Wall	Assistant Coach	1.000	43,992	0	0	0	2,100	1,000	0	No	No	No	No	43,992	3,100	-	New
Gavin O'Neal	Assistant Coach	1.000	43,992	0	0	0	2,100	0	0	No	No	No	No	27,353	18,739	-	New
Travis Hartke	Assoc Head CC & Asst Track and Field Coar	1.000	43,992	0	0	0	2,100	1,750	0	No	No	No	No	43,992	3,850	-	New

**Intercollegiate Athletics Compensation Report
Boise State University
FY2014 Estimated Compensation**

Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other						
Women's Sports																		
Basketball																		
	Gordon Presnell	Head Coach	1.000	187,231	0	0	7,500	0	0	0	No	No	No	Yes		187,231	7,500	2% Compensation in lieu of courtesy car
	Benjamin Finkbeiner	Assistant Coach	1.000	73,623	550	0	0	0	0	0	No	No	No	No	73,623	-	550	5% Compensation in lieu of courtesy car
	Cody Butler	Assistant Coach	1.000	60,010	0	0	0	0	0	0	No	Yes	No	No	60,010	-	-	0%
	Heather Sower	Assistant Coach	1.000	61,221	0	0	0	0	0	0	No	Yes	No	No	61,221	-	-	0%
	Cariann Ramirez	Dir, Women's BB Operations	1.000	40,299	1,100	0	0	0	0	0	No	No	No	No	40,299	-	1,100	0%
Soccer																		
	James Thomas	Head Coach	1.000	73,623	0	0	2,000	1,600	0	0	No	No	No	No	48,591	26,632	2,000	5% Compensation in lieu of courtesy car
	Edward Moore	Assistant Coach	1.000	30,924	0	0	0	0	0	0	No	No	No	No	30,924	-	-	New
	Madison Collins	Assistant Coach	1.000	30,924	0	0	0	1,000	0	0	No	No	No	No		31,924	-	0% New contract
Volleyball																		
	Shawn Garus	Head Coach	1.000	86,715	13,134	0	3,500	2,000	0	0	Yes	Yes	No	Yes		88,715	16,634	0%
	Breann Crowell	Assistant Coach	1.000	24,012	0	0	0	0	0	0	No	No	No	No		24,012	-	New
	Candy Murphy	Assistant Coach	1.000	51,929	6,000	0	0	0	0	0	No	No	No	No	51,929	-	6,000	0% Market
Gymnastics																		
	Neil Resnick	Co-Head Coach	1.000	71,407	10,904	0	2,000	0	3,500	0	Yes	Yes	No	Yes	71,407	3,500	12,904	8% Contract
	Tina Bird	Co-Head Coach	1.000	61,215	10,904	0	2,000	0	3,500	0	No	Yes	No	No		64,715	12,904	0%
	Patti Murphy	Assistant Coach	1.000	36,005	4,690	0	0	0	750	0	No	No	No	No	36,005	750	4,690	0%
Tennis																		
	Sherman Roghaar	Head Coach	1.000	51,356	8,687	0	1,500	0	0	0	No	No	No	No	46,364	4,992	10,187	36% Market
	Suzanne Matzenauer	Assistant Coach	1.000	28,018	8,881	0	0	0	0	0	No	No	No	No	28,018	-	8,881	New
Golf																		
	Nicole Bird	Head Coach	1.000	41,580	0	0	1,500	1,600	0	0	Yes	Yes	No	No	41,580	1,600	1,500	0%
Softball																		
	Erin Thorpe	Head Coach	1.000	59,634	8,800	0	2,000	0	0	0	No	No	No	No	59,634	-	10,800	6% Compensation in lieu of courtesy car
	Sarah Gaston	Assistant Coach	1.000	25,876	5,338	0	0	0	0	0	No	No	No	No	25,876	-	5,338	New
	Shelly Prochaska	Assistant Coach	1.000	33,010	8,800	0	0	0	0	0	No	No	No	No		33,010	8,800	0%
Swimming																		
	Kristin Hill	Head Coach	1.000	70,013	2,543	0	2,000	1,600	3,000	4,000	Yes	Yes	No	No	70,013	8,600	4,543	0%
	Kirk Ermels	Associate Coach, Swimming	1.000	44,013	2,543	0	2,000	1,000	1,000	0	No	No	No	No	44,013	2,000	4,543	0%
	John Lynch	Diving Coach	1.000	38,002	0	0	0	0	0	0	No	No	No	No		38,002	-	New

Notes:

* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Football staff in transition; FB staff equipment allotment will start FY15

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2013 Actual Compensation

Depart/Name/Title		Athletic FTE	Base Salary	Compensation		Equip Co & Other	Contract Bonuses			Perks			Multi-Yr Contract	Funding		
				Camps/ Clinics	Media		Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:																
Jeff Tingey	Athletic Director	1.00	102,606						3,654		Yes		Yes	102,606		3,654
Jim Kramer	Asst Athl Dir/ UBO	1.00	67,621										No	67,621		
Nancy Graziano	Assoc Athl Dir	1.00	68,869										No	68,869		
Matthew Steuart	Asst AD - Academics	1.00	42,370										No		42,370	
Steve Schaack	Asst AD - Media Rel	1.00	49,816										No	49,816		
Jaime Schroeder	Asst Dir Media Rel	0.81	32,057										No	32,057		
Jodi Wotowey	Hd Athl Trainer	1.00	45,011		622								No	45,011		622
Brandon Payne	Assist Trainer	1.00	35,194										No	35,194		
Daryl Finch	Assist Trainer	1.00	35,194										No	35,194		
Thomas Brock	(A) Assist Trainer	0.58	22,804										No	22,804		
Rachel Geoghegan	(B) Assist Trainer	0.02	692										No	692		
Mark Campbell	Stngth Coach	1.00	42,661										No	42,661		
Kalee Kopp	Director of Marketing & Promo	1.00	35,880										No		35,880	
Jay McMillin	Asst AD/ Major Gifts	0.81	37,292								Yes		No		37,292	
Quinton Freeman	(A) Academic Advisor - Football	0.94	30,347										No	30,347		
Elizabeth Johnson	(B) Academic Advisor - Football	0.06	2,051										No	2,051		
Tyson Munns	Athletic Equipment Manager	1.00	35,194										No	35,194		
Bengal Foundation																
Donna Hayes	Exec Dir Bengal Foun	1.00	46,134										No		46,134	
Men's Sports																
Football																
Mike Kramer	Hd Coach	0.91	126,553					9,700		Yes		Yes	126,553		9,700	
Ruditsky Griffin	(A) Asst Coach	0.54	23,689	1,210								No	23,689			1,210
Spencer Toone	(B) Asst Coach	0.50	19,769	835								No	19,769			835
Donald Bailey	Offensive Coordinator	1.00	74,901	7,840						Yes		No	74,901		7,840	
Roger Cooper	Asst Coach	1.00	36,838	835								No	36,838			835
Thomas Steiner	Director of Operations	0.98	33,844									No	33,180		664	
Daniel Drayton	(A) Asst Coach	0.54	23,689	1,210								No	23,689			1,210
Steven Fifita	(B) Asst Coach	0.27	10,231	835								No	10,231			835
Matthew Troxel	Asst Coach	1.00	34,763	2,345						Yes		No	34,763			2,345
Anthony Tucker	(A) Asst Coach	0.62	25,712	1,210								No	25,712			1,210
Sheldon Cross	(B) Asst Coach	0.39	15,700	1,065								No	15,700			1,065
Derrick Roche	(A) Asst Coach	0.54	23,689	1,210								No	23,689			1,210
Stanley Franks	(B) Asst Coach	0.27	8,618	650								No	8,618			650
Todd Bates	(A) Asst Coach	0.54	23,689	1,210								No	23,689			1,210
Michael Ferriter	(B) Asst Coach	0.50	15,929	835								No	15,929			835
Basketball																
William Evans	Hd Coach	0.95	97,357	1,775	20,000						Yes	Yes	97,357		20,000	1,775
Andrew Ward	Asst Coach	1.00	60,008	1,775							Yes	No	60,008			1,775
Jay Collins	Asst Coach	1.00	35,006	1,775								No	35,006			1,775
Tim Walsh	Asst Coach	0.98	39,250	325								No	39,250			325
Tennis																
Robert Goeltz	Hd Coach	0.43	19,789									No	19,789			
Mark Rodel	Asst Coach	0.35	8,051									No	8,051			

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2013 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other
Track & Field															
David Nielsen		0.46	28,695									No	28,695		
Jackie Poulson		0.09	3,750									No	3,750		
Cross Country															
Brian Janssen		0.50	24,336									No	24,336		
Women's Sports															
Basketball															
Seton Sobolewski		0.95	87,754		5,000			2,070		Yes		Yes	87,754	7,070	
Anthony Giannotti		1.00	40,456							Yes		No	40,456		
Laura Dinkins		1.00	30,014									No	30,014		
Nkem Nkele		0.98	23,215									No	23,215		
Volleyball															
Chad Teichert		0.91	51,320	5,000	2,000					Yes		Yes	51,320	2,000	5,000
David Hyte	(A)	0.16	6,020									No	6,020		
Alison Gorny	(B)	0.88	31,874									No	31,874		
Tennis															
Robert Goeltz		0.43	19,790									No	19,790		
Mark Rodel		0.35	8,051									No	8,051		
Track & Field															
David Neilsen		0.46	28,695									No	28,695		
Jackie Poulson		0.09	3,750									No	3,750		
Golf															
Kelly Hooper		0.50	20,160									No	20,160		
Cross Country															
Brian Janssen		0.50	24,336									No	24,336		
Soccer															
Allison Gibson		1.00	60,278	3,800						Yes		Yes	60,278		3,800
Stephanie Beall		1.00	26,546	3,800								No	26,546		3,800
Softball															
Julia Wright		1.00	48,422	965			1,862			Yes		Yes	48,422	1,862	965
Jessica Rogers		1.00	24,627	1,495								No	24,627		1,495

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2014 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding		All Other	Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue			
Athletic Administration:																	
Jeff Tingey		1.00	105,685							Yes		Yes	105,685				3% Merit
Nancy Graziano		1.00	70,949									No	70,949				3% Merit
Jim Kramer		1.00	68,994									No	68,994				2% Merit
Matthew Steuart		1.00	44,075									No		44,075			4% Merit
Steve Schaack		1.00	51,314									No	51,314				3% Merit
Jerek Wolcott		0.95	32,915									No	32,915				New
Jodi Wotowey		1.00	46,821	150								No	46,821		150		4% Merit
Daryl Finch		1.00	35,547									No	35,547				1% Merit
Brandon Payne		1.00	36,254									No	36,254				3% Merit
Rachel Geoghegan		1.00	36,005									No	36,005				0%
Mark Campbell		1.00	43,534									No	43,534				2% Merit
Kalee Kopp		1.00	36,962									No		36,962			3% Merit
Thomas Steiner		0.87	38,934									No		38,934			New
Tyson Munns		1.00	36,254									No	36,254				3% Merit
Bengal Foundation																	
Donna Hayes		1.00	47,070									No		47,070			2% Merit
Men's Sports																	
Football																	
Mike Kramer		0.91	126,553					8,500		Yes		Yes	126,553	8,500			0%
Stanley Franks		1.00	32,011									No	32,011				0%
Spencer Toone		1.00	47,507									No	47,507				19% Change in duties
Donald Bailey		1.00	76,419							Yes		No	76,419				2% Merit
Roger Cooper		1.00	48,464									No	48,464				32% Change in duties
Thomas Steiner	(A)	0.13	4,785									No	4,785				3% Merit
Braeden Steiner	(B)	0.85	29,198									No	29,198				New
Steven Fifita		1.00	38,002									No	38,002				0%
Matthew Troxel		1.00	41,226							Yes		No	41,226				19% Change in duties
Sheldon Cross		1.00	40,019									No	40,019				0%
Michael Ferriter		1.00	32,011									No	32,011				0%
Basketball																	
William Evans		0.91	93,504	1,700	20,000					Yes		Yes	93,504	20,000	1,700		0%
Andrew Ward		1.00	61,214	1,700						Yes		No	61,214		1,700		2% Merit
Jay Collins		1.00	39,357	1,700								No	39,357		1,700		12% Change in duties
Tim Walsh		1.00	40,830	1,700								No	40,830		1,700		2% Merit
Tennis																	
Robert Goeltz		0.50	23,918									No	23,918				3% Merit
Mark Rodel		0.35	8,296									No	8,296				3% Merit

(A) = indicates previous coach / employee

(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report

Idaho State University

FY 2014 Estimated Compensation

Depart/Name/Title	Athletic FTE	Base Salary	Compensation		Equip Co & Other	Contract Bonus			Perks			Multi-Yr Contract	State Approp.	Funding	All Other	Base Salary Annualized Change	Comments
			Camps/ Clinics	Media		Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other			Program Revenue			
Track & Field																	
David Nielsen		0.46	29,272										No	29,272		2% Merit	
Hillary Merkley		0.49	13,372										No	13,372		New	
Cross Country																	
Brian Janssen		0.50	25,074										No	25,074		3% Merit	
Women's Sports																	
Basketball																	
Seton Sobolewski		0.91	87,599	450	5,000				1,770	Yes		Yes	87,599	6,770	450	4% Merit	
Anthony Giannotti	(A)	0.04	1,734							Yes		No	1,734			0%	
Timothy Dixon	(B)	0.98	38,515							Yes		No	38,515			New	
Laura Dinkins		1.00	30,326	2,500								No	30,326		2,500	1% Merit	
Nkem Nkele		1.00	23,920	3,000								No	23,920		3,000	1% Merit	
Volleyball																	
Chad Teichert		0.90	52,528	3,300	2,000			2,245		Yes		Yes	52,528	4,245	3,300	3% Merit	
Alison Gorny		1.00	36,296	1,650								No	36,296		1,650	0%	
Tennis																	
Robert Goeltz		0.50	23,918									No	23,918			3% Merit	
Mark Rodel		0.35	8,296									No	8,296			3% Merit	
Track & Field																	
David Neilsen		0.46	29,272									No	29,272			2% Merit	
Hillary Merkley		0.49	13,372									No	13,372			New	
Golf																	
Kelly Hooper		0.50	20,160									No	20,160			0%	
Cross Country																	
Brian Janssen		0.50	25,074									No	25,074			3% Merit	
Soccer																	
Allison Gibson		1.00	62,691	8,975						Yes		Yes	62,691		8,975	4% Merit	
Stephanie Beall	(A)	0.62	19,277	7,500								No	19,277		7,500	17% Change in duties	
Vacant	(B)	0.38	11,652									No	11,652			New	
Softball																	
Julia Wright		1.00	49,400	1,000						Yes		Yes	49,400		1,000	2% Merit	
Jessica Rogers	(A)	0.08	1,961									No	1,961			0%	
Jessica Moore	(B)	0.83	21,610	1,200								No	21,610		1,200	New	

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(*) These coaches receive pay for their participation in off-campus clinics or events.
These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report

University of Idaho

FY2013 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration:															
Rob Spear	Athletic Director	1.00	172,285		15,000	1,080				yes		yes	172,285	16,080	
John Wallace	Dir. of Compl.	1.00	75,468			1,080								76,548	
Becky Paull	Dir. Med. Rel	1.00	50,942			360								51,302	
Spencer Farrin	Asst. Med Rel	0.73	27,186			135								27,321	
Nick Heidelberger	Asst. Med Rel	1.00	27,040			180								27,220	
Megan Shiflett	Asst Trainer	1.00	41,111	250		480								41,591	250
Max Bertman	Asst Trainer	0.12	4,440			40								4,480	
Toby van Amerongen	Asst Trainer	0.85	34,813			440								35,253	
Barrie Steele	Hd Trainer	1.00	72,517			480								72,997	
Tim Mooney	Assoc AD	0.50	53,520	^		960				yes+				54,480	
Tom Sanford	Acad. Coor	1.00	33,483			480								33,963	
Jake Scharnhorst	Strength Coach	1.00	50,963			300								51,263	
Joe Herold	Asst Stren	1.00	37,794			0								37,794	
Matt Kleffner	Sr. Assoc AD	0.81	80,788		2,500	810								84,098	
Matt Childers	Video Coor.	1.00	39,760			360								40,120	0
Nick Popplewell	Asst. Ath Dir/Promotions	0.15	10,082			65								10,147	
Ryan Gilmore	Dir Marketing/Promotions	0.73	32,101			293								32,394	0
Kelly Sharp	Asst Dir Marketing/Promotions	0.62	19,183			260								19,443	0
Damian Garnett	Dir. Equip Rm	1.00	49,496			480								49,976	
Anthony Castro	Asst. Equip	1.00	28,152			480								28,632	
Shelly Robson	Devl. Coor.	0.50	20,175	^		960				yes				21,135	
Emily Adams	Devl. Coor.	1.00	35,511			0								35,511	
Joe Church	Devl. Coor.	0.44	16,662	^		880				yes				17,542	
Chris Apenbrink	Ticket Mgr	0.81	29,081			400								29,481	
Nick Jutila	Ticket Mgr	0.81	29,081			400								29,481	
Kera Bardsley	Ticket Coor	0.15	7,596			80								7,676	
Men's Sports															
Football															
Robb Akey	Hd Coach	1.00	165,797	#	105,000	400							165,797	105,400	0
Paul Petrino	Hd Coach	0.50	87,506		125,417	560		10,000 *		yes+		yes	87,506	125,977	0
Al Pupunu	Assistant	1.00	63,934			960				yes			63,934	960	0
Eti Ena	Assistant	0.98	62,702	#		480							62,702	480	0
Mark Criner	Assistant	0.85	112,572	#		480							112,572	480	0
Eric Brown	Assistant	0.08	3,400			80				yes			3,400	80	
Steve Axman	Assistant	0.04	5,003			0							5,003	0	
Luther Carr	Assistant	0.04	2,615			0							2,615	0	
Jason Gesser	Assistant	0.69	73,238	#		480							73,238	480	
Wayne Moses	Assistant	0.65	32,090	#		480							32,090		
Patrick Libey	Assistant	0.88	73,221			800							73,221	800	0
Mike Levenseller	Assistant	1.00	72,779	#		480							72,779	480	0
Torey Hunter	Assistant	1.00	67,995	#		480							67,995	480	
Gordy Shaw	Assistant	0.62	52,314	#		480							52,314	480	0
Mike Anderson	Assistant	0.50	25,150			560							25,150		
Jon Carvin	Assistant	0.50	35,006			560				yes			35,006		
Byron Hardmon	Assistant	0.08	4,119			80				yes			4,119		
Kris Cinkovich	Assistant	0.42	57,121			560				yes			57,121		
Bryce Erickson	Assistant	0.50	35,006			560				yes			35,006		
Ron Lee	Assistant	0.50	63,946			560				yes			63,946		
Mike Mickens	Assistant	0.46	19,392			560				yes			19,392		
Jason Shumaker	Assistant	0.50	37,502			560				yes			37,502		
Mark Vaught	Dir. of FB Ops	1.00	46,203			960							46,203	960	0

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Depart/Name/Title		Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding		
			Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other
Basketball																
Don Verlin	Hd Coach	1.00	150,980		60,000	960		10,000	8,039		yes		yes	150,980	60,960	0
Tim Murphy	Assistant	1.00	63,704		15,000	960					yes+			63,704	15,960	0
Chris Helbling	Assistant	0.96	28,860		4,500	960								28,860	5,460	0
Mike Freeman	Assistant	1.00	30,302		15,000	960					yes+			30,302	15,960	0
Kirk Earlywine	Dir Player Development	0.96	38,018		5,000											0
Men's Track & XC																
Wayne Phipps - M	Dir. Of T&F	0.50	31,603		4,000	480		3,000					yes		36,083	0
Julie Taylor - M	Assistant	0.50	25,482			480									25,962	0
Allen Simms	Assistant	0.17	5,258			160										
Jason Graham - M	Assistant	0.15	6,483			160									6,643	0
Golf																
John Means	Hd Coach	1.00	36,705			960		250							37,665	0
Tennis																
Jeff Beaman - M	Hd Coach	0.50	18,488		3,000	480							yes		21,968	0
Women's Sports																
Basketball																
Jon Newlee	Hd Coach	1.00	91,742		15,000	960					yes		yes	91,742	15,960	0
Jordan Green	Assistant	1.00	50,963	550		960					yes+			50,963	960	550
Christa Sanford	Assistant	1.00	35,686	925		960					yes+			35,686	960	925
Kristi Zeller	Assistant	1.00	25,502	550		960					yes+			25,502	960	550
Women's Track & XC																
Wayne Phipps - W	Dir. Of T&F	0.50	31,603		4,000	480	450	3,000					yes		36,083	0
Julie Taylor - W	Head	0.50	25,482			480									25,962	0
Allen Simms	Assistant	0.17	5,258			160										
Jason Graham - W	Assistant	0.15	6,483			160									6,643	0
Volleyball																
Debbie Buchanan	Hd Coach	1.00	84,634		15,000	960	5,000		4,000		yes		yes	84,634	15,960	0
Steve Whitaker	Assistant	1.00	39,594		5,000	960								39,594	5,960	0
Brian Lamppa	Assistant	1.00	34,668		5,000	960								34,668	5,960	0
Women's Soccer																
Peter Showler	Hd Coach	1.00	38,410		12,300	960		2,000			yes+		yes	38,410	13,260	0
Grant Williams	Assistant	1.00	25,336			960								25,336	960	
Women's Golf																
Lisa Johnson	Hd Coach	1.00	42,566			960	1,000	1,250							43,526	0
Tennis																
Jeff Beaman - W	Hd Coach	0.50	18,488		3,000	480							yes		21,968	0
Women's Swimming																
Mark Sowa	Hd Coach	1.00	50,963		10,000	960		1,000			yes		yes	50,963	10,960	0
Scott Cameron	Assistant	0.87	21,444		5,000	880								21,444	5,880	0

[^].50 paid by Advancement

^{^^}includes cell phone stipend

as of December 2012, no longer FT employee, but will be paid through their contract: replacements not hired or listed

yes+ = receive a car stipend between \$200-\$400/month rather than a car; this amount not included in base salary

* signing bonus

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Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	State Approp.	Funding		All Other	Base Salary Annualized Change	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other			Program Revenue				
Athletic Administration:																		
Rob Spear	Athletic Director	1.00	174,886		15,000	1,080				yes		yes	174,886	16,080			2%	
John Wallace	Assoc. AD/Internal Ops	1.00	75,524			1,080								76,604			0%	
Becky Paull	Dir. Med. Rel	1.00	50,980			360								51,340			0%	
Seth Pringle	Asst. Med Rel	1.00	23,869			165								24,034			New	
Nick Heidelberg	Asst. Med Rel	0.86	32,890			180								33,070			41%	
Megan Shiflett	Asst Trainer	1.00	41,142	882		480								41,622			0%	
Toby Van Amerongen	Asst Trainer	1.00	41,142			480								41,622			0%	
Barrie Steele	Hd Trainer	1.00	72,571	650		480								73,051			0%	
Tim Mooney	Assoc AD/External Ops	0.50	52,512	^		960				yes				53,472			-2%	
Susan Steele	Dir. Academics	0.81	37,002			480								37,482			New	
Jessica Atkins	Dir. Of Compliance/SWA	1.00	67,496			480								67,976			New	
Jake Scharnhorst	Strength Coach	1.00	51,001			300								51,301			0%	
Joe Herold	Asst Stren	1.00	37,793			0								37,793			0%	
Matt Childers	Video Coord.	0.61	24,486			219								24,705			1%	
Ryan Gilmore	Dir. Mark & Promotions	1.00	45,115			390								45,505			3%	
Kelly Sharp	Asst. Marketing	1.00	32,177			390								32,567			4%	
Damian Garnett	Dir. Equip Rm	1.00	49,530			480								50,010			0%	
Anthony Castro	Asst. Equip	1.00	31,829			480								32,309			13%	
Shelly Robson	Devl. Coord.	0.50	20,191	^		960				yes				21,151			0%	
Emily Adams	Devl. Coord.	1.00	43,475			480								43,955			22%	
Ryan Gerulf	Devl. Coord.	0.50	18,896	^		960								19,856			New	
Joe Church	Devl. Coord.	0.29	19,000	^		960				yes				19,960			74%	
Chris Apenbrink	Ticket Mgr-Sales	1.00	36,004			480								36,484			0%	
Nick Jutila	Ticket Mgr-Marketing	1.00	36,004			480								36,484			0%	
Men's Sports																		
Football																		
Robb Akey	Hd Coach	1.00	165,797	0									165,797	0	0		0%	
Paul Petrino	Hd Coach	1.00	179,816	1,500	215,000	960				yes		yes					3%	
Ronnie Lee	Assistant	1.00	126,450	1,150		960				yes			126,450	960	1,150		New	
Kris Cinkovich	Assistant	1.00	135,012	1,150		960				yes			135,012	960	1,150		0%	
Jonathan Carvin	Assistant	1.00	70,012	1,150		960				yes			70,012	960	1,150		New	
Bryce Erickson	Assistant	1.00	70,012	1,150		960				yes			70,012	960	1,150		0%	
Alfred Pupunu	Assistant	1.00	63,932	1,150		960				yes			63,932	960	1,150		New	
Byron Hardmon	Assistant	1.00	63,248	1,150		960				yes			63,248	960	1,150		23%	
Jason Shumaker	Assistant	1.00	75,004	1,150		960				yes			75,004	960	1,150		0%	
Brown, Eric	Assistant	1.00	52,000	1,150		960				yes			52,000	960	1,150		New	
Mike Mickens	Assistant	1.00	53,014	1,800		960							53,014	960	1,800		26%	
Mark Vaught	Dir. of FB Ops	1.00	46,203	1,800		960							46,203	960	1,800		0%	
Basketball																		
Don Verlin	Hd Coach	1.00	156,832		60,000	960		6,453		yes		yes	156,832	60,960	0		4%	
Tim Murphy	Assistant	1.02	63,752		15,000	960				yes			63,752	15,960	0		-2%	
Kirk Earlywine	Assistant	1.00	40,019		10,000	960							40,019	10,960	0		1%	
Chris Helbling	Assistant	1.00	30,014		14,500	960							30,014	15,460			0%	
Mike Freeman	Assistant	0.08	4,489			78				yes			4,489	78	0		85%	

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Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Other			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments
		Base Salary	Camps/Clinics	Media	Equip Co & Other^^	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other		State Approp.	Program Revenue	All Other		
Men's Track & XC																	
Wayne Phipps - M	Dir of Track & Field	0.50	31,626		4,000		2,000					yes		36,106	0	0%	
Julie Taylor - M	Hd Coach	0.50	25,500		480									25,980	0	0%	
Allen Simms	Assistant	0.27	4,391		130									4,521	0	-47%	
Golf																	
John Means	Hd Coach	1.00	36,732		960									37,692	0	0%	
Tennis																	
Jeff Beaman - M	Hd Coach	0.50	18,502		6,500		1,250					yes		25,482	0	0%	
Women's Sports																	
Basketball																	
Jon Newlee	Hd Coach	1.00	92,811		15,000		13,139			yes		yes	92,811	15,960	0	1%	
Jordan Green	Assistant	1.00	51,001		960					yes			51,001	960	0	0%	
Christa Sanford	Assistant	1.00	35,713		5,000		300			yes			35,713	5,960	0	0%	
Kristi Zeller	Assistant	1.00	25,521		960					yes			25,521	960	0	0%	
Women's Track & XC																	
Wayne Phipps - W	Dir of Track & Field	0.50	31,626		4,000		450							36,106	0	0%	
Julie Taylor - W	Hd Coach	0.50	25,500		480									25,980	0	0%	
Allen Simms	Assistant	0.27	4,391		130									4,521	0	-47%	
Volleyball																	
Debbie Buchanan	Hd Coach	1.00	84,698		15,000					yes		yes	84,698	15,960	0	0%	
Steve Whitaker	Assistant	1.00	39,624		5,000								39,624	5,960	0	0%	
Brian Lamppa	Assistant	1.00	34,695		5,000								34,695	5,960	0	0%	
Women's Soccer																	
Peter Showler	Hd Coach	0.58	22,176		6,150					yes		yes	22,176	7,110	0	0%	
Ashley O'Brien	Assistant	1.00	25,355		960								25,355	960	0	New	
Women's Golf																	
Lisa Johnson	Hd Coach	1.00	42,016		1,000	1,000								43,016	0	-1%	
Tennis																	
Jeff Beaman - W	Hd Coach	0.50	18,138		6,500							yes		25,138	0	-2%	
Women's Swimming																	
Mark Sowa	Hd Coach	1.00	51,001		10,000		1,000			yes		yes	51,001	10,960	0	0%	
Scott Cameron	Assistant	1.00	25,001		5,000								25,001	5,960	0	1%	

^.50 paid by Advancement

Salaries do not reflect any annual leave payouts.

>Includes overtime pay

< does not include any annual leave payoff

+ put on terminal leave during the year; paid our full contract

^^cell phone stipend

Intercollegiate Athletics Compensation Report

Lewis-Clark State College

FY2013 Actual Compensation

Depart/Name/Title	FTE	Compensation				Contract Bonus			Other		Multi-Yr Contract	All Compensation		
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car		State Approp.	Program Revenue	All Other
Athletic Administration														
Gary Picone		Director, Athletics	1.00	71,343					No	Yes	No	63,495		7,848
Brooke Cushman		Asst. Director	1.00	56,625					No	Yes	No	22,084		34,541
Tracy Collins		Trainer	1.00	38,350					No	No	No	38,350		
Paul Thompson		Athl. Advancement	0.31	10,713					No	No	No	10,713		
Brian Adamowsky (New)		Athletic Operations Manager	1.00	27,075					No	No	No	27,075		
Katie Savage (Old)		Athletic Operations Manager	1.00	3,890					No	No	No	3,890		
Paula Hasfurther		Admin. Asst. 1	1.00	31,782					No	No	No	10,806		20,976
Men's Sports														
Basketball														
Brandon Rinta		Head Coach	1.00	46,582	12,000				No	Yes	No	46,582	12,000	
Austin Johnson		Asst. Coach	0.16	5,000	1,000				No	No	No		6,000	
Baseball														
Jeremiah Robbins		Head Coach	1.00	60,000					No	No	No	60,000		
Gus Knickrehm		Asst. Coach	1.00	38,570					No	No	No	38,570		
Allen Balmer		Asst. Coach	0.75	25,880	2,052				No	No	No	25,880	2,052	
Justin Fuller		Asst. Coach	0.43	15,000	4,055				No	No	No		19,055	
Cross-Country														
Mike Collins		Head Coach	0.09	8,186					No	No	No	6,978	1,208	
Tennis														
Kai Fong		Head Coach	0.50	25,000					No	No	No	7,000		18,000
Golf														
Paul Thompson		Head Coach	0.23	7,958					No	No	No	7,958		
Clifford Carrick		Asst. Coach	0.09	3,000					No	No	No		3,000	

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Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks		All Compensation			
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Women's Sports														
Basketball														
Brian Orr		Head Coach	1.00	50,000	8,600				No	Yes	No	50,000	8,600	
Kyle Palmer		Asst. Coach	0.29	10,000	500				No	No	No		10,500	
Cross-Country														
Mike Collins		Head Coach	0.09	8,186					No	No	No	6,978	1,208	
Track														
Mike Collins		Head Coach	0.13	11,538					No	No	No	10,327	1,211	
Volleyball														
Latoya Harris		Head Coach	1.00	44,545	800				No	Yes	No	44,545	800	
Theoddeus Millan		Asst. Coach	0.14	5,000	800				No	No	No		5,800	
Tennis														
Kai Fong		Head Coach	0.50	25,000					No	No	No	7,000		18,000
Golf														
Paul Thompson		Head Coach	0.36	11,937					No	No	No	11,937		
Clifford Carrick		Asst. Coach	0.09	3,000					No	No	No		3,000	

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Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			All Compensation			Base Salary	Comments
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	
Athletic Administration																
Gary Picone		Director, Athletics	1.00	71,343					No	Yes	No	63,495		7,848	0%	
Brooke Cushman		Assoc. Director	1.00	56,625					No	Yes	No	22,084		34,541	0%	
Tracy Collins		Trainer	1.00	38,350					No	No	No	38,350			0%	
Paul Thompson		Athl. Advancement	0.31	10,713					No	No	No	10,713			0%	
Brian Adamowsky		Athletic Operations Manager	1.00	34,507					No	No	No	34,507			New	
Paula Hasfurther		Admin. Asst. 1	1.00	31,782					No	No	No	10,806		20,976	0%	
Men's Sports																
Basketball																
Brandon Rinta		Head Coach	1.00	46,582	14,000				No	Yes	No	46,582	14,000		0%	
Austin Johnson		Asst. Coach	0.16	5,000	1,300				No	No	No		6,300		0%	
Baseball																
Jeremiah Robbins		Head Coach	1.00	60,000					No	Yes	No	60,000			0%	
Colby Hawk		Asst. Coach	1.00	35,000	2,000				No	No	No	35,000	2,000		New	
Allen Balmer		Asst. Coach	1.00	44,000	3,300				No	No	No	44,000	3,300		28% FTE increase	
Cross-Country																
Mike Collins		Head Coach	0.33	15,840					No	No	No	15,840			-47% Change in duties	
Tennis																
Kai Fong		Head Coach	0.50	25,000					No	No	No	7,000		18,000	0%	
Golf																
Paul Thompson		Head Coach	0.23	7,958					No	No	No	7,958			0%	
Clifford Carrick		Asst. Coach	0.09	3,000					No	No	No		3,000		0%	

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Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks		Multi-Yr Contract	All Compensation			Base Salary
		Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other	Annualized Change
Women's Sports															
Basketball															
Brian Orr		Head Coach	1.00	50,000	10,800				No	Yes	No	50,000	10,800	0%	
Kyle Palmer		Asst. Coach	0.29	10,000	1,000				No	No	No		11,000	0%	
Cross-Country															
Mike Collins		Head Coach	0.33	15,840					No	No	No	15,840		-47% Change in duties	
Track															
Mike Collins		Head Coach	0.34	16,320					No	No	No	16,320		-47% Change in duties	
Volleyball															
LaToya Harris		Head Coach	1.00	44,545					No	Yes	No	44,545		0%	
Theoddeus Millan (Old)		Asst. Coach	0.18	3,500	875				No	No	No		4,375	Resigned	
Tennis															
Kai Fong		Head Coach	0.50	25,000					No	No	No	7,000	18,000	0%	
Golf															
Paul Thompson		Head Coach	0.31	11,937					No	No	No	11,937		0%	
Clifford Carrick		Asst. Coach	0.09	3,000					No	No	No		3,000	0%	

LEWIS-CLARK STATE COLLEGE

SUBJECT

Dependent fee proposal

REFERENCE

March 2013

Board approved amendment to policy V.R.3, allowing institutions to determine employee/spouse and dependent fees, subject to Board approval

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.R.3.a.vi.

BACKGROUND/DISCUSSION

Idaho State Board of Education policy on dependent fees states: *“The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee....Special course fees may also be charged.”* After reviewing programs at other institutions (including Boise State University and the University of Idaho), a team of Lewis-Clark State College (LCSC) faculty, classified staff, and professional (exempt) staff representatives developed the program outlined below, which has subsequently been reviewed and recommended for Board approval by LCSC’s President.

- The dependent educational tuition and fee reduction benefit would provide a 50% reduction in resident and non-resident student tuition and fees for dependents of eligible employees enrolled either part-time or full-time in LCSC undergraduate academic credit courses. No other fees are waived by this benefit. Any applicable course, lab, and other fees will apply. The benefit would not apply to non-credit courses, summer session courses, continuing education courses, or courses delivered by institutions other than LCSC. Overload credits are not eligible for the reduced fee rate.
- A cumulative GPA of 2.0 or above must be maintained in order for the dependent to be eligible for the waiver in subsequent semesters.
- The dependent fee reduction benefit is restricted to the dependents of permanent College employees, on regular appointments, who work at least 20 hours per week (including those on official leave) and who have completed at least six months of benefit-eligible service with the College.
- Only one dependent fee waiver for one child will be allowed per semester per family. If both parents work for the College, only one child will be permitted to

BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 27, 2014

use the dependent fee waiver. An employee may use reduced fee benefits themselves and for their spouse (as described in the employee/spouse fee policy) or for one eligible child dependent for the dependent fee benefit as described herein.

- An eligible dependent:
 - is defined as an unmarried child through age 25 as of the first day of the semester. A child is defined as a son, daughter, stepchild, adopted child, or foster child.
 - must be an admitted student who has met all normal academic requirements for the course(s) taken.
 - may use the tuition and fee reduction for a maximum of eight semesters (applies to both full- and part-time students).
 - of an employee whose employment terminates due to death or permanent disability shall continue to be eligible for this program until the dependent meets one of the below conditions, whichever comes first:
 - Completes a degree.
 - Reaches the maximum number of eight semesters.

LCSC intends that the proposed dependent fee benefit will be a qualified Educational Assistance Program under Internal Revenue Code Section 127 in which *“an educational organization can exclude the value of a qualified tuition reduction it provides to an employee from the employee’s wages if it is for the education of one of the following individuals:*

- 1. A current employee.*
- 2. A former employee who retired or left on disability.*
- 3. A widow or widower of an individual who died while an employee.*
- 4. A widow or widower of a former employee who retired or left on disability.*
- 5. A dependent child or spouse of any individual listed in 1-4 above.”*

LCSC staff members sincerely appreciate the Board’s policy revision which makes dependent fee reductions possible, and the College is eager to adopt an approach which has been successful at other institutions.

IMPACT

Implementation of a dependent tuition benefit at LCSC should have a positive impact on employee recruitment, retention, and morale—and is expected to increase student enrollment. LCSC has adequate capacity to absorb a modest increase in enrolled students as a result of this program. Foregone revenue from this discount would not have a deleterious impact on the College’s ability to deliver courses and support infrastructure costs.

ATTACHMENTS

Attachment 1 – Dependent Fee Comparisons

Page 5

BUSINESS AFFAIRS & HUMAN RESOURCES
FEBRUARY 27, 2014

STAFF COMMENTS AND RECOMMENDATIONS

The Board has previously approved a dependent fee program for the three universities. This is a request by LCSC to avail its employees of the benefit. Each institution defines the benefit differently as permitted in Board policy. See Attachment 1 for a comparison of the key program eligibility criteria and benefits for each institution.

Staff recommends approval.

BOARD ACTION

I move to approve the dependent fee program proposed by Lewis-Clark State College, as outlined above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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	BSU	ISU	UI	LCSC
<u>Eligibility</u>				
Employee status	dependent of benefit-eligible employee working at least 20 hrs per week with at least 5 mths of service	dependent of benefit-eligible employee at 0.5 FTE or greater	dependent of employee working at least half-time	dependent of permanent employee working at least 20 hrs per week with at least 6 mths of benefit-eligible service
Impact on Employee/ Spouse fee	dependent fee cannot be claimed concurrently with an employee or spouse fee during the same semester	employees enrolling a maximum of one dependent will continue to be eligible for both the employee and spouse fee	employees enrolling a maximum of one dependent will continue to be eligible for both the employee and spouse fee	employees enrolling a maximum of one dependent will continue to be eligible for the employee or spouse fee
Applies to part-time and full-time students	Yes	Yes	Yes	Yes
Degree level	undergraduate and graduate	undergraduate	undergraduate and graduate*	undergraduate academic**
<u>Benefits</u>				
Cost	\$25 registration fee and 35% of tuition & fees	50% of tuition & fees	50% of tuition & fees	50% of tuition & fees (resident or non-resident)
Fees	excludes course, professional and other certain fees	excludes course, lab and professional fees	excludes course, professional and other certain fees	excludes course, lab, overload and other fees
Limit		140 credit hrs or 10 semesters	maximum of eight semesters	maximum of eight semesters

* Excluding courses offered through College of Law, WWAMI, EMBA, and other identified programs

** Excluding non-credit courses, summer session courses, continuing ed courses and courses delivered by institutions other than LCSC

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Tenant Improvements for the Idaho Law and Justice Learning Center, Planning and Design Phase

REFERENCE

August 21, 2008	The Board authorized the University of Idaho to expand its offerings in Boise to a full third year curriculum to include a legislative appropriation in the FY 2010 budget for the expansion.
August 16, 2012	The Board gave preliminary approval for a FY 2014 Line Item request for a new appropriation of \$400,000 to help support the cost of delivering the second year law curriculum in Boise subject to programmatic review at the October 2012 meeting. The Board reviewed the University of Idaho's
October 18, 2012	The Board authorized the University of Idaho to offer a second-year law curriculum in Boise.
August 15, 2013	The Board approved a FY 2015 Line Item request for a new appropriation of \$400,000 to help support the cost of delivering the second year law curriculum in Boise.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1 and V.K.3.a.

BACKGROUND/ DISCUSSION

This is a request for Regents' Authorization to implement the planning and design phase for tenant improvements as part of an overall project in Boise commonly known as the Idaho Law and Justice Learning Center. If authorized, the University of Idaho (UI) will proceed through the design phase, and then seek further Regents' authorization of the project budget and subsequent construction of the tenant improvements.

Since the fall of 2010, the College of Law ("College") has operated its third-year program in Boise in the Idaho Water Center building, a modern educational facility that houses University of Idaho graduate programs in law, education, agriculture, and engineering as well as entities engaged in research on water and public lands.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

In 2011, the Idaho Supreme Court and the University entered into an MOU under which the Supreme Court co-located the Idaho State Law Library with the University's law program in Boise. Pursuant to this arrangement, the State Law Library is also currently located at the Idaho Water Center Building.

Facility planners for the state have always anticipated the Department of Administration would renovate the existing old Ada County Courthouse in Boise, and that the renovated facility (to be called the "Idaho Law and Justice Learning Center" (ILJLC)) would house (a) the educational and outreach programs of the College and the State Judiciary, and (b) the State Law Library as managed and operated by the College.

The State has funded several phases of renovation and restoration of the old Courthouse (\$5M to date), with the final \$1M phase of work expected to be funded in FY15. The state Division of Public Works (DPW) has completed several phases of the renovation, with another phase of construction getting underway in the near future. DPW is slated to soon begin design work for the final phase of work.

In the meantime, the College has raised over \$1.5 million in private funds for tenant improvements to be implemented in addition to the state funding. DPW intends to implement the UI-funded tenant improvements as part of DPW's final phase of building renovations in FY15. Authorization for this UI-funded element of the work is required before DPW initiates the final phase of design.

The College plans to move to the ILJLC upon completion of the renovation and tenant improvements, targeted for fall 2015. Until these improvements are made, the College will continue to operate out of the Idaho Water Center.

IMPACT

In this phase of planning and design, the fiscal impact is estimated at \$150K, allowing for more precise development of building and financial plans through the course of design.

<u>Funding</u>		<u>Estimate Budget</u>	
State	\$ 0	Construction	\$ 0
Federal (Grant):	\$ 0	A/E & Consultant Fees	\$ 143,000
Other (Gifts)	\$ 150,000	Contingency	\$ 7,000
Total	\$ 150,000	Total	\$ 150,000

The total fiscal impact of this project, if later approved for construction, is estimated at \$1.6M. The project funding for the tenant improvements is provided through private donations.

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

Page 5

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

STAFF COMMENTS AND RECOMMENDATIONS

This project contemplates the College paying for all tenant improvements to the space it will occupy. Upon completion, the College will lease the old Courthouse space from the state at the standard rate for office space on the Capitol Mall (currently \$10.74 /sf). Board policy provides that space must be owner-occupied in order to be eligible to request funding for occupancy costs.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the design and planning phase for the tenant improvements at the Idaho Law and Justice Learning Center pursuant to the estimated budget set forth in the materials as submitted at a cost not to exceed \$150,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of Nov 2013

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Planning and Design Phase Authorization, Tenant Improvements at the Idaho Law Learning Center, Boise
- 2 Project Description:** Planning and Design Phase for a project to implement tenant improvements in the old Ada County Courthouse for the Idaho Law Learning Center. The project will include necessary interior mechanical, electrical, and plumbing systems and all interior finishes to support program operations.
- 3 Project Use:** The Idaho Law Learning Center will house (a) the educational and outreach programs of the College of Law and the State Judiciary, and (b) the State Law Library as managed and operated by the College of Law.
- 4 Project Size:** roughly 30,000 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	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 143,000	\$ -	\$ 7,000	\$ 150,000
History of Revisions:								
Total Project Costs	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 143,000	\$ -	\$ 7,000	\$ 150,000

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, Dec 2013	\$ -				\$ 150,000	\$ 150,000	\$ 150,000
						-	-
Total	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 150,000

* Donated gift funds

** Design Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2013

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Planning and Design Additional Expenditures, Executive Residence, Moscow Campus

REFERENCE

June 20, 2013	Information Item: Discussion of executive residence
August 15, 2013	Approval by the Regents for design and planning expenditures up to \$75,000 for modernization, including potential replacement, of the executive residence. Approval of a resolution authorizing the university to reimburse planning and design expenditures from future bond proceeds.
October 17, 2013	Information Item: University progress report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.1 and V.K.3.a.

BACKGROUND/ DISCUSSION

This is a request for Regents approval to increase the authorized amount for the planning and design phase related to replacing the existing Executive Residence located on the main campus of the University of Idaho (UI). The Board initially approved expenditure of up to \$75,000. UI now seeks approval to expend up to an additional \$137,000, for a total of \$212,000. The additional expenditure is necessary to ensure the most cost effective design prior to the University seeking final approval from the Board for the construction phase of the project.

UI is working with the University of Idaho Foundation on a plan under which the construction costs for the new private residence itself (anticipated to be \$980,000) will be funded entirely with private funds. See Attachment 1 for Concept drawings for the structure.

The University will bear the “soft” costs of planning, permitting, site preparation (including demolition of the old residence) and landscaping (anticipated to be \$500,000 to \$600,000). The University’s commitment is roughly equal to what the initial review committee estimated would be the cost of renovating the existing structure.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2013

IMPACT

The University requests authority to expend up to an additional \$137,000, for a total of \$212,000, to complete planning and design. 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.

ATTACHMENTS

Attachment 1 – Concept Drawings

Page 3

Attachment 2 – Capital Project Tracking Sheet

Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to expend up to an additional \$137,000, for a total of \$212,000, for design and planning for the modernization, including potential replacement, of the executive residence. Approval 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 _____

University of Idaho Executive Residence
Moscow, Idaho



MAIL 2785 N. BOGUS
BASIN RD.
BOISE, IDAHO
83702
PHONE 208.343.7523
FAX 208.343.0940
WWW HUMMELARCH.COM

DATE 12/10/2013
REVISIONS



South Elevation
Scale: 1/8" = 1'-0"



East Elevation
Scale: 1/8" = 1'-0"



North Elevation
Scale: 1/8" = 1'-0"



West Elevation
Scale: 1/8" = 1'-0"



Schematic Site Plan



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DATE 12/04/2013
REVISIONS

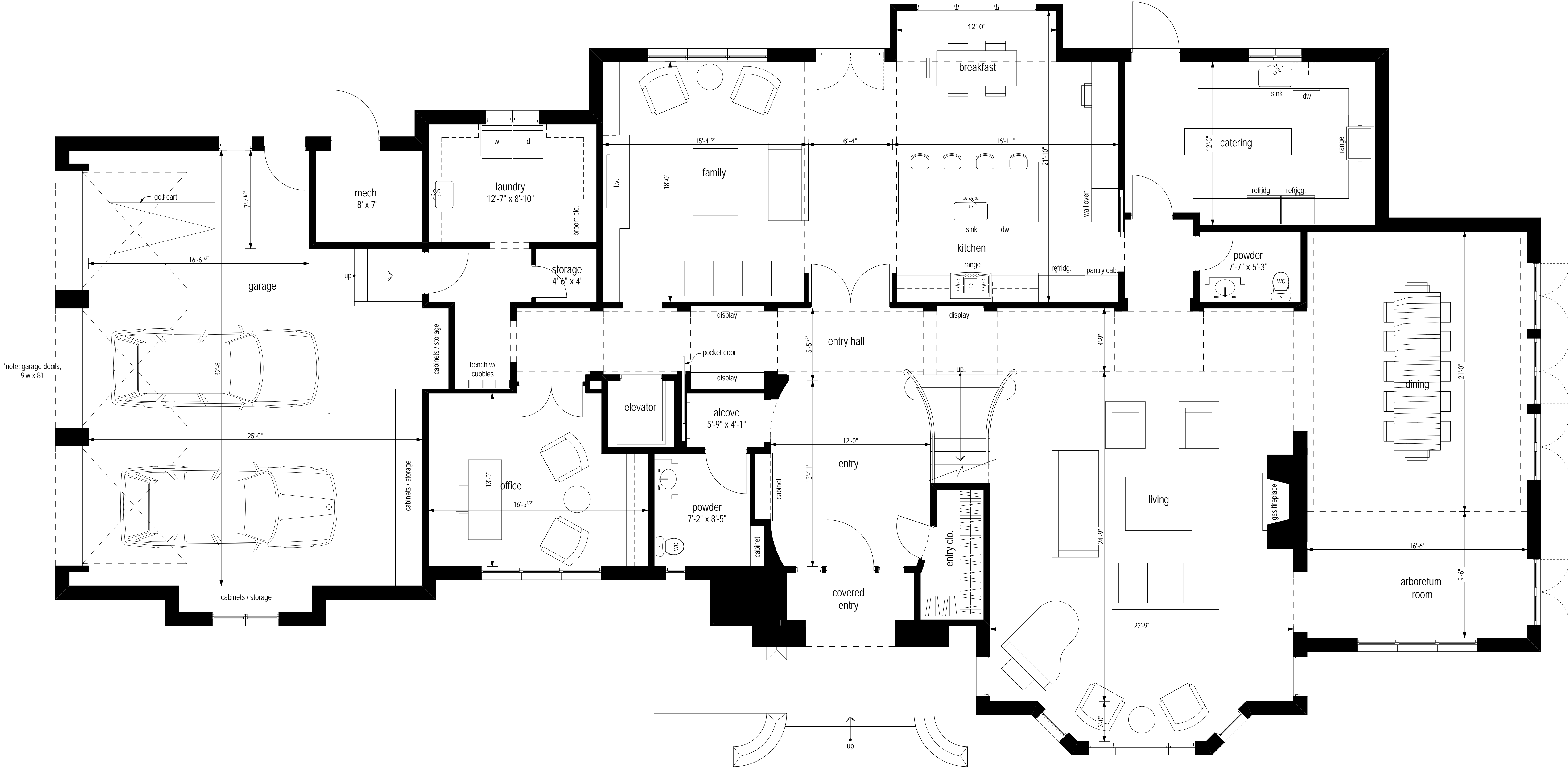


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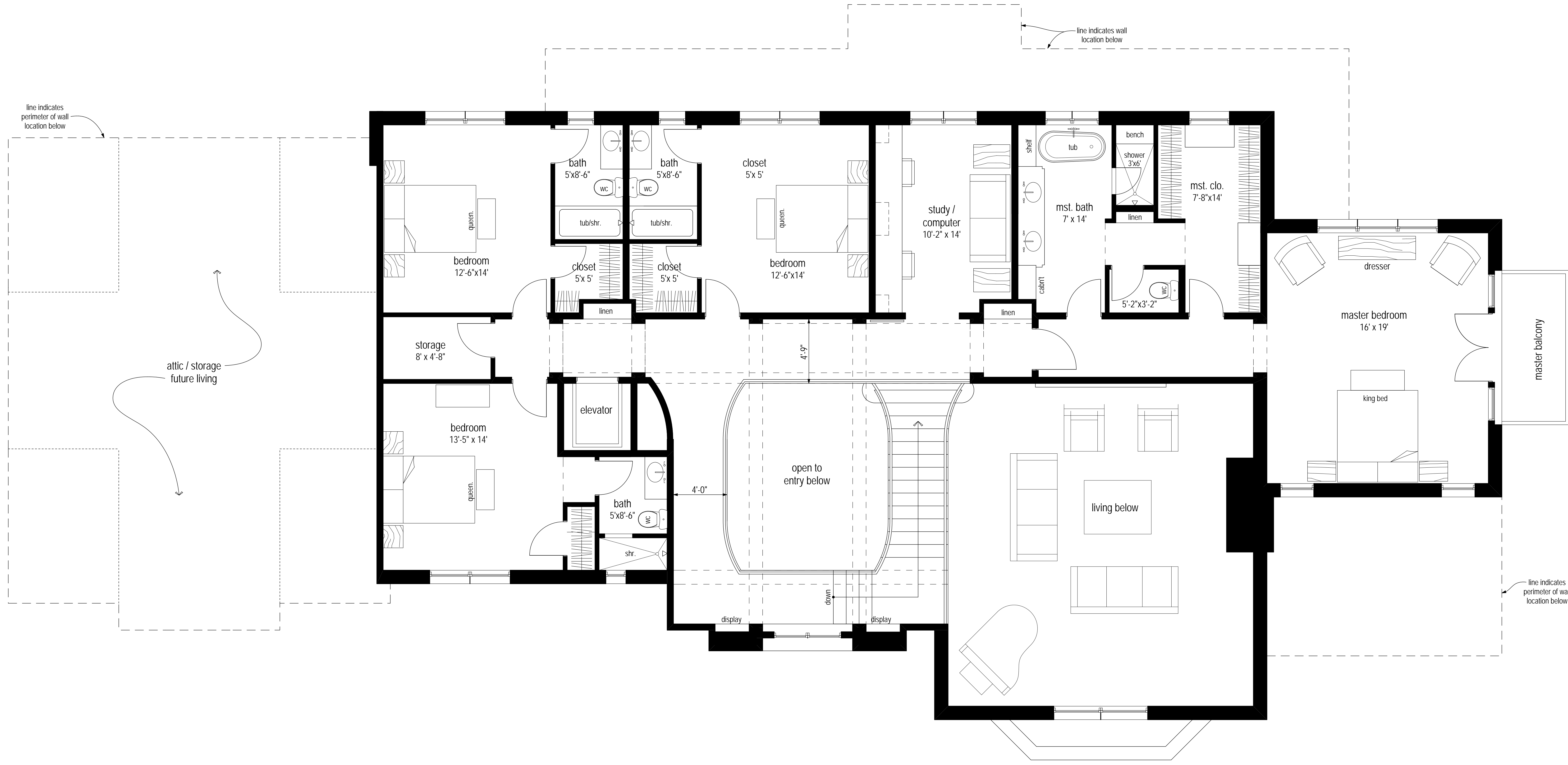
DATE 12/04/2013
REVISIONS



First Floor Plan



Area Takeoff	
First Floor:	3,457 sq.ft.
Second Floor:	2,004 sq. ft.
Total Living:	5,461 sq.ft.
Garage/ Mech.:	906 sq. ft.
Grand Total	6,367 sq.ft.
*All Square Footages are Gross not Net	



Second Floor Plan



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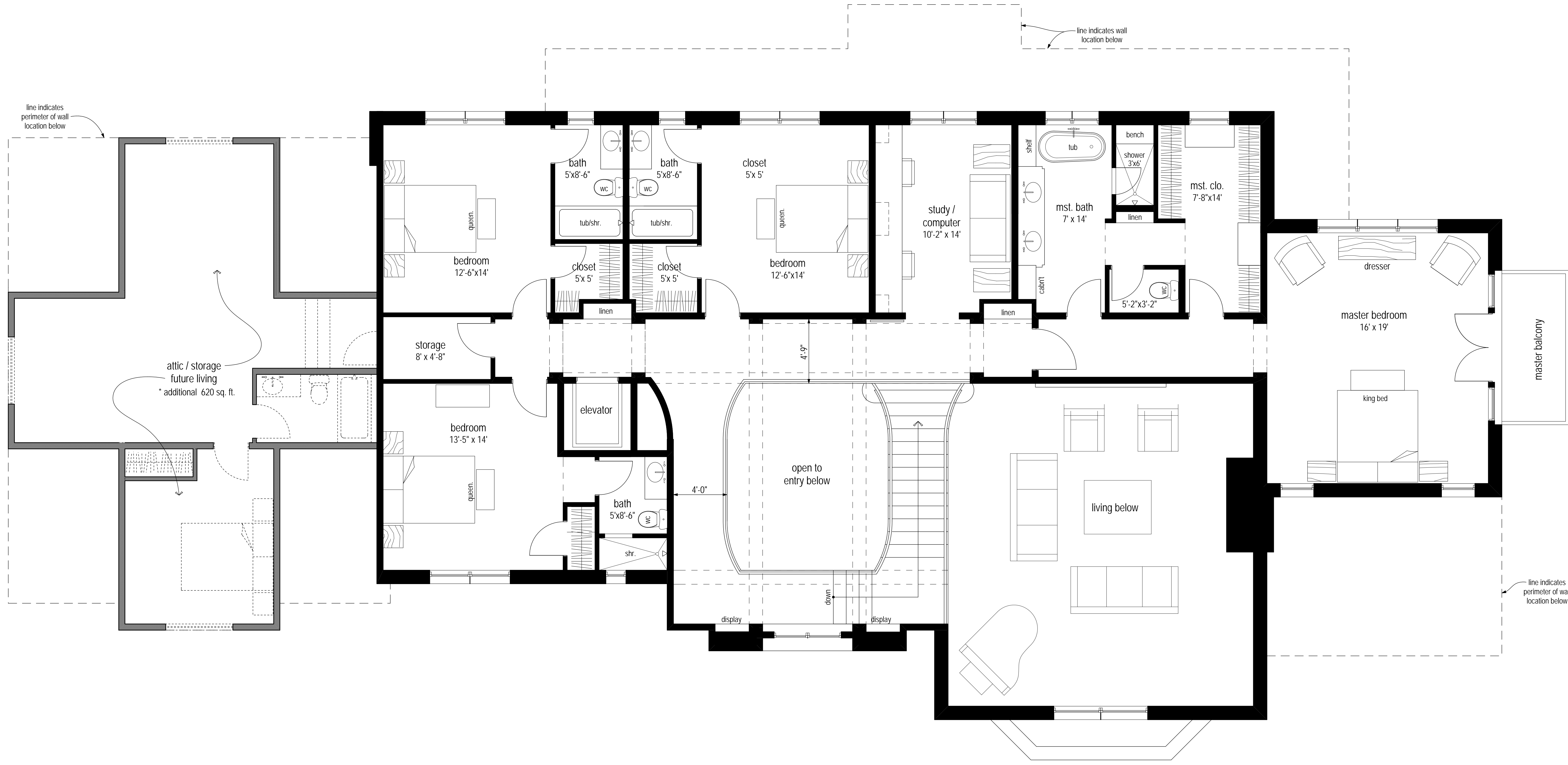
DATE 12/04/2013
REVISIONS

University of Idaho Executive Residence
Moscow, Idaho



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DATE 12/04/2013
REVISIONS



Second Floor Plan (Future Expansion over Garage)

Scale: 1/4" = 1'-0"



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Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of Jan 2014

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:** 5,000 - 7,000 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: Jan 2014; increase design expenditures			\$ 137,000	\$ 137,000	\$ 137,000			\$ 137,000
Total Project Costs	\$ -	\$ -	\$ 212,000	\$ 212,000	\$ 205,200	\$ -	\$ 6,800	\$ 212,000

History of Funding:	PBF	ISBA	* Other Sources of Funds				Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other*			
Initial Authorization Request, Planning and Design Phase Only, Aug 2013	\$ -				\$ 75,000		\$ 75,000	\$ 75,000
2nd Authorization to increase Planning and design phase expenditures, Jan 2014					\$ 137,000		\$ 137,000	\$ 137,000
							-	-
Total	\$ -	\$ -	\$ -	\$ -	\$ 212,000		\$ 212,000	\$ 212,000

27 * Internal Strategic Reserves

28 ** Project Contingency

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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

SUBJECT

Institution Intellectual Property Policies

REFERENCE

October 2010	Board approved First Reading of Board Policy V.M. Intellectual Property
December 2010	Board approved Second Reading of Board Policy V.M. Intellectual Property
June 2012	Board considered institution specific IP policies and requested additional amendments to Board Policy V.M. Intellectual Property
April 2013	Board approved First Reading of Board Policy V.M. Intellectual Property
June 2013	Board approved Second Reading of Board Policy V.M. Intellectual Property

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Board's intellectual property (IP) policy together with the institutions' own technology transfer policies establishes the legal basis for the institutions to claim, disclaim, transfer, or convey intellectual property.

The Board's IP policy was amended were approved to address concerns by industry that the previous Board policy was vague regarding the Board's versus an institution's claim of ownership, and an institution's authority in transferring, conveying, or disclaiming those ownership rights. As required in Board policy V.M. the three research institutions are required to bring their intellectual property policies forward to the Board for approval. In June of 2012 the institutions presented their policies to the Board. During this meeting the Board discussed feedback received from business and industry indicating that there were continued barriers to working with the institutions. At this time the Board postponed the approval of the institutions' intellectual property and requested the Instruction, Research, and Student Affairs (IRSA) committee do additional work on the Board's policy regarding this mater. At the June 2013 Board meeting the Board approved additional amendments to Board Policy V.M. including the incorporation of the technology transfer guidelines.

At this time the institutions are bringing forward their institution specific intellectual property policies for Board consideration.

IMPACT

Approval of the submitted policies will bring the institutions into compliance with Board Policy V.M. Intellectual Property.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

ATTACHMENTS

Attachment 1 – Board Policy V.M. Intellectual Property	Page 5
Attachment 2 – Institution Technology Licensing Guidelines	Page 10
Attachment 3 – University of Idaho Intellectual Property Policy	Page 29
Attachment 4 – Boise State University Intellectual Property Policy	Page 35
Attachment 5 – Idaho State University Intellectual Property Policy	Page 46

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.M. requires the institutions to establish policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties. Institutional policies must provide for institutional ownership in circumstances including, but not limited to, the following:

1. In cases of specific contracts providing for institutional ownership,
2. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
3. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or
4. Where a sponsored agreement requires institutional ownership.

Further, each institution's technology transfer policy must at a minimum include:

1. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
2. Policy and plans for patent acquisition (i.e. who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling disputes).
3. The range of allowable institutional involvement in the transfer process (i.e. from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).
4. The requirement that institution employees and other persons subject to this Board policy make an assignment of rights to the institution (including future rights) in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

BOARD ACTION

I move to approve the Intellectual Property policies of the University of Idaho, Boise State University and Idaho State University as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: M. Intellectual Property

June 2013

1. Objectives and Purposes

The State Board of Education, on behalf of the State of Idaho, and the Board of Regents, on behalf of the University of Idaho, (hereinafter collectively referred to as the "Board") recognizes intellectual property, including patentable inventions and copyrightable works, may be the natural outgrowth of the educational, research, and outreach missions of Idaho's postsecondary education institutions. The Board is dedicated to promoting the beneficial use of such intellectual property for Idaho and the nation. This intellectual property policy seeks to balance the institutional obligation to preserve open access and inquiry with the concomitant obligation to foster and advance the dissemination and use of institutional intellectual property for the public benefit, which may occur through development of protectable discoveries and inventions through rigorous scientific investigation and research, and the development, acquisition, and licensing of patents and other intellectual property for the economic growth and development of Idaho and the nation.

In furtherance of this objective, institutions when assigning, transferring, selling or licensing inventions, or patents or other intellectual property owned by the institutions, shall do so:

- a. to entities that make, market and sell products or services or that contractually agree to do so in connection with the licensed or transferred intellectual property;
- b. where the primary purpose of such assignment, transfer, sale or license directly aids and promotes the further development and commercialization of licensed products or services by such entity, and is not intended primarily for the purpose of further licensing or sublicensing such invention or patent to third parties for monetary gain only;
- c. where necessary for the institution to perform or have performed sponsored research or other institutional activities, including compliance with applicable requirements of law or contract associated with such research or other activity; or
- d. where the transferee is a non-profit entity engaged in research and education and the assignment, transfer, sale or license promotes further research and education for the public good and does not unduly impact use of the intellectual property to contribute to economic growth and development.

Any such transfer of institution intellectual property shall be made in accordance with the Idaho Institution Technology Licensing Guidelines, adopted by the Board June 2013.

2. Intellectual Property

- a. Definition. Intellectual property includes, but is not limited to, any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

Subsection: M. Intellectual Property

June 2013

work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other laws.

- b. Claim of ownership interest. The Board, on behalf of the State of Idaho, through and by Idaho's postsecondary educational institutions under the governance of the Board (hereinafter referred to as "institutions") claims ownership of any intellectual property developed under any of the following circumstances:
 - i. Arising from any work performed by an employee of any institution during the course of their duties to the institution;
 - ii. Arising from any use by an employee of an institution or other person use of Board or institution resources not openly available to members of the general public including, but not limited to, laboratories, studios, equipment, production facilities, office space, personnel, or specialized computing resources; or
 - iii. Arising from any work performed by an employee of an institution under contract in a program or project sponsored by an institution or between institutions or a closely related research foundation.
- c. Disclaimer of ownership interest. The Board claims no ownership interest in any intellectual property developed by the employee(s) or other person(s), including but not limited to contractor(s) of an institution under the following circumstances:
 - i. When the work is performed outside the assigned duties of the employee/other person; and
 - ii. When the employee/other person is without benefit of Board or institution facilities except libraries.
- d. Policy review. Institutional policies setting out technology transfer administration, including evaluating, financing, assignment, marketing, protection, and the division and use of royalties, as well as amendments thereto, must be submitted to the Board for its review and approval.
- e. Condition of employment. Institution employees and contractors, as a condition of employment or contract, shall adhere to this policy and the Board approved institutional policy on intellectual property and shall assign to the institution all right, title, and interest in intellectual property to which the Board claims ownership under this policy or the institution claims ownership under its institutional policy and shall assign any related applications for legal protection of such intellectual property.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: M. Intellectual Property**

June 2013

3. Copyrights

- a. Notwithstanding Section 2.c. of this Policy, when institution employees/other persons are specially ordered or commissioned to produce specific work, the institution reserves the right to seek and obtain registration of copyright for such works in the name of the State of Idaho or the institution or to use such work without securing a copyright registration.
- b. Except as noted in Section 3.a. above, neither the Board nor any institution is required to claim an ownership interest in works submitted for publication, performance or display by institution employees/other persons. Instead, institutions subject to this policy may elect, by contract or institutional policy, to claim an interest in copyrightable material produced, in whole or part, by their employees or other persons subject to this policy. Institutional policy shall provide for institutional ownership in circumstances including, but not limited to, the following:
 - i. In cases of specific contracts providing for institutional ownership,
 - ii. In cases where the constituent institution or sponsor may employ personnel for the purpose of producing a specific work,
 - iii. Where institutional ownership is deemed necessary in order to reflect the contribution of the institution to the work, or
 - iv. Where a sponsored agreement requires institutional ownership.

4. Intellectual Property Transfer

- a. The Board delegates to the institutions the right to transfer, convey, license, or disclaim, in accordance with the Institution Technology Licensing Guidelines, rights in intellectual properties developed within each respective institution. This policy allows the institutions to effect knowledge transfer and foster economic growth and development. Under this policy, each respective institution may:
 - i. Grant any or all intellectual property rights to affiliated research foundations for further development or transfer.
 - ii. Sell, assign, transfer, or exclusively or non-exclusively license intellectual property rights owned by the institution to for-profit, non-profit, and/or governmental entities that make, market and sell products or services or that contractually agree to do so in connection with the transferred or licensed intellectual property, or where the primary purpose of such assignment, transfer, sale or license directly aids and promotes the further development of

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: M. Intellectual Property

June 2013

the intellectual property or commercialization of products or services or the underlying intellectual property by such entity. However, such assignment, transfer, sale or license to third parties must not be for monetary gain only.

- iii. Sell assign, transfer, or exclusively or non-exclusively license to institution employees or other persons subject to this policy.
 - iv. Collect and disburse license payments in accordance with institutional policy to inventors and their departments and colleges, as well as to their institutions.
 - v. Permit institutional employees the right to participate in ownership and governance of for-profit, non-profit, and/or governmental entities that licensed institutional intellectual property to produce and market products and technology based on or derived from the license of the intellectual property, subject to the conflict of interest policies set forth in Idaho State Board of Education Governing Policies and Procedures, Section I.G. and II.Q.
- b. Each institution shall develop an institutional policy on technology transfer. At a minimum, an institution's policy shall include:
- i. The name of the institutional position (or office) with the authority and responsibility for carrying out the policy and binding the institution contractually.
 - ii. Policy and plans for patent acquisition (i.e., who initiates, who pays the lawyers, and an enumeration of the duties, responsibilities, and a process for settling debates).
 - iii. The range of allowable institutional involvement in the transfer process (i.e., from licensing to acceptance of institutional ownership interests, continued development in institutional facilities for the benefit of the licensee, business planning or production assistance).
 - iv. The requirement that institution employees and other persons subject to this Board policy make a present assignment to the institution of rights, including future rights, in intellectual property to which the Board claims ownership by this policy and/or the institution claims ownership by its institutional policy and in any related applications for legal protection of such intellectual property.
- c. At the request of the Board the appropriate officer of each institution shall report on technology transfer activities that have occurred at the institution and the general effectiveness of the institution in deploying technology. Institutions should report performance data through the annual Association of University Technology Licensing survey. The report shall also indicate whether any

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employees of the institution or its respective research foundation have a financial interest in the entity to which the intellectual property rights were conveyed. Terms of any license or technology transfer contract will be made available in confidence upon request for inspection by the Board.

Idaho State Board of Education
Institution Technology Licensing Guidelines
Adopted June 2013

The Idaho State Board of Education (Board) recognizes that institutions must share intellectual property with the public for the betterment of society. To provide a set of operating guidelines for such technology transfer, the Board has adopted these guidelines, derived from the “Nine Points” publication produced by the Association of Institution Technology Managers (AUTM) and the “University Licensing Guidelines” adopted by the Regents of the University of California.

The College and Universities under the Board’s governance (hereinafter collectively “institutions” or “institution”) share certain core values that can and should be maintained to the fullest extent possible in all technology transfer agreements. The purpose of licensing institution intellectual property (IP) rights and materials is to: encourage the practical application of the results of institution research by industry for the broad public benefit; meet our obligations to sponsors of institution research; build research relationships with industry partners to enhance the research and educational experience of researchers and students; stimulate commercial uptake and investment; stimulate economic development; and ensure an appropriate return of taxpayer investments in institution research. Financial returns from technology licensing provide additional support for research and education, an incentive for faculty retention, and support of the institution technology transfer program. Institutions are charged to pursue these objectives in licensing institution IP. In carrying out these objectives, institutions are called upon to make complex licensing decisions based upon a multiplicity of facts and circumstances and by applying their professional experience, in consideration of the following guidelines. It is incumbent of the institutions to analyze each licensing opportunity individually in a manner that reflects the business needs and values of their institution, but at the same time, to the extent appropriate, also to bear in mind the concepts articulated herein when crafting agreements with industry. Multiple factors must be considered in each transaction, such as: the nature and stage of development of the technology; the breadth and complexity of the potential fields of use; the product development path and timeline; the extent of intellectual property protection; the relevant markets and market niches; specific campus practices; unique needs of prospective licensees; ethical considerations for the use of future products; and emerging issues, among other elements. All factors require careful consideration in developing a relationship with a prospective licensee, and the institution needs flexibility to address each of these issues. Further, the result of any one licensing decision may or may not be appropriate to another similar situation, as changes in knowledge and individual factors should be taken into consideration for each case-specific circumstance.

In all cases, the institution reserves the right, to the fullest extent permitted by Board policy and law, to exercise its discretion over decisions regarding its choice of licensee, the extent of rights licensed, and/or a refusal to license to any party.

GUIDELINES

1. The primary objective in developing a patenting and licensing strategy for an invention should be to support the education, research, and public benefit mission of the institution.

The institution recognizes the need for and desirability of broad utilization of the results of institution research, not only by scholars but also for the general public benefit, and acknowledges the importance of the patent system in providing incentives to create practical applications that achieve this latter goal.

In addition, with respect to federally-funded inventions (which comprise a large portion of the institution's invention portfolio), the Bayh-Dole Act (35 U.S.C. 200-212) requires the institution's use of the patent system to promote the utilization of inventions arising from federally supported research, to encourage maximum participation of small business firms, to promote collaboration between commercial concerns, nonprofits and universities and to promote free enterprise without unduly encumbering future research and discovery. As such, the institution is responsible for crafting a technology management strategy that supports the education, research, and public service mission of the institution. This requires establishing a balance of priorities between the timely transfer of technology to industry for commercialization while preserving open access to research results for use by the institution and the research community.

A primary licensing decision is whether to license exclusively or non-exclusively. The institution should consider licensing either non-exclusively, or exclusively within specific fields-of- use when an invention is broad in scope and can be used in multiple industries as well as for a platform technology that could form the basis of new industries. In general, institutions should consider granting exclusive licenses to inventions that require significant investment to reach the market or are so embryonic that exclusivity is necessary to induce the investment needed to develop and commercialize the invention or when the technology requires a company willing to dedicate financial resources and the additional research to realize the commercial potential. Finally, as noted below, exclusive licensing must have performance milestones connected to the continuation of such exclusivity.

Alternatively, an exclusive "field-of-use" license is a way to create market incentives for one company while enabling the institution to identify additional licensees to commercialize the invention in additional markets. In some cases, a limited-term exclusive license that converts to a non-exclusive license can be an effective strategy to meet the public benefit objective. Further, special consideration should be given to the impact of an exclusive license on uses of a technology that may not be appreciated at the time of initial licensing. A license grant that encompasses all fields of use for the life of the licensed patent(s) may have negative consequences if the subject technology is found to have unanticipated utility. This possibility is particularly troublesome if the licensee is not able or willing to develop the technology in fields outside of its core business. Institutions are encouraged to use approaches that balance a licensee's legitimate commercial needs against the university's goal (based on its educational mission and the public interest) of ensuring broad practical application of the fruits of its research programs.

Finally, the licensing strategy should ensure prompt broad access to unique research resources developed by the institution. To preserve the ability of the institutions to perform research, ensuring that researchers are able to publish the results of their research in dissertations and peer-reviewed journals and that other scholars are able to verify published results without concern for patents, the institution should consider reserving rights in all fields of use, even if the invention is licensed exclusively to a commercial entity, for themselves and other non-profit and governmental organizations. This is designed to practice inventions and to use associated information and data for research and educational purposes, including research sponsored by commercial entities and to transfer research materials and results to others in the non-profit and governmental sectors. Clear articulation of the scope of reserved rights is critical.

2. Institution must meet existing third party obligations

Research projects increasingly involve a multiplicity of third party agreements and relationships. For some inventions, the institution will have existing licensing obligations to a company or other research partner based upon contractual commitments made under sponsored research, material transfer, database access, inter-institutional, or other third-party IP agreements. Institutions shall seek to identify all licensing obligations to third parties so that such obligations can be met. While the inventor(s) should be required to identify these obligations at the time of disclosure to the institution, the institution is encouraged to verify the completeness or accuracy of the inventor(s) obligations.

Direct discussions with the inventor(s) and/or review of system-wide and local contract and grant databases may help determine whether the appropriate agreements are identified. Careful review of these agreements is critical to understanding the nuances of any third party obligations. Copies of any relevant agreements should be retained in the licensing file for future reference and to document the basis for decisions affecting the status of such third party obligations.

In addition, the institution should evaluate any other factors that may affect the institution's right to license the invention. The institution should investigate whether an inventor's disclosed invention entails a possible claim to prior ownership rights by a third party based upon the inventor's previous or current outside activities, for example, consulting arrangements, visiting scientist agreements, inventor start-up companies, and other contract obligations, particularly in light of court decisions (e.g. *Stanford v. Roche*, Fed Cir., 2009).

3. The selected licensee should be capable of bringing the invention to the marketplace and the license should be structured in a manner that encourages technology development and use.

The institution should seek licensees capable of bringing the invention to the marketplace in a timely manner. While often only one potential licensee comes forward for any given institution invention, the institution should nevertheless assess the potential licensee's technical, managerial and financial capability to commercialize the technology. From a programmatic perspective, licensing preference should be given to small business concerns, when appropriate, pursuant to federal law and regulations, provided such small businesses appear capable of bringing the technology to the marketplace.

Institutions should use care when licensing multiple technologies, invention portfolios, or a single technology with multiple variant applications to a single commercial organization to ensure that the licensing strategy meets the institution's desire to maximize public benefit.

In selecting a licensee, the institution, should consider whether the potential licensee:

- has a general business plan that delineates a clear strategy to commercialize the invention
- has or can secure the technical, financial and personnel resources to develop and commercialize the invention in a timely manner
- has experience relevant to developing and commercializing the invention
- has appropriate marketing capabilities
- possesses a strong desire and commitment to make the product/technology a success
- is able to meet any regulatory requirements needed to commercialize the technology
- has, or can develop sufficient capacity to satisfy the market demand for the technology
- demonstrates commitment to the institution's invention in light of other technologies competing for resources in the company
- has goals that generally align with those of the institution with respect to public benefit

The institution should obtain and retain documents that address the licensee's ability to bring the technology to the market. In the case of a start-up company, not all factors necessary to commercialize the technology may be present at the outset. The institution should consider whether the start-up has an appropriate level of resources and technical capabilities, given the development stage of the company and the nature of the invention, as well as whether the start-up has the potential to acquire the necessary resources to successfully develop and market the technology in a timely manner.

Institutions also need to be mindful of the impact of granting overly broad exclusive rights and should strive to grant just those rights necessary to encourage development of the technology. Performance milestones are a necessary part of any license, and are even more important in exclusive licenses.

In situations where an exclusive license is warranted, it is important that licensees commit to diligently develop the technology to protect against a licensee that is unable or unwilling to move an innovation forward. In long-term exclusive licenses, diligent development should be well-defined and regularly monitored during the exclusive term of the agreement and should promote the development and broad dissemination of the licensed technology. Ideally, objective, time-limited performance milestones are set, with termination or non-exclusivity (subject to limited, but reasonable, cure provisions) as the penalty for breach of the diligence obligation.

Another means of ensuring diligent development, often used in conjunction with milestones, is to require exclusive licensees to grant sublicenses to third parties to address unmet market or public health needs ("mandatory sublicensing") and/or to diligently commercialize new applications of the licensed rights. Such a requirement could also be implemented through a reserved right of the licensor to grant direct licenses within the scope of the exclusive grant to third parties based on unmet need. In such situations, it is important to ensure that the parties have a common

understanding of what constitutes a new application or unmet need for the purpose of implementing such a provision.

3.A. Future Improvements

Although licensees often seek guaranteed access to future improvements on licensed inventions, the obligation of such future inventions may effectively enslave a faculty member's research program to the company, thereby exerting a chilling effect on their ability to receive corporate and other research funding and to engage in productive collaborations with scientists employed by companies other than the licensee – perhaps even to collaborate with other academic scientists. In particular, if such future rights reach to inventions made elsewhere in the university, researchers who did not benefit from the licensing of the original invention may have their opportunities restricted as well, and may be disadvantaged economically relative to the original inventors if the licensing office has pre-committed their inventions to a licensee.

For these reasons, exclusive licensees should not automatically receive rights to “improvement” or “follow-on” inventions. Instead, as a matter of course, licensed rights should be limited to existing patent applications and patents, and only to those claims in any continuing patent applications that are (i) fully supported by information in an identified, existing patent application or patent and (ii) entitled to the priority date of that application or patent.

In the rare case where a licensee is granted rights to improvement patents, it is critical to limit the scope of the grant so that it does not impact uninvolved researchers and does not extend indefinitely into the future. It is important to further restrict the grant of improvements to inventions that are owned and controlled by the licensor institution - i.e., (i) not made by the inventor at another institution, should they move on or (ii) co- owned with, or controlled by, another party. One refinement to this strategy would be to limit the license to inventions that are dominated by the original licensed patents, as these could not be meaningfully licensed to a third party, at least within the first licensee's exclusive field. As was discussed earlier, appropriate field restrictions enable the licensing not only of the background technology, but also of improvements, to third parties for use outside the initial licensee's core business. In all cases, a license to improvements should be subject to appropriate diligent development requirements.

It should be recognized, however, that not all “improvements” have commercial potential (for example, they may not confer sufficient additional benefit over the existing technology to merit the expense of the development of new or modified products), in which case a licensee might not wish to develop them. In general, it may be best simply not to patent such improvements.

4. The license agreement should include diligence terms that support the timely development, marketing, and deployment of the invention.

The institution should include diligence provisions in a license agreement to ensure that the licensee develops and commercializes the invention in a timely manner, especially when an invention is exclusively licensed. The institution's commitment to public benefit is not met by allowing an invention to languish due to a licensee's lack of commitment, “shelving” the technology to protect its competing product lines, or inadequate technical or financial resources.

Appropriate diligence provisions are invention-specific and will vary depending on the circumstances. Common diligence obligations that an institution should consider include:

- the amount of capital to be raised (for a start-up) or the amount of funding committed (for an existing business) by the company to support the technology's development.
- specific dates by which the licensee must achieve defined milestones, such as: secure levels of regulatory approval; make a working prototype; initiate beta testing of a licensed product; receive formal market/customer feedback; achieve specific prototype performance thresholds (such as efficiency or size); establish a production facility; first sell the commercial product; or achieve a certain level of sales.

To ensure that the institution continues to manage its technologies as assets for the public's benefit, clearly defined diligence provisions allow verification of the licensee's compliance with its diligence obligations. Therefore, the licensing agreement language should be sufficiently specific so that both parties can determine whether the diligence obligations have been met. Further, the license should provide a remedy for failure to meet diligence obligations, such as termination of the license or, in the case of an exclusive license, a reduction to a non-exclusive license.

5. The license agreement should be approved as to legal integrity and consistency.

In order to ensure that the institution has the right to enter into licensing discussion, the institution should ensure that the inventors have signed an agreement that acknowledges the institution's patent policy, and institution claim of ownership of inventions under the Policy, and/or an actual Assignment Agreement that confirms the institution's ownership in the invention and that includes a present assignment of invention rights.

In determining the rights that can be granted in a license agreement, the institution should ask the inventors about past and present sponsors of their research, material providers, and independent consulting and other agreements (e.g., visitor, confidentiality, etc.) they have signed that could be related to the invention to determine if conflicting obligations exist between such agreements and the proposed license.

The institution shall ensure that the provisions of the license agreement are reviewed and approved by the institution Office of General Counsel, and comply with institution policies with regard to legal integrity and consistency, including the following concerns:

5.A. Use of Name:

The institution shall ensure that the license agreement prohibits the use of the institution's name, or the names of its employees, to promote the licensee or its products made under the license agreement, unless specifically approved by authorized institution personnel. The license may provide limited use of the institution's name where required by law, to give effective legal notice such as a copyright mark, or to make a statement of fact regarding the origin of plant material.

5.B. Indemnification:

The institution shall ensure that the license agreement contains an indemnification provision under which the licensee assumes all responsibility for any product or other liability arising from the exercise of the license covering the invention. The licensee should assume all responsibility as it has complete control over product development while the institution only provides rights under the patents it holds.

5.C. Limitation of Liability:

The institution shall ensure that the license agreement contains a provision that limits the institution's liability for any damages that may result from the licensee's acts under the license agreement (e.g., intellectual property infringement, lost profits, lost business, cost of securing substitute goods, etc.).

5.D. Insurance:

The institution shall ensure that the license agreement requires the licensee to carry sufficient insurance or have an appropriate program of self-insurance to meet its obligations to protect the institution, and provide evidence of such.

5.E. Limited Warranty:

The institution shall ensure that the license agreement contains a limited warranty provision stating that nothing in the license shall be construed as (i) a warranty or representation regarding validity, enforceability, or scope of the licensed patent rights; (ii) a warranty or representation that any exploitation of the licensed patent rights will be free from infringement of patents, copyrights, or other rights of third parties; (iii) an obligation for the institution to bring or prosecute actions or suits against third parties for patent infringement except as provided in the infringement provision of the license; (iv) conferring by implication, estoppel, or otherwise any license or rights under any patents or other rights of institution other than the licensed patent rights, regardless of whether such patents are dominant or subordinate to the licensed patent rights; and (v) an obligation to furnish any new developments, know-how, technology, or technological information not provided in the licensed patent rights.

5.F. Patent Prosecution:

The institution shall ensure that the license agreement contains a patent prosecution provision that stipulates the institution will diligently prosecute and maintain the patent rights using counsel of its choice who will take instructions solely from the institution. The institution will use reasonable efforts to amend any patent application to include claims requested by the Licensee. For an exclusive license, all such costs will be borne by the licensee. For non-exclusive licenses, a common practice is for each licensee to pay a pro-rata share of such costs.

5.G. Patent Infringement:

The institution shall ensure that an exclusive license agreement contains a patent infringement provision that stipulates that neither the institution nor the licensee will notify a third party (including the infringer) of infringement or put such third party on notice of the existence of any patent rights without first obtaining consent of the other party; with additional language that addresses infringement notification process, participation, control and prosecution of the suit, and payment of costs and sharing of awarded damages.

5.G.1. Infringement Action Considerations

In considering enforcement of their intellectual property, it is important that universities be mindful of their primary mission to use patents to promote technology development for the benefit of society. All efforts should be made to reach a resolution that benefits both sides and promotes the continuing expansion and adoption of new technologies. Litigation is seldom the preferred option for resolving disputes.

However, after serious consideration, if a university still decides to initiate an infringement lawsuit, it should be with a clear, mission-oriented rationale for doing so- one that can be clearly articulated both to its internal constituencies and to the public. Ideally, the university's decision to litigate is based on factors that closely track the reasons for which universities obtain and license patents in the first place, as set out elsewhere in this paper. Examples might include:

- Contractual or ethical obligation to protect the rights of existing licensees to enjoy the benefits conferred by their licenses; and
- Blatant disregard on the part of the infringer for the university's legitimate rights in availing itself of patent protection, as evidenced by refusal on the part of the infringer to negotiate with or otherwise entertain a reasonable offer of license terms.

5.G.2. Patent Aggregators and "Flippers"

As is true of patents generally, the majority of university-owned patents are unlicensed. With increasing frequency, university technology transfer offices are approached by parties who wish to acquire rights in such 'overstock' in order to commercialize it through further licenses. These patent aggregators typically work under one of two models: the 'added value' model and the so-called 'patent troll' model.

Under the added value model, the primary licensee assembles a portfolio of patents related to a particular technology. In doing so, they are able to offer secondary licensees a complete package that affords them freedom to operate under patents perhaps obtained from multiple sources. As universities do not normally have the resources to identify and in-license relevant patents of importance, they cannot offer others all of the rights that may control practice (and, consequently, commercialization) of university inventions. By consolidating rights in patents that cover foundational technologies and later improvements, patent aggregators serve an important translational function in the successful development of new technologies and so exert a

positive force toward commercialization. For example, aggregation of patents by venture capital groups regularly results in the establishment of corporate entities that focus on the development of new technologies, including those that arise from university research programs. To ensure that the potential benefits of patent aggregation actually are realized, however, license agreements, both primary and secondary, should contain terms (for example, time-limited diligence requirements) that are consistent with the university's overarching goal of delivering useful products to the public.

In contrast to patent aggregators who add value through technology-appropriate bundling of intellectual property rights, there are also aggregators (the 'patent trolls') who acquire rights that cut broadly across one or more technological fields with no real intention of commercializing the technologies. In the extreme case, this kind of aggregator approaches companies with a large bundle of patent rights with the expectation that they license the entire package on the theory that any company that operates in the relevant field(s) must be infringing at least one of the hundreds, or even thousands, of included patents. Daunted by the prospect of committing the human and financial resources needed to perform due diligence sufficient to establish their freedom to operate under each of the bundled patents, many companies in this situation will conclude that they must pay for a license that they may not need. Unlike the original patent owner, who has created the technology and so is reasonably entitled to some economic benefit in recognition for its innovative contribution, the commercial licensee who advances the technology prior to sublicensing, or the added value aggregator who helps overcome legal barriers to product development, the kind of aggregator described in this paragraph typically extracts payments in the absence of any enhancement to the licensed technology. Without delving more deeply into the very real issues of patent misuse and bad-faith dealing by such aggregators, suffice it to say that universities would better serve the public interest by ensuring appropriate use of their technology by requiring their licenses to operate under a business model that encourages commercialization and does not rely primarily on threats of infringement litigation to generate revenue.

A somewhat related issue is that of technology 'flipping', wherein a non-aggregator licensee of a university patent engages in sublicensing without having first advanced the technology, thereby increasing product development costs, potentially jeopardizing eventual product release and availability. This problem can be addressed most effectively by building positive incentives into the license agreement for the licensee to advance the licensed technology itself – e.g., design instrumentation, perform hit-to-lead optimization, file an IND. Such an incentive might be to decrease the percentage of sublicense revenues due to the university as the licensee meets specific milestones.

5.H. Third Party Obligations and Conflicts of Interest:

Technology transfer offices should be particularly conscious and sensitive about their roles in the identification, review and management of conflicts of interest, both at the investigator and institutional levels. Licensing to a start-up founded by faculty, student or other university inventors raises the potential for conflicts of interest; these conflicts should be properly reviewed and managed by academic and administrative officers and committees outside of the technology transfer office. A technology licensing professional ideally works in an open and collegial

manner with those directly responsible for oversight of conflicts of interest so as to ensure that potential conflicts arising from licensing arrangements are reviewed and managed in a way that reflects well on their university and its community. Ideally, the university has an administrative channel and reporting point whereby potential conflicts can be non-punitively reported and discussed, and through which consistent decisions are made in a timely manner.

5.I. Export Controls

Institution technology transfer offices should have a heightened sensitivity about export laws and regulations and how these bodies of law could affect university licensing practices. Licensing “proprietary information” or “confidential information” can affect the “fundamental research exclusion” (enunciated by the various export regulations) enjoyed by most university research, so the use of appropriate language is particularly important. Diligence in ensuring that technology license transactions comply with federal export control laws helps to safeguard the continued ability of technology transfer offices to serve the public interest.

6. The institution should receive fair consideration in exchange for the grant of commercial licensing rights.

The institution should ensure that institution receives fair consideration for commercial licenses of its inventions (as public assets created using public funds, supplies, equipment, facilities, and/or staff time) to private entities. Generally, the value of the consideration received by the institution should be based on the licensee’s sale or distribution of licensed products or licensed services by the licensee. Other factors that impact the negotiation of the institution’s consideration may include:

- the type of technology and industry
- the stage of development and market consideration
- the perceived value to the licensee’s business and competitive position (“must-have” vs. “nice-to-have”)
- the market potential, contribution of the technology to market penetration, and market sector dynamics (i.e. growing, static, declining?)
- the projected cost and risk of product development and marketing
- the competitive advantage over alternative products; is the invention a seminal “game-change” one or an incremental improvement?
- the likelihood of competing technologies
- the net profit margin of the anticipated product
- comparable prices for similar technologies or products
- the scope and enforceability of the institution’s patent claims, extent of freedom-to- operate required, and years remaining on patent term
- the projected decrease in the cost of production or R&D expenditures
- the scope of license (exclusive/nonexclusive, narrow/broad fields of use, U.S./non- U.S.)
- the opportunity for accelerated time to market based upon the necessity for meeting a critical public need.

In general, the fair consideration to the institution should be in cash, but other forms of consideration may be accepted in partial lieu of cash fee(s) such as equity in the company (discussed below). The form of such consideration negotiated by the institution may vary widely based on case-specific factors.

The institution should consider including some or all of the following elements as part of the consideration:

6.A. Reimbursement of institution's patent costs:

The licensee pays for domestic and/or foreign patent applications either through an up-front fee that covers past and future costs and/or through a requirement to reimburse past, present and future costs upon invoicing by the institution. Where the technology is licensed to multiple parties, reimbursement may be done on a pro-rata basis. Full reimbursement by an exclusive licensee is standard institution practice.

6.B. License Issue fee:

The licensee pays a fee to the institution upon final execution of the license agreement either in a lump sum or on an agreed upon schedule. The amount of this fee should reflect the value of the invention at the time it is made available to the licensee. Such fees range widely, depending on the circumstance. Under some circumstances, the issue fee for small companies or start-ups may be partially postponed until sufficient investment capital is secured, or may be replaced in part by the institution's acceptance of equity in the company (see *Equity* below).

6.C. Running royalties:

The licensee pays ongoing consideration to the institution in the form of a running (or earned) royalty, typically calculated as a percentage of net sales or use of licensed products or services that incorporate the technology. Such royalties should not be "capped" at a pre-determined dollar level, as the institution should share fully in the success of any commercial use of technology made available to the licensee. In some rare cases, a running royalty value may be difficult to assess due to the particular market and the type of products being developed. In such cases a fixed amount for each unit of licensed product sold or a one-time or annual fee may be contemplated, where the fee should reflect the value of the invention over the projected length of patent protection (both U.S. and foreign).

6.D. Annual maintenance fee/minimum annual royalty:

The licensee pays an annual license maintenance fee which serves as a form of diligence and represents the licensee's continuing interest in and a financial commitment to commercialize the invention. A minimum annual royalty begins in the first year of commercial sales and serves not only as a diligence obligation but also incentivizes the licensee to achieve sales generating royalties that meet or exceed the minimum annual royalty. Typically, annual maintenance fees cease after commercial sales begin when they are replaced by the minimum annual royalty. Minimum annual royalties, if paid in advance, are generally creditable against the running

royalty due that year. The institution may use these fees singly, in combination, or not at all as judgment dictates, however, including such fees not only creates diligence obligations but also provides annual income to support the institution's research and education mission.

6.E. Sublicensing fees:

Under an exclusive license where the licensee is permitted to transfer rights to third parties (a sublicense), the licensee pays the institution consideration for sales or use of licensed products or services by its sublicensees. The institution should receive a fair share of all consideration, including royalty and non-royalty income, received by the licensee from the sublicensee. It is institution practice not to include sublicensing rights under its non-exclusive licenses as the granting of such rights could place the licensee in direct licensing competition with the institution, except in those cases where the sublicensee's activities are necessary for the sublicensor to commercialize the licensed technology (e.g. sublicensee is a contract research organization or contract manufacturer providing a vital component to the sublicensor necessary for the licensed technology, etc.).

6.F. Equity:

To encourage commercialization of institution technology, the institution may accept equity in a company as partial consideration for invention licensing in a manner consistent with Board and institution policies. This option may be particularly useful in working with small or startup companies where financial considerations limit the company's and its investors' willingness to pay cash to the university for licensing costs, such as license issue fees and annual maintenance fees. When accepting equity, institutions should consider the risk-adjusted value of equity and the potential loss of value associated with dilution of equity.

6.G. Other:

The institution may negotiate forms of consideration other than those described above, such as milestone payments upon the completion of certain licensed product development events or upon financing or investment triggers (e.g., investment rounds, merger or acquisition, or a public stock offering). Other unique exchanges of value occasionally may be appropriate forms of fair consideration. The institution should note, however, that such non-monetary forms of consideration (other than equity) fall outside the royalty-sharing provisions of the institution Patent Policy. The institution should take care to not designate research funding as a form of consideration in a license as license income is subject to the royalty-sharing provisions of the institution Patent Policy whereas research funding is not consideration for a license but is fixed at a level to pay for the cost of conducting the research (*Singer v. The Regents*, 1996).

Finally, the institution should be aware that "overly-aggressive" negotiation of financial consideration may impede commercialization of an invention and may not be consistent with certain research sponsor guidelines (e.g., Federal, State, or non-profit extramural sponsorship policies). However, undervaluing a commercial license reduces the additional monetary support for research and education and compromises the principle of seeking a fair return on the public asset that is the institution's technology. The institution should weigh all appropriate

factors discussed above in crafting a commercial license to create an optimal structure and fair consideration.

7. The license agreement should support the academic principles of the institution.

The institution should ensure that the provisions of the license agreement support the institution's academic teaching and research mission, including the following concerns:

7.A. Open Dissemination of Research Results and Information:

License agreements with external parties shall not limit the ability of institution researchers to disseminate their research methods and results in a timely manner. The most fundamental tenet of the institution is the freedom to interpret and publish, or otherwise disseminate, research results to support knowledge transfer and maintain an open academic environment that fosters intellectual creativity.

7.B. Accessibility for Research Purposes:

The institution should ensure that the license agreement protects the ability of institution researchers, including their student and research collaborators, to use their inventions in future research, thus protecting the viability of the institution's research programs. The institution has a commitment to make the results of its research widely available through publication and open distribution of research products for verification and ongoing research. The institution also seeks to foster open inquiry beyond the interests of any one research partner, particularly where the invention is a unique research tool. One way in which the institution addresses this is through the retention in the license agreement of the institution's right to use and distribute inventions to other non-profit research institutions for research and educational purposes.

7.C. Broad Access to Research Tools:

Consistent with the NIH Guidelines on Research Tools, principles set forth by various charitable foundations that sponsor academic research programs and by the mission of the typical university to advance scientific research, universities are expected to make research tools as broadly available as possible. Such an approach is in keeping with the policies of numerous peer-reviewed scientific journals, on which the scientific enterprise depends as much as it does on the receipt of funding: in order to publish research results, scientists must agree to make unique resources (e.g., novel antibodies, cell lines, animal models, chemical compounds) available to others for verification of their published data and conclusions.

Through a blend of field-exclusive and non-exclusive licenses, research tools may be licensed appropriately, depending on the resources needed to develop each particular invention, the licensee's needs and the public good. The drafting of such an exclusive grant should make clear that the license is exclusive for the sale, but not use, of such products and services; in doing so, the university ensures that it is free to license non-exclusively to others the right to use the patented technology, which they may do either using products purchased from the exclusive licensee or those that they make in-house for their own use.

8. *All decisions made about licensing institution inventions should be based upon legitimate institutional academic and business considerations and not upon matters related to personal financial gain.*

It is important that the institution conduct the technology transfer process, including patenting, marketing, and licensing in a manner that supports the education, research, and public service missions of the institution over individual financial gain.

Because institutions and inventors may have the opportunity to influence institution business decisions in ways that could lead to personal gain or give advantage to associates or companies in which they have a financial interest, the institution and the inventor must comply with existing Board policy, institution policy and State law concerning such potential conflicts of interest. Under Board policy and State conflict of interest law, any institution employee or representative is prohibited from making, participating in making, or influencing an institution decision (including selection of licensees and other decisions made in the course of commercializing institution technology) in which they have a personal financial interest. Certain specific actions may be taken, however, consistent with Board policy, institution policy and State law, to allow participation in the licensing process by such inventors. An inventor's expectancy of receiving money or equity as inventor share under the institution Patent Policy is not a disqualifying financial interest.

For institutions who have a personal financial interest in potential licensees, this situation can be readily managed by having the invention case assigned for management to another institution without a financial interest. For inventors who have a personal financial interest in potential licensees, another individual with appropriate scientific and technical background may be able to carry out the duties and responsibilities typically handled by the inventor. In both cases, personal disqualification requirements would need to be satisfied under Board policy, institution policy and State law.

Institution inventors, however, may not be able to reasonably remove themselves from involvement in the process under disqualification requirements as their expertise and input may be essential to successful technology transfer. It may be necessary for the inventor to work closely with the institution and with potential licensees, or involve themselves in companies that are potential licensees, with the objective of commercializing institution inventions, even when they have a personal financial interest. It is in this context, when the inventor is involved in the process, that the selection of a licensee and other commercialization decisions may have the potential to raise concerns about conflicts of interest. Some inventor contributions to the licensing process are primarily technical advice and do not constitute "participation in" or "attempting to influence" a licensing decision under State conflict of interest law. They are called "ministerial." An action is ministerial, even if it requires considerable expertise and professional skill, if there is no discretion with respect to the outcome. Thus an inventor can provide technical or scientific information about an invention where necessary without being considered to be participating in a licensing decision. This exception, however, does not apply

to technical tasks such as most data gathering or analysis in which the inventor makes professional judgments which can affect the ultimate decision in question.

Therefore, the institution and inventor(s) should discuss: i) the disqualification option; ii) an approach to and level of inventor involvement in the technology transfer process; iii) compliance with Board policy, institution policy and State law concerning potential conflicts of interest; and (iv) where helpful, these institution Licensing Guidelines.

In general, the role in the technology transfer process of any inventor who has a personal financial interest in a potential licensee should be kept to the minimum necessary to successfully achieve the institution's objectives in patenting, marketing, and licensing. When an inventor has a personal financial interest in a potential licensee and does not fully disqualify him or herself from involvement in the process, an independent substantive review (Licensing Decision Review - LDR) and recommendation concerning the licensee selection and other licensing decisions is required. Thus, both the institution and the inventor should understand that the extent to which the inventor is involved in the technology transfer process may be a factor in the considerations and ultimate recommendations of the LDR body. The LDR body, composed of one or more qualified individuals with appropriate expertise, knowledge and professional judgment, must independently check the original data and analysis upon which recommendations for the selection of licensees and for other licensing determinations were made by the institution and make its own independent recommendations concerning those decisions. The LDR may be performed by the a institution committee responsible for review and management of conflicts of interest; such committee, when undertaking an LDR, should have the expertise, knowledge and professional judgment required of the LDR body under these Guidelines.

The institution must ensure that disclosure and management of potential inventor conflicts of interest are handled in accordance with institution policy. By doing so, the institution can help ensure that the inventor may continue to participate in the technology development process while remaining in compliance with institution policies and State law in this area. Future issues may arise, such as an inventor's desire to bring technology back to the institution for further testing, development, and purchase for use in the lab as the licensee further develops the technology. If the institution becomes aware of such issues, the institution should ensure that other institution officials impacted by such activities on the part of the inventor (e.g., procurement, C&G office, Conflict of Interest review board, etc.) are educated about the rationale and processes needed for a successful technology transfer program.

9. Technology-specific Considerations

The following guidance supports a general understanding of the objectives, practices and issues involved in the institution licensing program with respect to specific technologies. The licensing strategies described herein are not intended to be applied in an absolute or mechanical manner. Each licensing decision is unique and a matter of professional judgment. The institution's ALOs retain complete discretion in choosing the appropriate licensee and technology management strategy for its technologies.

9.A. Research Tools

In determining an appropriate licensing strategy for an invention that is used primarily as a research tool, the institution should analyze if further research, development and private investment are needed to realize this primary usefulness. If it is not, publication, deposition in an appropriate databank or repository, widespread non-exclusive licensing, or electing not to file a patent application may be the appropriate strategy. Where private sector involvement is necessary to assist in maintaining (including reproducing), and/or distributing the research tool, where further research and development are needed to realize the invention's usefulness as a research tool, or where a licensee has the ability to enhance the usefulness, usability, or distribution of the research tool, licenses should be crafted with the goal of ensuring widespread distribution of the final research tool to the research community. Any such license should also contain a provision preserving the institution's ability to continue to practice the licensed invention and allow other educational and non-profit institutions to do so for educational and research purposes. If carefully crafted, exclusive licensing of such an invention, such as to a distributor that will sell the tool or to a company that will invest in the development of a tool from the nascent invention, could support the institution's objectives.

One particular concern is royalties assessed on sales of products that are developed using (directly or indirectly) an institution invention that is a research tool ("reach-through" royalties), rather than assessed on products actually incorporating the institution invention. The institution should note that reach-through royalties may impede the scientific process or create unreasonable restrictions on research and therefore generally should be avoided. Licensing of research tools should encourage prompt and broad access through a streamlined process. For NIH-funded inventions, see the NIH "Principles and Guidelines for Recipients of NIH Research Grants and Contracts on Obtaining and Disseminating Biomedical Research Resources."

9.B. Global Health

While many of the licensing strategies discussed below are presented in the context of global health issues, such strategies are equally applicable to other current and future emerging technologies that can be used to support humanitarian efforts in underprivileged populations (e.g., clean water, sustainable sources of energy, food sources, etc.).

As innovative healthcare technologies are discovered and, after meeting extensive development and regulatory hurdles, introduced as publicly available therapeutic or diagnostic products, the ability of underprivileged populations to access and afford these technologies may be constrained by price or distribution. In particular, healthcare and agricultural products may not be readily accessible and affordable to the world's poorest people in developing countries and as a public institution striving to uphold its public benefit mission, the institution should consider such public benefit and broad societal needs when developing licensing strategies for such technologies.

Developing "successful practices" is an evolving process, particularly for an issue as complex as balancing access by developing countries to biomedical products with ensuring timely and appropriate development and commercialization of the product. Such practices demand creative and

flexible rather than rigid approaches. Entirely new business models coupled with nuanced intellectual property management strategies may be needed to produce the desired outcomes. Each situation is unique and must be addressed based on its own fact pattern to encourage licensees to make the substantial and risky investment necessary to develop biomedical products. Without appropriate and timely investments, the healthcare technology may never be developed into a product, thus eliminating access by all patients. A prescriptive approach may discourage licensees because of a perceived need to overcome too many obstacles in product development. Institutions frequently need to balance conflicting objectives and must be able to make compromises in the interest of moving a technology forward.

As part of the institution's public benefit mission, the institution should carefully consider patenting and licensing strategies that promote access to essential medical and agricultural innovations in developing countries. Although a multitude of downstream factors may affect the accessibility and affordability of essential technologies in developing countries, e.g. healthcare infrastructure, poverty, food security, international treaties and laws, sanitation, energy, and political stability, it remains possible for the institution to impart a profound life- changing impact in the developing countries through humanitarian patenting and licensing strategies.

One patenting strategy that the institution and its licensee might pursue is to limit patent protection to those developed countries with a healthcare infrastructure that can afford the healthcare products and not seek patent protection in developing countries thereby allowing other manufacturers to freely practice the technology. Some examples of alternate licensing strategies to consider could be: (i) inclusion in a license agreement of mechanisms to allow third parties to create competition that affects or lowers prices in developing countries, create incentive mechanisms for widespread distribution of the licensed product, or reserve a right for the institution to license third parties under specific humanitarian circumstances, (ii) inclusion of license terms requiring mandatory sublicensing to generic or alternative manufacturers in a developing country or a program that requires the distribution of the healthcare product at low or no cost to underprivileged populations with assurance that the licensee will continue to develop, manufacture and distribute the product to all such populations; and (iii) inclusion of uniquely crafted diligence provisions or other creative pricing tied to the patient's ability to afford the technology that are consistent with sponsor's march-in rights provision (if applicable).

Financial terms for products that address diseases that disproportionately affect developing countries should, where possible, facilitate product availability in the country of need. At a minimum, the financial terms should recognize the low profitability of such products. The institution could also consider foregoing royalties on products distributed in such countries or requiring the licensee to sublicense other companies if the licensee is unwilling to invest in the development of a product distribution network within that country.

To be most effective in promoting global health, the institution needs to pursue creativity and consider a wide variety of patenting and licensing strategies, since the most impactful approach in one situation may fail in others. Prescriptive guidelines dictating limited strategies could be particularly detrimental to achieving the institution's goals of public benefit. Creative patenting and licensing strategies addressing global health should focus on effectiveness and should aim to achieve the greatest impact worldwide.

9.C. Software

Because of the cross-over of software and other digital media between the patent and copyright policies, licensing of these technologies are less straight-forward than simple patent or copyright licenses. In addition, under institution Copyright Policy, an institution may have implemented procedures and supplementary local policies regarding licensure, disposition of royalty income, and other rights related to copyrights. As such, copyright licensing practices will vary from institution to institution.

9.D. Diagnostics

Licensing clinical diagnostics technologies, regardless of type (genetic or otherwise), should balance the need of the licensee to achieve a fair return on investment with the public's need to have the test as broadly available as possible, including enabling patients to obtain a second opinion by accessing the test from an alternative provider. Licenses should also reserve the right for the academic community to use the diagnostic for research purposes, including studying and independently validating the test and employing it to advance medical research. The institution will need to take into account that licensees can elect to commercialize the technology (i) as an FDA-approved kit sold to end-users, (ii) as a testing service business using an in-house Laboratory Developed Test (LDT) subject to the Clinical Laboratory Improvement Amendments (CLIA) of 1988 administered by the Centers for Medicare and Medicaid Services, or (iii) a sequential combination of (i) and (ii) whereby the licensee initially enters the market to generate near-term revenue with an LDT-based testing service and subsequently obtains market approval via the costlier and lengthier FDA review process to market a kit for sale. Licensors that have academic medical centers need to structure their licenses to take into account the needs of their own clinical laboratories to insure affordable access to the licensee's FDA-approved kit or to have the right to provide an LDT in their CLIA labs (either as a carve-out or an affordable sublicense from the licensee).

For markets that can reasonably support two diagnostics developers (e.g. melanoma), the institution should consider co-exclusive licensing. However, for more limited markets, in order to assure maximum availability and multiple sources, the institution might consider such approaches as (i) a time-limited exclusive license that automatically converts to a nonexclusive license after several years, or (ii) a license grant for the exclusive right to sell and a non-exclusive right to make and use the patented technology. In this way the licensor can be the sole provider of an FDA-approved kit while clinical labs that cannot afford the kit can still serve patient needs with their own LDTs.

Lastly it is important to appreciate that whereas a single-source provider of an FDA-approved kit provides patients with a uniform, consistent product, LDTs developed by different clinical labs (commercial and academic) may vary in performance quality and have different degrees of false-positive and false-negative results. Thus a given patient's diagnostic outcome could vary depending on which CLIA lab performs the test.

However, insuring test availability from more than one source can mitigate the variability from center-to-center.

9.E. Genetic Resources/Traditional Knowledge

Country laws or international treaties may influence licensing decisions where inventions are derived from genetic resources or traditional knowledge. The institution should investigate all project sponsored or collaborative research agreements, including material transfer agreements, to identify if any genetic resource or traditional knowledge was used in making the invention and if any specific requirements apply to the use of such resources. In some situations, the requirement may be attached to a collection permit or a visa document.

Even in the absence of such laws, treaties or contractual requirements, the institution should carefully consider biodiversity issues and negotiate individual agreements that recognize the origin or source of the material. Where possible, such agreements should consider benefit sharing arrangements with indigenous and custodial communities or governments in consideration for access to such biological material or traditional knowledge.

9.F Emerging Technologies

Over time, whole new fields of technology and innovation will emerge that will raise new issues for consideration. As with any emerging technology area, the evolution of "successful practices" will require careful and conscientious decisions that may vary from previously released guidance. The institution should thoughtfully consider how best to address these emerging issues so as to optimally manage institution-developed technologies for public benefit.

10. Assignment of Ownership of Institution Intellectual Property

Under certain circumstances, the institution may be required by federal law to assign rights in institution intellectual property to the federal government. In those instances when the institution determines that it is not interested in pursuing protection and commercialization, the institution may also find it necessary, under federal law and institutional policy, or desirable, in the absence of legal or contractual requirements, to assign rights in institution intellectual property to the original institution inventor(s) or author(s). In such cases, the assignment of institution intellectual property is considered appropriate. These Guidelines presume, however, that licensing is the most appropriate mechanism for commercialization of the public asset that is the institution's intellectual property. Except with respect to assignments to those board-approved research foundations affiliated with the institution, assignment of institution intellectual property to a third party, for commercialization or use by the third party, should be a rare occurrence. Any such assignment should be negotiated on a case-by-case basis, dependent on unique circumstances that demonstrate that a license is not appropriate, and should be made only with the approval of the institution president, or his or her designee. In no case should the institution make a present assignment of future rights in institution intellectual property.

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COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. Unless otherwise noted, the text is as of July 1996. This policy was revised in November of 2013 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. For more information, contact the Research Office (208-885-6651). [ed. 7-98, rev. 2-07, 4-08, 7-09, 11-13]

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- E. Special Arrangements for Federal, State, and Private Grants
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- G. Present Assignment of Rights in Intellectual Property

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

- a. "electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
- b. "written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
- c. "natural person or persons" means natural person or persons involved in the creation or development of intellectual property.

B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish materials that are copyrightable in the name of the natural person or persons and that may

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generate royalty income for the natural person or persons. (In this policy, “the natural person or persons” is to be construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.)

B-1. Coverage. The types of materials to which this policy applies include:

- a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.
- b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
- c. Programmed instructional materials.
- d. Audio and video recordings.
- e. Simultaneously recorded live audio and video broadcasts.
- f. Dramatic, choreographic, and musical compositions.
- g. Pictorial, graphic, and sculptural works.
- h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: *[ed. 7-00]*
 - (1) “Computer program” means a set of instructions that direct a computer to perform a sequence of tasks.
 - (2) “Procedural design document” refers to material that describes the procedural steps involved in the creation of a computer program.
 - (3) “Program document” refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
 - (4) “Data base” means a collection of data elements grouped together in an accessible format.
- i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. Faculty, staff members, and students retain all rights in the copyrightable materials they create except in the cases of “UI-Sponsored Materials” as defined in Subsection B-2-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI’s rights, if any. *[rev. 7-09]*

a. Retention of Rights. Except as otherwise provided in Subsection B-2, above,, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) study guides and similar works; and (3) works prepared as part of the general obligation to produce scholarly or other creative works of the natural person or persons, such as, but not limited to articles, books, musical compositions, and works of art. *[rev. 7-09]*

b. UI-Sponsored Materials. Materials are “UI-Sponsored Materials” within the meaning of this policy, and shall be assigned to UI consistent with Subsection G, if the natural person or persons: (1) prepared the work

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as part of his or her employment duties at UI, excluding those traditional scholarly or other creative works identified in B-2-a; (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (4) received release time from regular duties, not including sabbatical leave, to produce the specific materials; or (5) made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources openly available to the public shall not be considered “substantial use” of UI resources.

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies shall grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2-b or to negotiation under Section B-5 below. *[add. 7-09]*

B-3. Registration of Copyrightable Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its’ assignee. UI or its designee has the right to file registrations of UI Sponsored copyrightable works.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or rental of UI Sponsored Materials, the UI, college, department, other unit, or UI’s designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furtherance of its goals.

c. UI retains a right to royalty-free internal use of any materials designated UI Sponsored under this policy.

B-5. Written Agreements.

a. The provost represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons of copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, “dean” includes persons with equivalent administrative capacities.)

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost supersede the provisions of this Section 5300. To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. *[rev. 4-08]*

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

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a. Internal Use. Internal use is use by anyone employed by UI, or attending the UI as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of UI acting within the scope of his or her agency, either directly or through a grant or contract, or by any UI unit. Internal use of UI Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, do not require the prior approval or notification of any of the natural person or persons. However, for as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material.

b. External Use. External use is any use other than that defined in Subsection B-6-a. above. Licensing or sale of UI Sponsored Materials for external use must be preceded by a valid written agreement between the natural person or persons and UI or the UI's designated agent specifying the conditions of use, and including provisions concerning updating or revision of the materials.

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. When either UI or the natural person or persons involved in the creation or development of materials copyrighted by UI or its assignee is alleged to have violated personal or property rights, UI or its designated agent assumes responsibility for the defense against such allegation and the satisfaction of any judgment rendered against UI or the natural person or persons except insofar as liability of governmental entities is limited by Idaho Code 6-903 as currently written or later amended.

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. *[ed. 4-08]*

C. PROTECTABLE DISCOVERIES. "Protectable Discoveries," for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall assign to UI, as required by Subsection G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than library resources) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI.

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C-1. Ownership by Other Than UI. A Protectable Discovery made by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than library resources) belongs to that natural person or persons, even though it falls within the field of competence relating to the person's UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI's policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor.

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. OTT shall undertake protection and commercialization of Protectable discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho. *[rev. 7-97, 7-06, 4-08]*

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a "full" and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. *[add. 7-97; ed. 7-98, rev. 4-08]*

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. *[add. 7-97, rev. 7-06, 4-08]*

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 ("Bayh-Dole"), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. *[rev. 4-08]*

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: *[ed. 4-08]*

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. *[rev. 4-08]*

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. *[rev. 4-08]*

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Committee. The disputes will be decided in accordance with Section 5300(D).

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the

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UI FACULTY-STAFF HANDBOOK

Chapter 5: RESEARCH POLICIES

Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee. The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad Hoc Committee formed when necessary by appointments made by the Provost, in consultation with the Chair of Faculty Senate and the President of the Graduate and Professional Student Association (GPSA). Normally the IPD Committee shall be composed of five faculty members and two graduate students. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. *[ed. 1-10]*

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

E. SPECIAL ARRANGEMENTS. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any organization, company, or commercial entity, regardless of whether that organization, company, or commercial entity is a sponsor.

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property.

[For form of employment agreement concerning patents, see 5400.]

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

Boise State University
Effective Date: July 1, 1990

University Policy # 1090
Revised: July 1, 1995
September 27, 2004
2013

**COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL
PROPERTY RIGHTS**

Purpose:

To establish ownership of copyrights, protectable discoveries and other intellectual property rights and to provide guidelines for the distribution of income received for the sale of those works. While the university claims ownership of intellectual property on behalf of the State Board of Education, the underlying purpose of such claim of ownership is to foster and advance the development of intellectual property through rigorous scientific investigation and research, and to develop, acquire and license intellectual property for the economic growth and development of Idaho and the nation.

Additional Authority:

Idaho State Board of Education Governing Policies and Procedures §V.M
University Policy #1110 (Conflict of Interest and Commitment)

Scope:

Faculty, Staff, Students and Student-Employees.

Responsible Party:

Division of Research and Economic Development, 426-5732
Provost and Vice President for Academic Affairs (the Provost), 426-1212

Definitions:

Computer Program - A set of instructions that direct a computer to perform a sequence of tasks.

Copyrightable Works - Anything protectable by copyright, such as:

1. Study guides, tests, syllabi, course materials, bibliographies, texts, books, and traditional scholarly publications.
2. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
3. Programmed instructional materials.
4. Audio and video recordings.
5. Simultaneously recorded live audio and video broadcasts.
6. Dramatic, choreographic, and musical compositions.

7. Pictorial, graphic, and sculptural works.

However, Computer software, including computer programs, procedural design documents, program documents, and databases as defined below shall be treated for purposes of this policy as a Protectable Discovery and not as Copyrightable Works.

Course Materials - Any materials prepared by an instructor for use in teaching a course offered by Boise State to its students, including lectures, lecture notes, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, examinations, web-ready content and educational software. These exclude University-Sponsored Materials and University-Directed Materials.

Database - A collection of data elements grouped together in an accessible format.

Electronic - Relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.

‘Employee’ or ‘Employees’ – Faculty, staff, or student-employees of the university.

Natural Person(s) - Individuals or business entities involved in the creation, invention or development of intellectual property. This term is construed broadly as including producers of creative works in the arts and sciences and creators of literary or scholarly writing.

Net Proceeds - The gross receipts from royalties and all other income from license, option, sale, lease or rental of Intellectual Property minus (a) the monies specifically directed for additional sponsored research or development activities and (b) the amount recovered by the university for reasonable expenses incurred in the development, marketing, protection, registration or dissemination of the materials, including legal expenses.

Procedural Design Document - Material that describes the procedural steps involved in the creation of a computer program.

Program Document - Material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

Protectable Discoveries - Anything that might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret and computer software, including computer programs, procedural design documents, program documents, and databases as defined above.

Significant Additional University Support - University assistance that does not include the mere use of library resources, workshops, or university personal computers but

may include stipends, significant assistance of university-provided instructional designers or other resources not openly available to employees or students.

University-Sponsored Materials - Copyrightable materials produced by employees or students where the natural person(s) made use of state or university resources not openly available to members of the general public in the creation or development of the specific materials. These exclude traditional scholarly publications and Course Materials written by faculty for courses offered by the university to its students,

University-Directed Materials - Copyrightable materials produced by employees where the natural person(s) developed the material as part of the course and scope of their specific employment duties. These exclude traditional scholarly publications and Course Materials written by faculty for courses offered by the University to its students.

'Written' or 'in writing' – Shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

POLICY

I. Policy Statement

As an integral part of its mission, Boise State University encourages the creation of scholarly works. University participation in the development, marketing, and dissemination of educational and research materials aims for the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development.

The university must protect the investment of public resources that provide for the development of useful discoveries while ensuring that such knowledge is utilized for the betterment of Idaho and the nation. The rights and obligations of Boise State University, its employees and students and other third parties shall be governed by this policy and Idaho State Board of Education (SBOE) Governing Policies and Procedures with respect to all types of intellectual property.

II. Arrangements for Federal, State, and Private Funding

Nothing in this policy shall prevent the university from accepting funding from, and conducting sponsored projects for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property, including Course Materials. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the State of Idaho for sponsored projects.

Where receipt of funding in support of a sponsored project from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, the university may specifically authorize acceptance of such funding upon such terms and conditions. The university may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property, including Course Materials, resulting from a sponsored project, provided however, that the terms of any such contractual arrangements must comply with the policies of the SBOE and with Idaho state and federal laws.

III. Copyrightable Works

A. General Provisions

This policy clarifies the rights of natural person(s) and the university regarding ownership and use of Copyrightable Works. The university acknowledges the right of employees and students to prepare and publish copyrightable materials in the name of the natural person and that such publication may generate royalty income.

Employees and students retain all rights in the copyrightable materials they create except in the cases of:

1. University-Sponsored Materials,
2. University-Directed Materials,
3. Materials subject to grant of a non-exclusive license to the university for educational use or public access as described below,
4. Materials created through a sponsored project and covered by a grant, funding agreement or contract as discussed above in section II, and
5. Materials covered by a valid written agreement between the natural person(s) and the university as discussed below.

Employees and students shall cooperate with reasonable university requests for any documents and records needed to vest and memorialize the university's rights.

Notwithstanding anything to the contrary in this policy, to permit the university to comply with public access mandates established by state or federal law or regulations and the related terms and conditions of

sponsored activity agreements, employees and students accepting grants, funding or contracts from, and conducting sponsored research or other activities for United States Government agencies grant the university an irrevocable, non-exclusive, non-transferable, royalty-free license in copyrightable materials produced as a result of such sponsored activities.

B. Course Materials

The provisions of this section apply in the absence of a written agreement between the employee and Boise State.

1. For courses offered by the university to its students, Course Materials are not University-Sponsored or University-Directed Materials and are generally the property of the natural person(s). Such natural person(s) may use their Course Materials in any way that does not violate university or SBOE policy.
2. Occasionally, Course Materials are created with Significant Additional University Support. If a natural person(s) creates Course Materials with Significant Additional University Support, the natural person(s) retain ownership of the Course Materials, but they grant to the university a perpetual, fully paid-up, royalty-free, nonexclusive, sublicensable worldwide license to use, copy, distribute, display, perform, and create derivative works of such Course Materials. The university will share the Net Proceeds, if any, from the sublicense of these Course Materials to other academic institutions once yearly as follows: 50 percent to the natural person(s) and 50 percent to Boise State University.
3. If the natural person(s) are expressly commissioned by the university to create certain Course Materials, either as part of the required workload or in exchange for additional financial consideration, those Course Materials shall not be owned by the natural person(s) but shall be the exclusive property of the university and such natural person(s) irrevocably assign to the university all right, title and interest, worldwide to those Course Materials, applications for legal protection of such Course Materials and copyrights resulting from the creation of such Course Materials.
4. The Provost is responsible for the development, management, marketing, and licensing of all Course Materials for which the university claims rights under this policy, and shall have full power to manage such rights and to enter into contracts and licenses concerning such rights.

C. University-Directed Materials

University-Directed Materials are owned by Boise State University and must be registered in the name of the university. Natural person(s) who produce University-Directed Materials irrevocably assign to the university all right, title and interest worldwide to University-Directed Materials, applications for legal protection of such University-Directed Materials and copyrights resulting from the creation of such University-Directed Materials. University may use University-Directed Materials for any lawful purpose of the university and shall retain all income derived from the University-Directed Materials.

D. University-Sponsored Materials

University-Sponsored Materials are owned by Boise State University and must be registered in the name of the university. Natural person(s) who produce University-Sponsored Materials irrevocably assign to the university all right, title and interest worldwide to University-Sponsored Materials, applications for legal protection of such University-Sponsored Materials and copyrights resulting from the creation of such University-Sponsored Materials.

The university may register, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. In light of the university's educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

1. Royalties and Income

Net Proceeds derived from University-Sponsored Materials are distributed once yearly by the university, through its Division of Research and Economic Development ("Research Division") as follows: 50 percent to the natural person(s) and 50 percent to Boise State University.

2. Use of University-Sponsored Materials

Use of University-Sponsored Materials is subject to the following conditions:

- a) "Use" means use by anyone employed by the university, or attending the university as a student, while acting within the scope of their employment or academic enterprise, or any agent of the university acting within the scope of their agency, either

directly or through a grant or contract, or by any university department.

- b) Use of University-Sponsored Materials for any lawful purpose of the university does not require the prior approval or notification of any of the natural person(s). However, for as long as any natural person(s) involved in the creation or development of the University-Sponsored Materials remains a university employee or student, they may propose revisions to the material in a professionally appropriate manner.

E. Waiver

Any person involved in the development of copyrightable materials governed by this policy waives any claim that otherwise legal use of the material by the university, its agents, employees or students creates legal liability by the university, its agents, employees or students on any theory of indirect liability for allegedly infringing actions of third parties.

IV. Protectable Discoveries

A. General Provisions; Irrevocable Assignment

Generally, Protectable Discoveries are the property of Boise State University. All Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, discovered, developed, conceived, or reduced to practice by university employees through work performed within the scope of their duties at the university, by university employees or other persons using university resources not openly available to members of the general public, or by university employees or other persons through work performed under contracts or agreements with the university are the property of the university, effective immediately as of the time such Protectable Discoveries are discovered, developed, conceived, or reduced to practice. Such persons, whether university employees or other persons subject to this Subsection, irrevocably assign to the university all right, title, and interest, worldwide to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and utility patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries. Protectable Discoveries made by university employees or such other persons, and for which the university does not expressly disclaim ownership under this policy, are deemed to have been made under the conditions identified above for which ownership is claimed by and all rights in such Protectable Discoveries are assigned to the university. University employees must refrain from any act that would impair or attempt to defeat the university's rights in any Protectable Discovery.

Protectable Discoveries made by students, and without the use of university resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the course of employment at the university, or results from work directly related to employment responsibilities at the university, or from work or research performed under a grant or sponsorship.

A Protectable Discovery discovered, developed, or conceived and reduced to practice by university employees wholly on their own time, outside the scope of their duties at the university, and without the use of university facilities (other than library resources) shall belong to that person, even though it falls within the field of competence relating to the natural person's university position. Any Protectable Discovery made by a university employee in the course of private consulting services carried out by the employee in conformance with the university's policy on professional consulting may be assigned to the consulting sponsor.

B. Proceeds

Net Proceeds derived from Protectable Discoveries are distributed by the university once yearly through its Research Division as follows: 50 percent to the natural person(s) and 50 percent to Boise State University.

V. University Processes

- A.** The Research Division is responsible for the development, management, marketing, and licensing of all Copyrightable Works and Protectable Discoveries (collectively "Intellectual Property") for which the university claims ownership under this policy, except for Course Materials. All such Intellectual Property must be disclosed to the Research Division. The Research Division has full power to manage such rights and to enter into contracts and licenses concerning such rights subject to State Board of Education policy and in accordance with the Idaho University Licensing Guidelines.
- B.** Upon disclosure of Intellectual Property to the Research Division, the Research Division will communicate, as soon as practicable, its determination of whether the university wishes to pursue commercialization and/or a patent or other legal protection. The Research Division shall make reasonable efforts to complete its review and convey its determination to the natural person(s) disclosing the Intellectual Property within three (3) months after receiving a full and complete disclosure of the Intellectual Property.

**BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014**

University Policy #1090

1. If Boise State does not wish to pursue commercialization and/or patent or other legal protection for the Intellectual Property, the Research Division may license all rights to the Intellectual Property to the natural person(s) within sixty (60) days of the date on which the determination was conveyed to the natural person(s), when allowable by any sponsored research agreements under which the Intellectual Property was disclosed. In any such license, the licensee shall be responsible for all expenses, including legal expenses, relating to the technology going forward. The university's Net Proceeds under any such license shall be distributed by the university once yearly through its Research Division as follows: 80 percent to the natural person(s) and 20 percent to the university.
2. If Boise State decides to pursue commercialization and/or patent or other legal protection for the Intellectual Property, the Research Division shall when reasonable:
 - a) File a patent application and/or other legal protection documents within sixty (60) days of the date on which the determination was conveyed to the natural person(s);
 - b) Work with the natural person(s) to develop the terms and conditions of any license to the Intellectual Property;
 - c) Work with the natural person(s) to understand and communicate what reasonable expenses shall be deducted from any gross proceeds of the licensing agreement.
 - d) Not less than annually and for so long as Boise State owns the Intellectual Property, provide reports to the college or center with which the natural person(s) are affiliated regarding the Intellectual Property. The report will include (a) the status of any application until such time that protection is granted, (b) the marketing activities for the Intellectual Property being serviced, and (c) an accounting for funds received from the Intellectual Property. If the Research Division is unsuccessful in commercializing a property or filing a patent application within three years after its first acceptance, the Research Division must notify the college or center in writing.
3. Boise State will not sell or convey the Intellectual Property without discussion with or notification to the natural person(s).

VI. Protection

- A. Allegations of unauthorized use or infringement of university owned Intellectual Property should be made to the Intellectual Property Dispute Committee for investigation. The committee will recommend appropriate action to the VP for Research.
- B. If an infringement action is initiated by the university, the costs shall be borne by the university and are considered a reasonable expense of protecting the discovery. Proceeds from the action in excess of costs are shared as provided above.
- C. Where the university is the owner of the Intellectual Property, only the university may initiate an infringement action notwithstanding the royalty interest of the natural person(s). In such matters, the decision of the university is final and the university will owe no recourse to the natural person(s) for such decision.
- D. When licensing or conveying an interest in university owned Intellectual Property, the university will only license or convey interest when the Intellectual Property is to be further developed, used or produced for the good of society or put into production. The university will not license or convey for the sole or primary purpose of bringing an infringement action.

VII. Other Intellectual Property Rights

All other intellectual property rights not referred to in the above sections are covered under SBOE Policy Section V.M.

VIII. Dispute Resolution

Occasionally, disputes will arise concerning ownership of the Intellectual Property contemplated in this policy. Resolution of such disputes shall be achieved by the following procedure:

A. Intellectual Property Dispute Committee

The Intellectual Property Dispute Committee ("IPD Committee") is an Ad Hoc Committee formed when necessary by appointments made by the VP for Research. Such appointments will be made by the VP for Research in consultation with the Provost if the matter in dispute involves Course Materials. The IPD Committee shall be composed of five (5) individuals and must include both university faculty and staff members. The VP for Research shall appoint the chair from among the committee members.

Additionally, the university's Office of the General Counsel shall appoint an ex officio representative to the IPD Committee.

The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations of unauthorized use or copyright infringement of University-Sponsored Materials. It reviews all relevant evidence submitted to it before making its recommendation to the VP for Research. The IPD Committee's recommendation shall be made no later than sixty (60) days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which their ownership rights are being determined.

B. Decision by the VP for Research

After receiving the recommendation of the IPD Committee, the VP for Research makes a decision concerning ownership or infringement. Such decision will be made by the VP for Research in consultation with the Provost if the matter in dispute involves Course Materials. The VP for Research's decision is made no later than thirty (30) days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person(s) and to their departmental administrator and dean.

C. Appeal

The decision of the VP for Research may be appealed to the President of the university. The decision of the President shall be the final decision of the university.

**IDAHO STATE UNIVERSITY
POLICIES AND PROCEDURES (ISUPP)
Intellectual Property Policy
Policy # 7010**

POLICY INFORMATION

Major Functional Area (MFA): *Office for Research and Economic Development*

Policy Title: *Intellectual Property Policy*

Responsible Executive (RE): *Vice President for Research & Economic Development*

Sponsoring Organization (SO): *Division for Research Innovation*

Dates: Effective Date: *June 12, 2012*

Revised: _____, 2014

Annual Review: _____, 2014

I. INTRODUCTION

Idaho State University (ISU) is a Carnegie-classified doctoral research high institution committed to fostering an environment that encourages excellence in teaching, the creation of meaningful scholarly works, and research, both fundamental and applied, in areas that advance science, knowledge and solve real world problems faced by industry and society.

ISU recognizes that partnering with industry, governmental, and community entities is essential to:

- encourage the practical application of the results of institution research by industry for the broad public benefit;
- meet our obligations to sponsors of institution research;
- build research relationships with industry partners to enhance the research and educational experience of researchers and students;
- stimulate commercial uptake and investment;
- stimulate economic development; and
- ensure an appropriate return of taxpayer investments in our research.

Financial returns from technology licensing provide additional support for research and education, an incentive for faculty retention, and support of our technology transfer program. Successfully executing these initiatives will improve the quality and effectiveness of student learning and faculty development, enhance the reputation of ISU and the State of Idaho, and promote welfare and economic development of our community, state and the world.

ISU recognizes its obligation to comply with Section V.M. of the Governing Policies and Procedures of the Idaho State Board of Education (the "Board") regarding intellectual property (see http://www.boardofed.idaho.gov/policies/documents/policies/v/vm_intellectual_property_0613.pdf).

ISU, its employees and students and related third parties, are governed by this policy regarding all types of intellectual property rights and obligations.

II. POLICY STATEMENT

This Intellectual Property Policy applies to all ISU faculty, staff and students, as well as third parties performing work for ISU. It addresses ownership rights and revenue sharing for intellectual property.

This Section is deemed to be a part of the conditions of employment for every employee of ISU, including faculty, staff and student employees, and of the conditions of enrollment and attendance for every student.

III. AUTHORITY AND RESPONSIBILITIES

Enforcement of this policy and the determination of whether a work falls within this policy is the responsibility of the Vice President for Research and Economic Development (VPR) with assistance from ISU General Counsel and the Division for Research Innovation (DRI). The DRI is responsible for the protection, management, marketing, licensing of all intellectual property (defined below) for which ISU claims ownership under this policy.

IV. DEFINITIONS

For purposes of this policy, the following terms shall be defined as:

- A. “copyrightable work,” means anything which constitutes an original work of authorship fixed in a tangible medium of expression and includes scholarly, professional and creative works.
- B. “intellectual property” includes all types of intellectual property recognized under applicable law, including but not limited to any invention, discovery, creation, know-how, trade secret, technology, scientific or technological development, plant variety, research data, mark, design, mask work, work of authorship, and computer software regardless of whether subject to protection under patent, trademark, copyright or other applicable laws. The term “intellectual property” is to be construed broadly as including creative works in the arts and sciences and literary or scholarly writing.
- C. “ISU-Sponsored Materials” is defined in Section VI.B.1 below.
- D. “protectable discoveries,” means anything that might be protected by utility patent, process patent, plant patent, design patent, plant variety protection certificate, mask work, or trade secret.
- E. “scholarly, professional and creative work” includes a pedagogical, scholarly, literary, or artistic work created by a faculty member (including full-time, part-time, and adjunct faculty members) as part of traditional academic activity. Scholarly, professional and creative works include, but are not limited to, books, journal articles, reviews, course syllabi, tests, course assignments, monographs, scholarly papers, musical compositions, works of art, computer programs, unpublished manuscripts, and recordings or transcriptions of lectures or performances. Scholarly, professional and creative works do include protectable discoveries.
- F. “written” or “in writing” includes information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.

V. PROCEDURES TO IMPLEMENT

The DRI, under the direction of the VPR, works with ISU faculty, staff, students, and industry and government partners to identify, protect, market and license intellectual property owned by ISU under this policy. The DRI and the VPR have the overall authority and responsibility for carrying out this policy and negotiating and signing contracts relating to the matters stated herein. In addition, the Provost and other applicable ISU Vice Presidents have the authority to negotiate and sign written contracts relating to certain copyrightable works under this policy as stated in Section VI.C.

VI. COPYRIGHTABLE WORKS

ISU acknowledges the right of faculty, staff members and students to prepare and publish scholarly, professional and creative works. Except as provided herein, ISU does not claim an ownership interest in such works.

A. Ownership. Under U.S. copyright law, an employer is presumed to own the copyright in a work created by an employee acting within the course and scope of employment. However, consistent with academic tradition, and to encourage scholarly work, ISU specifically disclaims its copyrights in the scholarly, professional, and creative works of its faculty and staff, except for “ISU-Sponsored Materials” as defined below. Except as provided below, faculty, staff members, and students retain ownership of the copyrights in the scholarly, professional and creative works they create subject to the provisions in B. These include, but are not limited to such materials as books, workbooks, study guides, monographs, articles, and other works including music and performances, whether embodied in print, electronic format, or in other media. Ownership rights to copyrightable works created by third parties under contract with ISU will be as provided in the written contract under which the work is created. Any such contract must be in writing and signed by a person authorized to sign contracts on behalf of ISU.

B. Exceptions. ISU claims ownership in copyrightable works created by faculty, staff and students in the following situations:

1. “ISU-Sponsored Materials” Copyrightable works are “ISU-Sponsored Materials” if:
 - a. they are commissioned for its use by the University; or
 - b. they are created by employees if the production of the materials is a specific responsibility of the position for which the employee is hired; or
 - c. they are sponsored works, which are works resulting from internal grants (work created as a result of an agreement between the University and the creator(s) of the work) and external grants (work created as a result of an agreement between an external sponsor and the University). This provision does not apply to grants to perform research where the production of copyrightable materials is ancillary to the purpose of the grant. Employees and students continue to own the copyright to scholarly and other publications that present the findings of research, subject to the provisions of subsection 1 herein; or
 - d. they are created by faculty, staff members, or students with the use of substantial University resources which are specifically provided to support the production of copyrightable materials. “Substantial University resources” is defined as funding, technical equipment, the paid time of other employees, or other resources over and above those which are regularly and customarily available to faculty, staff, and students as part

of their regular employment or their regular academic enterprise or studies), (See Attachment E.) Examples include recorded lectures or classroom presentations, audiovisual works, or other materials prepared for use in online or distance learning programs. (Note that in such instances, ISU's claim of copyright ownership would apply only to the recorded material, and not to underlying lecture notes, research, published matter, etc., unless specifically provided otherwise in the agreement required below.) Other instances in which ISU could claim copyright ownership because of use of substantial University resources are possible. In most cases, ISU will clarify copyright ownership in a written agreement with the creators, as set forth below, prior to committing substantial University resources.

(1) If substantial University resources will be used in the development of educational materials, a written agreement must exist between the author and University setting forth the terms of

- (a) copyright ownership, and
- (b) division of net income from external sale, and
- (c) use, revision and maintenance

shall precede the use of said resources. Limited secretarial support, uses of the library for which special charges are not normally made, and the staff member's own time except as covered by subsections 1.a. and 1.b. herein shall not be considered substantial University resources.

(2) In the unusual circumstance in which the said materials were developed with substantial University resources without an agreement the University may, in its discretion, claim copyright ownership and/or a share of royalties.

2. **Materials Protectable by Both Patent and Copyright Laws.** Materials that may be protected under both patent and copyright laws (such as computer software) shall be treated as Protectable Discoveries and shall be subject to the disposition of ownership and the process for commercialization described in Section VII.
3. Works covered by a valid written contract between the creator(s) and ISU as discussed in Section VI.C; and
4. Works covered by a research grant, as discussed in Section XI.

With respect to all of the copyrightable works to which ISU claims ownership under this Section, all persons, whether ISU employees or other persons subject to this Section, agree to assign and do hereby irrevocably assign to ISU all right, title, and interest to such copyrightable works. ISU employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or defeat ISU rights in any such copyrightable work.

C. Written Contracts with Faculty, Staff, Students and/or Third Parties. The Vice President for Research and Economic Development or his or her designee represents ISU in negotiating contracts with any faculty member(s) creating or developing copyrightable works for ISU. Contracts with ISU

staff members, students or with third parties involving the creation or development of copyrightable works may be entered into with the appropriate ISU Vice President for the functional unit paying for the work, or his or her designee. Any such contracts concerning creation of copyrighted works, including ownership, use, licensing, and distribution of royalties and income from copyrightable works which are entered into by one or more faculty members and the Vice President for Research & Economic Development, or by one or staff members, students or third parties and an ISU Vice President supersede the other provisions of this Section. To be valid, such contracts must (1) comply with the terms of any relevant grants or contracts as discussed in Section XI.G below, (2) comply with the policies of Idaho State University, and (3) comply with Idaho state and federal law, including Section V.M. of the Governing Policies and Procedures of the Board.

D. Use of ISU-Sponsored Materials. Use of ISU-Sponsored Materials under this policy is subject to the following conditions:

1. **Internal Use.** Internal use is use by anyone employed by ISU, or attending ISU as a student, while acting within the scope of his or her employ or academic enterprise, or any agent of ISU acting within the scope of his or her agency, either directly or through a grant or contract, or by any ISU unit. Internal use of ISU-Sponsored Materials for the same general purpose for which they were developed, and revision of such materials, does not require the prior approval or notification of any of the creators. For as long as any creator remains an ISU employee or student, he or she may propose revisions of the material.
2. **External Use.** External use is any use other than that defined above. Licensing or sale of ISU-Sponsored Materials for external use must be preceded by a valid written contract between ISU or ISU's designated agent and the licensee, specifying the conditions of use.

E. University Non-exclusive License for Public Access. In order to permit ISU to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research contracts, faculty, staff, and students accepting research grants or contracts from, and conducting research from United States federal agencies hereby grant ISU an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable works produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by ISU to be a special arrangement for federal grants and contracts, per Section XI, and is not subject to the disposition of rights described in VI.B or to negotiation or change in contracts entered into under Section VI.C.

F. Cooperation Required. Faculty members, staff members, and students must cooperate with reasonable requests from ISU for the creation of any documents and records needed to vest and memorialize ISU's rights (whether ownership or licensing rights), if any, in copyrightable works.

G. Registration of Copyrightable Works. Absent a valid written contract otherwise, ISU-Sponsored Materials are to be registered in the name of the Idaho State University or its assignee. ISU or its designee has the right to file registrations of ISU-Sponsored Materials.

H. Liability. When either ISU or a faculty or staff member or student involved in the creation or development of works copyrighted by ISU or its assignee is alleged to have violated personal or property rights, ISU or its designated agent will assume responsibility for the defense against such allegation and the satisfaction of any judgment rendered against ISU or the faculty or staff member

or student, except insofar as liability of governmental entities is limited by Idaho Code §6-903 as currently written or later amended.

I. Waiver. Any person involved in the development of copyrightable works governed by Section VI.B waives any claim that otherwise legal use of the work by ISU, its agents, employees, or units, creates legal liability by ISU, its agents, employees, or units on any theory of liability for any allegedly infringing actions of third parties.

VII. PROTECTABLE DISCOVERIES

For purposes of this Subsection VII, the term “ISU employees” includes faculty members, staff members and student employees.

A. Claim of Ownership.

1. ISU Employees and Third Parties Performing Work for ISU: Effective immediately as of the time they are discovered, developed, conceived, or reduced to practice, all Protectable Discoveries, and any data or tangible materials that are associated with or embody Protectable Discoveries, shall be the property of ISU if they are discovered, developed, conceived, or reduced to practice:

- a. by ISU employees through work performed within the scope of their duties at ISU;
- b. by ISU employees or other persons using ISU resources not openly available to members of the general public; or
- c. by ISU employees or other persons through work performed under contracts with ISU.

2. Non-employee Students

a. **Undergraduate Students:** Protectable Discoveries made by undergraduate students, and without the use of ISU resources beyond those associated with normal coursework, will remain the property of the students, except when a Protectable Discovery is made in the course of employment at ISU, or results from work directly related to employment responsibilities at ISU or from work or research performed under a grant or other sponsorship, or is undertaken with another person who has a duty to make or has made an assignment to ISU under this policy.

b. **Graduate Students:** Protectable Discoveries made by graduate students in the course of employment at ISU or through research carried out as part of a post-baccalaureate or doctoral degree or other non-degree program, or resulting from work directly related to the graduate student’s employment, training or research responsibilities at the ISU, or from work or research performed under a grant or other sponsorship, or undertaken with another person who has a duty to make or has made an assignment to ISU under this Section, shall be the property of ISU and shall be subject to this Section. Any Protectable Discoveries arising from a thesis or dissertation submitted as a part of the requirements for a degree shall be subject to this Section.

3. Assignment. All persons, whether ISU employees or other persons subject to this Section, agree to assign and do hereby irrevocably assign to ISU all right, title, and interest to Protectable Discoveries, applications for legal protection of such Protectable Discoveries, and

utility patents, process patents, plant patents, design patents, and plant variety protection certificates, or copyrights resulting from such Protectable Discoveries. ISU employees have a duty to refrain, and hereby agree to refrain, from any act that would impair or defeat ISU rights in any Protectable Discovery.

B. Ownership by Other than ISU. A Protectable Discovery discovered, developed, or conceived and reduced to practice by ISU employees or other persons wholly on their own time, outside the scope of their duties at ISU, not performed under contracts with ISU, and without the use of ISU facilities (other than library resources) shall belong to that person, even if it falls within the field of competence relating to the person's ISU position. This provision also allows any Protectable Discovery made by an ISU employee in the course of private consulting services carried out by the employee in conformance with the ISU's policy on professional consulting and additional workload to be assigned to the consulting sponsor.

C. Disclosure, Protection and Commercialization Processes.

1. The DRI is responsible for the development, management, marketing, licensing of all Protectable Discoveries for which ISU claims ownership under this policy. DRI will manage Protectable Discoveries in the best interests of the state, the Board and ISU. This may include the generation of revenue, but nothing in this policy is to be interpreted as a requirement that revenue be maximized for individual creators.
2. All Protectable Discoveries must be disclosed to DRI. Inventors and creators can disclose Protectable Discoveries using the disclosure form available on the DRI website at <http://www.isu.edu/research/innovation/>.
3. Upon disclosure of a Protectable Discovery to DRI, DRI will evaluate the Protectable Discovery to determine the appropriate way to protect and manage it. For example, DRI will evaluate whether the Protectable Discovery should be protected by trade secret, whether a patent application is warranted, or whether more research is required before a decision can be made. In making this determination, DRI will take into account applicable legal standards, the degree of completion of the research or discovery, the expenses associated with the various means of protecting the Protectable Discovery, and the market for and estimated returns from commercializing the Protectable Discovery. DRI will communicate, as soon as practicable, its determination regarding whether the ISU wishes to pursue commercialization and/or a patent or other legal protection. DRI shall make reasonable efforts to complete its review and convey its determination to the person disclosing a Protectable Discovery within three (3) months after receiving a full and complete disclosure of the Protectable Discovery.
4. For so long as ISU owns the Protectable Discovery, DRI will respond to reasonable requests for information from the persons involved in the invention of the Protectable Discovery and the college or center where the inventor(s) are located. Such information may include: a) the status of the application until such time that protection is granted, b) the marketing activities for the property being serviced, and c) an accounting for funds received from the property.
5. If DRI determines not to pursue commercialization of a Protectable Discovery, the ISU may elect, at its sole discretion and subject to controlling federal law including but not limited to 37 C.F.R. §401 ("Bayh-Dole"), to reconvey, assign, and transfer the Protectable Discovery to those person(s) involved in its creation.

D. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Vice President of Research and Economic Development. The disputes will be decided in accordance with Section IX.

VIII. ROYALTIES AND INCOME

DRI will make provision to share the net proceeds, management, protection, and licensing expenses of any Protectable Discoveries created an ISU employee as follows:

A. Expenses. Legal, development, marketing, or other expenses incurred by ISU in relation to the intellectual property will be paid by ISU. Any net proceeds received by ISU from licensing the intellectual property will be first used to reimburse these expenses, prior to any distributions.

B. Distribution of Net Proceeds. Absent a valid written contract to the contrary, the net proceeds from licensing Protectable Discoveries created by an ISU employee or student and owned by ISU pursuant to Section VII.A are distributed as follows: 40 percent to the employee and/or student inventor(s), 40 percent to the ISU Office for Research and Economic Development, and 20 percent to the college (s) or service unit(s) of the inventor(s).

IX. DISPUTE RESOLUTION

From time to time, disputes occur concerning ownership or other matters relating to of the intellectual property contemplated in this policy. Resolution of such disputes shall be achieved by the following procedure:

A. Submission to the VPR. Any disputes under this policy will be submitted to the VPR for consideration and resolution. The VPR may, but is not required to, form an Intellectual Property Dispute Committee to investigate and make a recommendation to the VPR regarding the dispute. The Committee members may include faculty members, graduate students, and/or individuals outside of ISU and will be appointed by the VPR. After receiving the recommendation of the Committee, if one is formed or, if such a committee is not formed, after reviewing the available information, the VPR will make a decision concerning the matter and will transmit their decision in writing to the inventor(s), to their departmental administrator and dean, and to the Provost.

B. Appeal of the Decision of the VPR. The decision of the VPR may be appealed to the President of ISU. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

X. PROTECTION

From time to time, allegations of unauthorized use or infringement of intellectual property owned by ISU under this policy may occur. The handling of such allegations shall be as follows:

A. Allegations should be forwarded to the VPR for investigation. The VPR, with the assistance of the Office of General Counsel, will investigate and may form an ad hoc committee made up of faculty, staff, graduate students, and/or outside persons. After investigation, the VPR will recommend appropriate action to the President.

B. If an enforcement action is initiated by ISU alone or in concert with the inventor(s), the costs will be borne as may be agreed upon by ISU and inventors. Proceeds from the action will be first used to

reimburse the expenses associated with the enforcement action, prior to any distributions. Any additional proceeds will be distributed as provided in Section VIII.B.

C. If the inventor(s) desire to institute a suit and ISU decides not to act, ISU will cooperate either by assigning to the inventor(s) such rights as are necessary for the inventor(s) to pursue redress or by some other reasonable method acceptable to ISU. The costs of the suit will be borne by the inventor(s) desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

XI. SPECIAL ARRANGEMENTS FOR FEDERAL, STATE, AND PRIVATE GRANTS

Nothing in this policy shall prevent ISU from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other state of Idaho or local agencies for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, ISU may specifically authorize acceptance of such grants upon such terms and conditions. ISU may also specifically authorize contractual arrangements with industrial sponsors for different disposition of rights in any form of intellectual property resulting from its sponsored research.

XII. RECORD-KEEPING.

All ISU employees and/or departments involved in creating, preserving, or managing intellectual property as defined herein shall develop and follow appropriate record-keeping procedures and shall retain all documents as required by law and applicable State Board and ISU record retention policies.

XIII. REQUIRED ISU EMPLOYEE IP CONTRACTS

Attached are documents that all employees agree to as a condition of employment at ISU:

- Attachment A Employment Agreement Concerning Intellectual Property;
- Attachment B Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights;
- Attachment C Disclosure of Invention Work in Progress; and
- Attachment D Disclosure of Prior Contracts.

XIV. ATTACHMENTS

- Attachment A Employment Agreement Concerning Intellectual Property;
- Attachment B Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights;
- Attachment C Disclosure of Invention Work in Progress
- Attachment D Disclosure of Prior Contracts.
- Attachment E Determination of Rights to Copyrightable Material

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

PRESIDENTIAL CERTIFICATION

Approved by Arthur C. Vailas
President, Idaho State University

Date: _____

OGC use only:

Received by OGC on _____ by _____ (initial).

Published to ISUPP on _____ by _____ (initial).

DRAFT

Attachment A

EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: ISU uses the following form of employment agreement concerning intellectual property.

ADDITIONAL NOTICE: ISU uses the Memorandum of Understanding form of agreement concerning intellectual property with non-employee students and visitors participating in ISU research activities. This allows the non-employee student to participate in ISU's patent/copyright income distribution program.

Employment Agreement Regarding Intellectual Property

Between

The Idaho State University and _____

As an employee of Idaho State University (ISU), I acknowledge that I am subject to the policies and rules of the State Board of Education published at the Idaho State Board of Education's website http://www.boardofed.idaho.gov/policies/policy_jump.asp and to the policies and procedures of ISU as published in the *Policy and Procedures*, <http://www.isu.edu/policy/7000/Research-Intellectual-Property.pdf>.

Pursuant to those policies, I hereby agree to the following:

A. With regard to Protectable Discoveries which include but are not limited to discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, mask work, and trade secret:

- A-1.** I understand that under ISU Intellectual Property Policy (the "IP Policy"), ISU owns all Protectable Discoveries discovered, developed, conceived, or reduced to practice by ISU employees through work performed within the scope of their duties at ISU, by ISU employees using ISU resources not openly available to members of the general public, or by ISU employees or other persons through work performed under contracts with ISU.
- A-2.** Consistent with my obligations under the IP Policy, as a condition of my employment by ISU, I do hereby irrevocably assign to ISU all right, title, and interest to all Protectable Discoveries discovered, developed, conceived, or reduced to practice by me through work performed within the scope of my duties at ISU, using ISU resources not openly available to members of the general public, or through work performed under contracts with ISU, except to the extent ISU has expressly waived its claim of ownership in writing.
- A-3.** I will disclose to ISU's Division for Research Innovation (DRI) all Protectable Discoveries subject to a claim of ownership by ISU under the IP Policy. If in doubt about the ownership or protect ability of a discovery, I will confer with DRI.
- A-4.** I will exercise my best efforts in providing relevant documentation and will participate in actions to affirm and/or secure the rights, title and interests of ISU in such Protectable Discoveries.

BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

A-5. I will refrain from any actions that would diminish or defeat ISU's rights in Protectable Discoveries, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such Protectable Discovery may create a statutory bar. When in doubt, I will consult with DRI.

B. With regard to copyrightable works, as defined in the IP Policy:

I acknowledge that copyrightable works that I create may be the property of ISU, as explained in the IP Policy. I acknowledge that I have read these provisions and agree to them. Consistent with my obligations under the IP Policy, as a condition of my employment by ISU, I do hereby irrevocably assign to ISU all right, title, and interest to any copyrightable works to which ISU claims ownership under the IP Policy. I will cooperate with reasonable requirements of ISU to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to ISU according to the IP Policy.

C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the ISU "Memorandum of Understanding Regarding Research Participation and ISU Intellectual Property Rights" available from the DRI. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the "Memorandum of Understanding Regarding Research Participation and ISU Intellectual Property Rights" or an alternative document negotiated between ISU's DRI and the individual.

D. Attached to this contract are Disclosure of Invention Work in Progress, and Disclosure of Prior Contracts (together the "Disclosures"). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be protectable discoveries. The work referenced in the Disclosures is excluded specifically from ISU's ownership claims so long as no ISU facilities (other than library resources) are used in further development of the works referenced in the Disclosures

E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with ISU's Research Policies or this Intellectual Property Agreement with respect to rights to protectable discoveries or copyrightable works. **[NOTE - Any individual who believes that they cannot comply with this provision must contact either ISU Office for Research and Economic Development or Division for Research Innovation.]**

Signature Title

Printed Name Date

**Attachment B
Memorandum of Understanding Regarding Research Participation
And ISU Intellectual Property Rights**

This memorandum of understanding is entered into by _____, a student at Idaho State University (“participant”), _____, a professor/researcher at Idaho State University (“faculty”), and Idaho State University (“ISU”).

The participant is involved in research activities or enrolled in _____, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which Idaho State University and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and ISU have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties.

A. The participant acknowledges receipt of copies of the relevant intellectual property policies of the State Board of Education and the ISU Intellectual Property Policy.

B. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including but not limited to patent, copyright, mask work, and trade secret.

C. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from their work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from ISU resulting from collaboration with ISU provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.

D. As a condition of and in exchange for the opportunity to participate in these projects and the right to receive royalties, the participant does hereby irrevocably assign to ISU all right, title, and interest to any copyrightable works relating to these projects and any Protectable Discoveries (as defined in the ISU Intellectual Property Policy), applications for legal protection of such Protectable Discoveries, and including but limited to utility patents, process patents, plant patents, design patents, and plant variety protection certificates resulting from these projects. This assignment vests rights in ISU as provided for in ISU’s Intellectual Property Policy and is subject to the participant’s right to share in royalties in the same manner as employees of ISU. Participant agrees to cooperate with reasonable requirements of ISU to promptly assign or confirm in writing any possible right participant might otherwise have in any copyrightable work or Protectable Discovery when such right belongs to ISU according to the IP Policy.

Participant _____ Date _____

Supervising Faculty _____ Date _____

Attachment C

DISCLOSURE OF INVENTION WORK IN PROGRESS

This disclosure is made this ____ day of _____, 20__, as part of that Employment Agreement Regarding Intellectual Property between Idaho State University (ISU) and _____, a student or employee of ISU (the “Inventor”), dated this ____ day of _____, 20 __. This Disclosure lists all inventions and developments of the Inventor made prior to employment by, or matriculation as a student at, ISU. Subject to ISU legal review and verification by ISU’s Office for Research Innovation, ISU acknowledges that the inventions and developments listed below constitute the property of the Inventor or the party with whom the Inventor has contracted. A brief description of each invention is provided.

INVENTION	DATES OF WORK	RIGHTS OWNED BY
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Attachment D

DISCLOSURE OF PRIOR CONTRACTS

This disclosure is made this ____ day of _____, 20__, as part of that Employment Agreement Regarding Intellectual Property between Idaho State University (ISU) and _____, a student or employee of ISU (the “Inventor”), dated this ____ day of _____, 20 __. This Disclosure lists all contractual obligations of the Inventor entered into prior to employment by, or matriculation at, ISU. Subject to ISU legal review and verification by ISU’s Office for Research Innovation, ISU acknowledges that prior contracts that remain in effect may be honored by the Inventor. A brief description of each contract is provided below. The types of contracts listed below include, but are not limited to: employment, non-disclosure, non-compete, and fiduciary obligations.

COMPANY OR PERSON	TYPE OF CONTRACT	RELEVANT TERMS
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BUSINESS AFFAIRS AND HUMAN RESOURCES
FEBRUARY 27, 2014

Attachment E

Extent of ISU Support	Initiative and Effort	Description	Ownership and Royalty Rights	Examples
None	Individual	Absolutely no use of ISU facilities, time, materials, or services.	Individual	A novel or text written at home; preparation cost borne entirely by the author.
Incidental	Individual	Incidental use of ISU facilities and time.	Individual	Text written by a faculty member; utilized ISU office space, library.
More than is regularly and customarily available to employee or student	University	Specifically assigned University duty or a duty specifically commissioned in writing. Use of ISU facilities, time, materials or services.	University	Materials produced by ISU staff units. ISU publications. Assigned audiovisual productions.
More than is regularly and customarily available to employee or student	Individual and/or University	Requires a prior written agreement permitting extensive use of ISU resources and allocating copyrights and royalties	Individual and University per agreement	Lectures, class presentations and other audiovisual materials prepared for use in online or distance learning programs; other creative works requiring substantial ISU resources
Variable--supported by extramural sponsors in whole or in part.	Individual and/or University and/or sponsor		As set forth in the documents and/or regulations governing the sponsored programs.	

DRAFT

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	PSC ANNUAL REPORT	Information Item
3	UNIVERSITY OF IDAHO FULL REVIEW	Motion to Approve
4	UNIVERSITY OF IDAHO PROPOSED 2 + 2 PROGRAM	Motion to Approve

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide a legislative update.

Luci Willits will do a presentation on The Smarter Balanced Assessment System.

ATTACHMENTS

Attachment 1 – SBAC Power Point Presentation

Page 3

BOARD ACTION

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

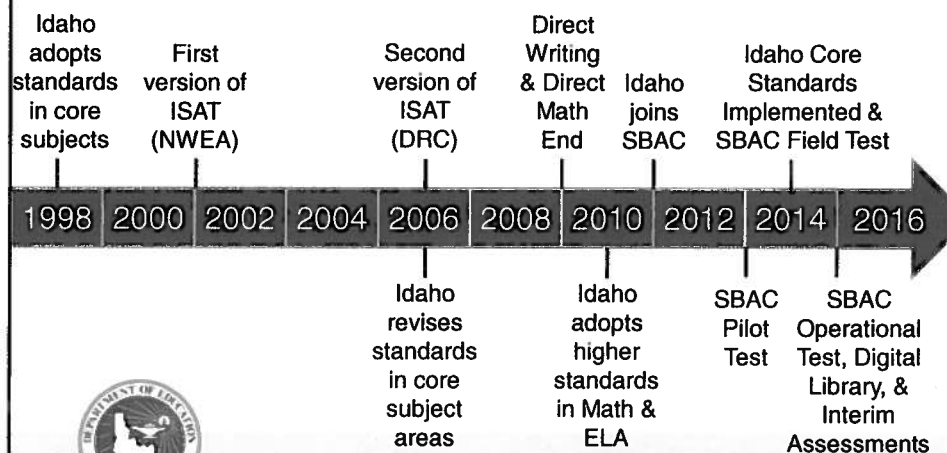
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The Smarter Balanced Assessment System



Idaho State Department of Education

History of Statewide Assessment in Idaho



Idaho Involvement in Smarter Balanced

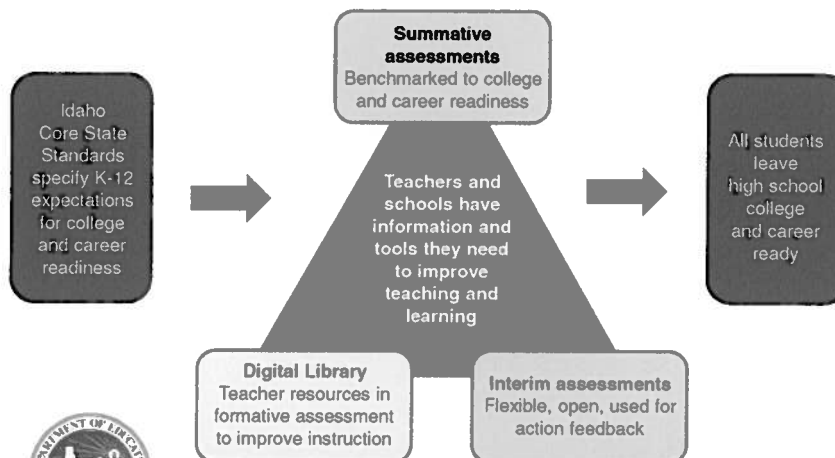
State-led Effort

- Governing Board Member (Supt. Luna)
- Former Executive Committee Co-Chair (Carissa Miller)
- Executive Committee Member (Luci Willits)
- K-12 State Lead (TJ Bliss)
- Higher Ed State Lead (Chris Mathias/Roger Stewart)



Teachers/ Administrators	Higher Education Faculty	State Department and State Board Staff
100+	20	15

A Balanced Assessment System



Idaho Core Math Standards

- Balance conceptual **understanding** and procedural fluency
- **Connect** these two types of knowledge
- Maintain **high cognitive demand**
- **Communicate reasoning** about concepts
- Engage students in mathematical practices:
 - **Reason** abstractly and quantitatively
 - **Construct** viable arguments and critique the reasoning of others

(Moschkovitch, 2012)

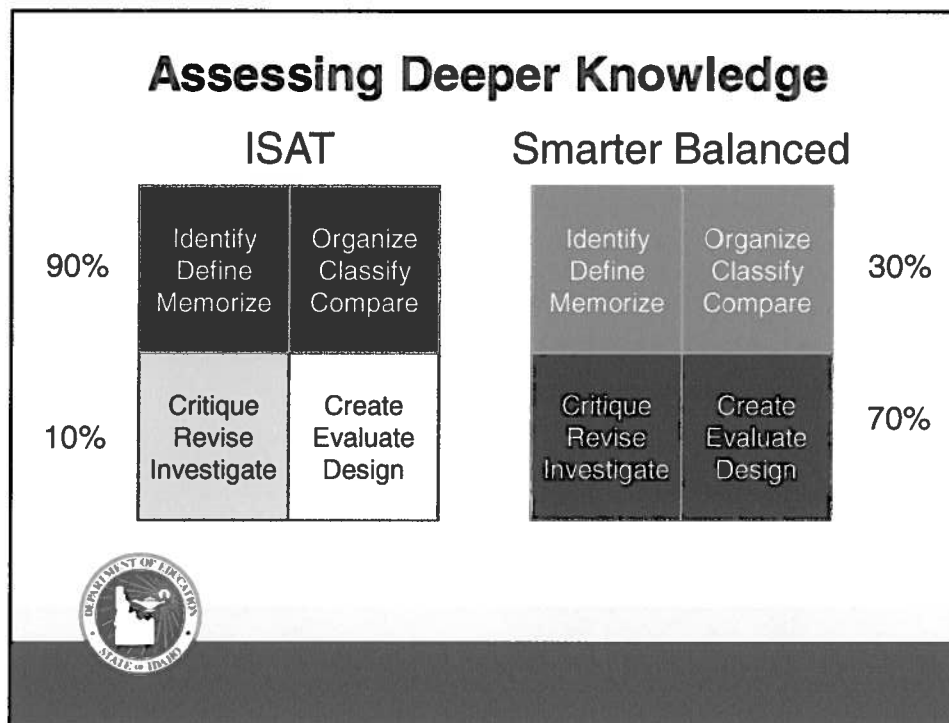
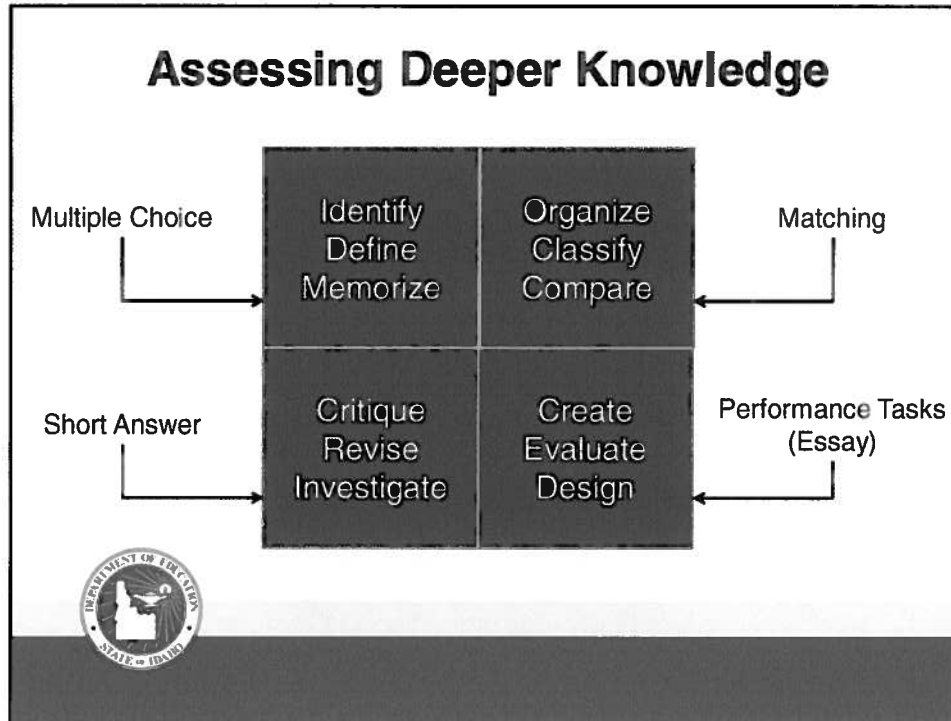


Idaho Core ELA Standards

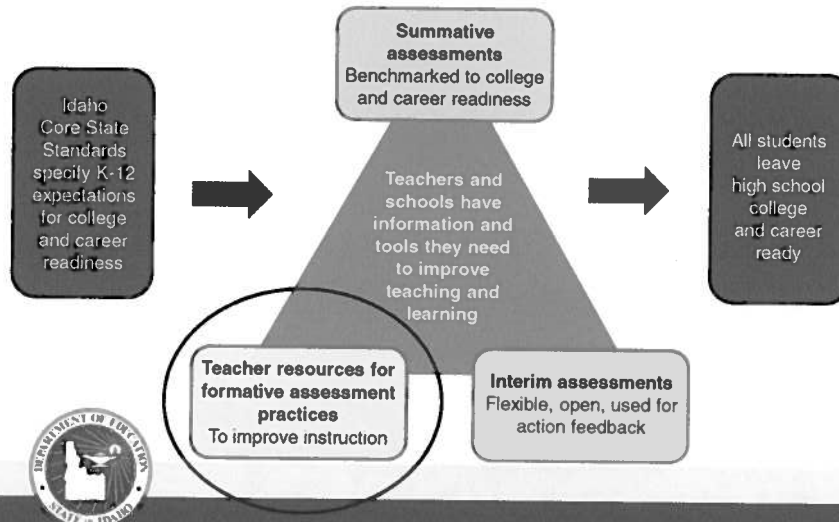
- Reading: **Engage** with **complex** texts to build knowledge across the curriculum
- Writing: Use evidence to **inform, argue and analyze**
- Speaking and Listening: Work **collaboratively, understand** multiple perspectives, and present ideas
- Language: **Develop and use** the linguistic resources to do all of the above

(Bunch, Kibler & Pimental, 2012)





A Balanced Assessment System



Formative Assessment

- Assessment FOR learning
- Daily/weekly at classroom level
- Answers questions like:
 - Where are my students in relation to learning goals (for this lesson)?
 - What is the gap between students' current learning and the goal (for this lesson)?

(Heritage, 2013)

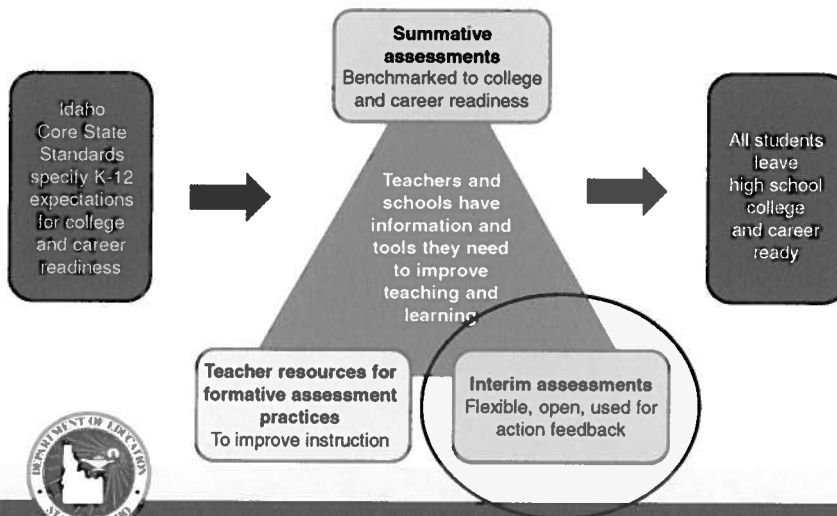


Smarter Balanced Formative Digital Library

- State Network of Educators (SNE):
 - 70+ Idaho educators contributing, reviewing, and approving materials for the library using a Quality Criteria Checklist / System
 - Educators will review and pilot materials in their classrooms and schools to provide feedback.
- Library will be available for use in beta in April 2014
- Idaho may purchase access after August 2014
- Optional



A Balanced Assessment System



Interim Assessment

- Assessment OF learning
- Periodically at classroom, school or district level
- Optional
- Answers questions like:
 - What have my students learned?
 - Is there evidence improvement strategies are working?
 - How should we allocate resources at the district and school levels?

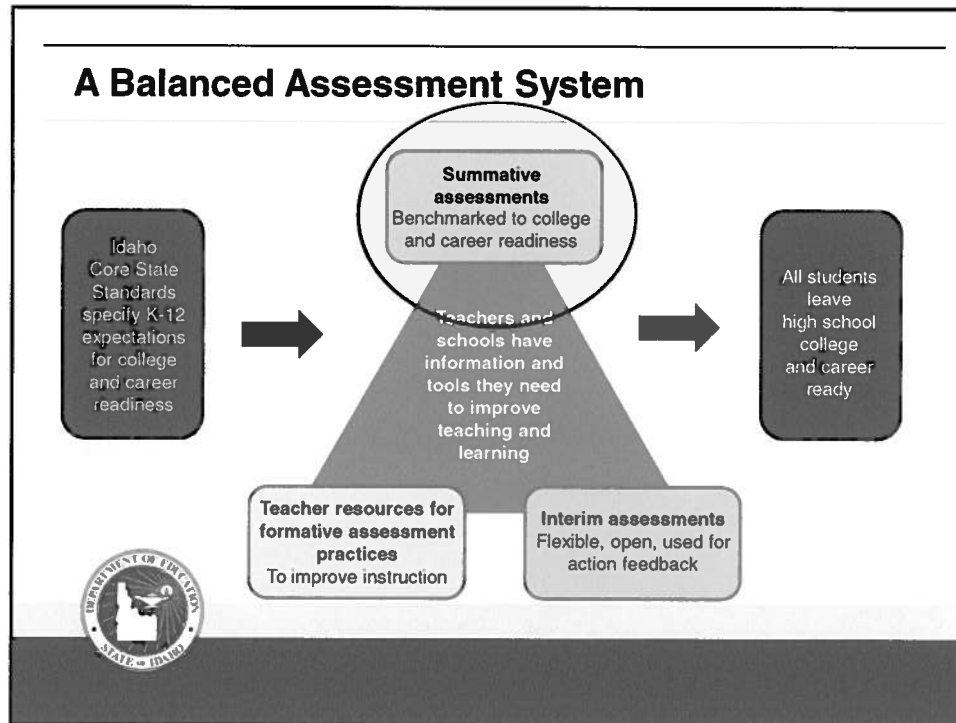


(Heritage, 2013)

Smarter Balanced Interim Assessments

- Non-secure interim item bank is flexible; can be used at district, school, classroom levels.
- Ready for use in Fall 2014
- Idaho may purchase access going forward.
- Optional





Summative Assessment

- Assessment OF learning
- Annual at state level
- Answers questions like:
 - Have students met the standards?
 - How are subgroups performing over time?
 - Is there evidence improvement strategies are working?
 - How should state and districts allocate resources?

(Heritage, 2013)



Smarter Balanced Summative Assessment

- Developed with broad input from stakeholders in Idaho
- Computer Adaptive Test
 - Multiple choice
 - Short answer
- Performance Tasks
 - Theme and scenario-based sets of materials
 - Measure higher-order thinking skills



Smarter Balanced Summative Assessment

- Students who pass 11th grade test will receive exemption from remediation in first year of college

Each IHE or IHE system commits to the following agreements.

(a) Participation with the Consortium in the design and development of the Consortium's final high school summative assessments in mathematics and English language arts in order to ensure that the assessments measure college readiness; and

(b) Implementation of policies, once the final high school summative assessments are implemented, that exempt from remedial courses and place into credit-bearing college courses any student who meets the Consortium-adopted achievement standard (as defined in the HSA) for each assessment and any other placement requirement established by the IHE or IHE system.

State Name: IDAHO

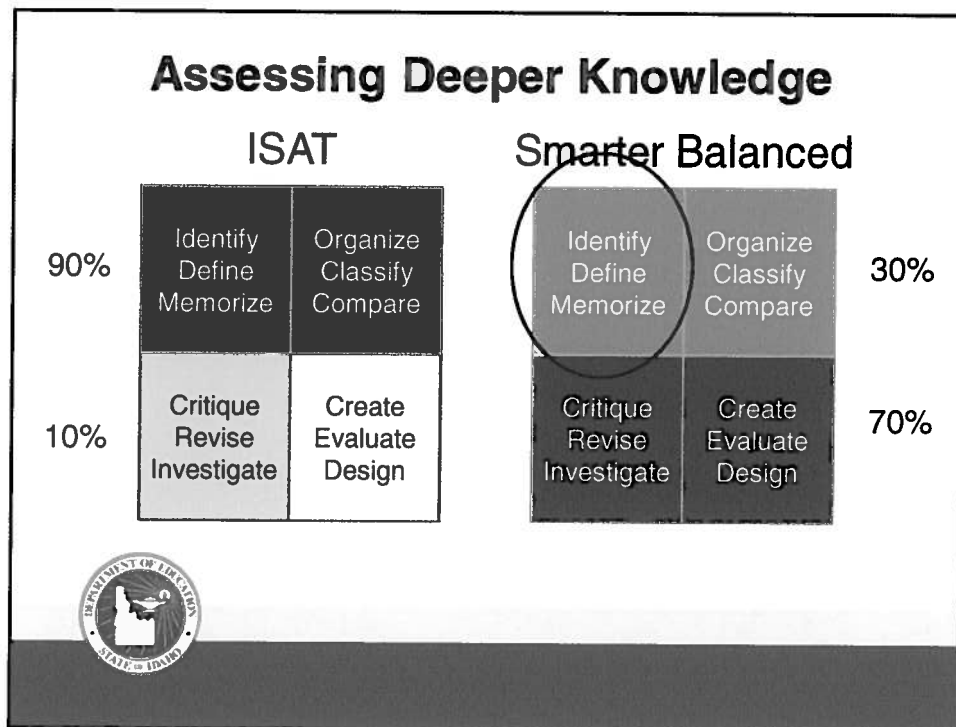
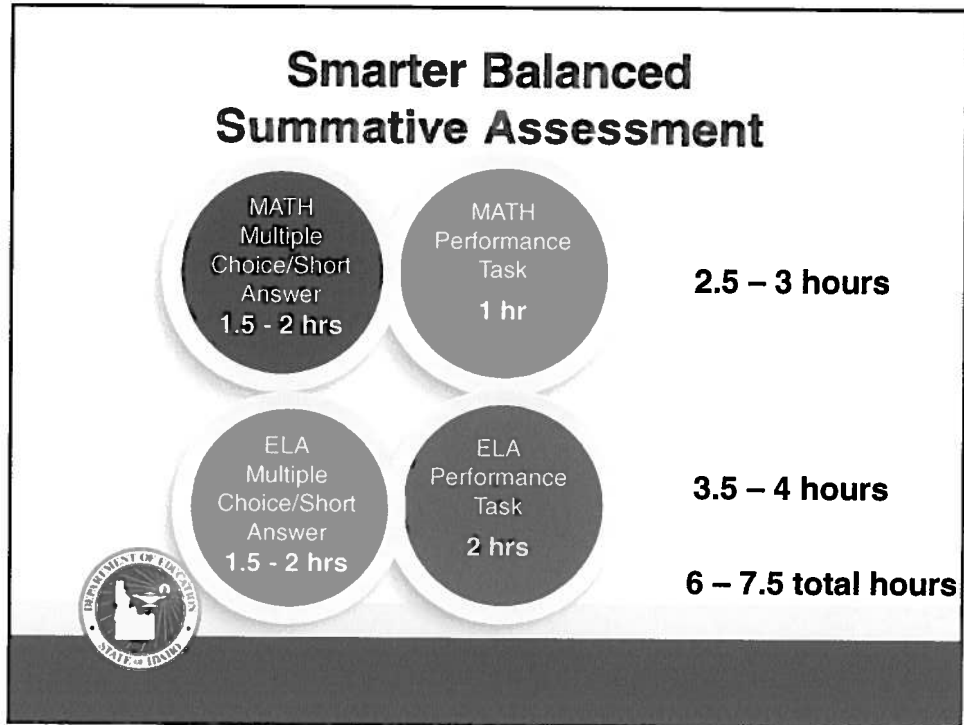
State's higher education executive officer, if State has one (Printed Name): Richard W. Stenberg Telephone: 852-0803

Signature State's higher education executive officer, if State has one: [Signature] Date: 6-2-10

President or head of each participating IHE or IHE system, (Printed Name): Robert K. Kuster Telephone: 6-1-10

Signature of president or head of each participating IHE or IHE system: [Signature] Date: 6-1-10





Smarter Balanced Item Examples

21

Ms. Stone buys groceries for a total of \$45.32. She now has \$32.25 left.

Which equation could be used to find out how much money Ms. Stone had before she bought the groceries?

- (A) $\$45.32x = \32.25
- (B) $x - \$45.32 = \32.25
- (C) $x + \$45.32 = \32.25
- (D) $x + \$32.25 = \45.32

Options B

Grade 6 Math – Multiple Choice



Assessing Deeper Knowledge

ISAT

90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

Smarter Balanced

30%	Identify Define Memorize	Organize Classify Compare
70%	Critique Revise Investigate	Create Evaluate Design



Smarter Balanced Item Examples

1

Drag each expression into the correct column.

Grade 6 Math –
Tech Enhanced

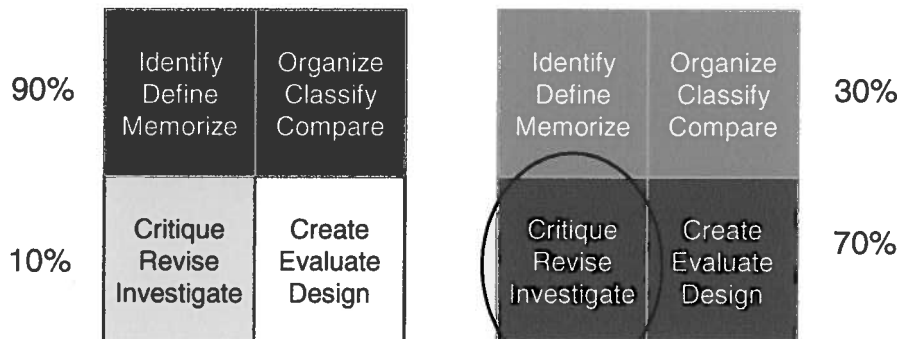
Equal to 5.42	Not Equal to 5.42
$2.36 + 3.06$	1.80×3
	$2.16 + 3.36$
$9.53 - 4.11$	2.71×2
	$8.01 - 2.69$

Release the mouse button to place the object where you want it

Assessing Deeper Knowledge

ISAT

Smarter Balanced



Smarter Balanced Item Examples

When Winning Took a Backseat by Bruce Nash and Allan Zullo

Scott Bennett and Brad Howes grew up south of Salt Lake City in the fertile valley between the Jordan River and the towering Wasatch Mountains of Utah. The boys lived just far enough apart not to attend the same schools, but close enough to compete in the same leagues in baseball, football, and basketball.

No matter whose team won, Scott and Brad always shook hands and complimented each other on the way they played. The two didn't become close friends because they were always on opposite sides. But the boys grew up admiring each other's athletic skills.

And it was their childhood competition that forged a lasting

Read the sentences from the text and the directions that follow.

His friend and competitor was hurt. Scott knew what he had to do—he went back to help.

Provide the central idea of the text and describe how Scott's decision fits the story's central idea. Use evidence from the text to support your answer.

Type your answer in the space provided.



Grade 7 ELA – Short Answer

Assessing Deeper Knowledge

ISAT

90%	Identify Define Memorize	Organize Classify Compare
10%	Critique Revise Investigate	Create Evaluate Design

Smarter Balanced

30%	Identify Define Memorize	Organize Classify Compare
70%	Critique Revise Investigate	Create Evaluate Design



Smarter Balanced Item Examples

STUDENT DIRECTIONS

Penny Argumentative Performance Task

Issue:

In recent years, there has been a heated debate emerging about one aspect of the United States monetary system. This particular debate is not about what we should do to solve the multi-trillion dollar national debt or to fix the recent problems on Wall Street. Surprisingly, it is about whether we should keep producing and using pennies.

This issue is one of the topics of your school's yearly mock (something meant to look like the real thing) Congressional Session for all 8th graders. You have been appointed as the lead for the subcommittee on financial issues, and you need to research the arguments for and against keeping the penny. As a part of your research, you have found four sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and write an argumentative essay.

1

Provide three arguments from the sources you just read that support the position that the penny should be preserved. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

2

Now provide three arguments from the sources that support the position that the penny should be eliminated. Be sure to include the title or the number of the source for each argument you provide.

Type your answer in the space provided.

<https://sat1.sbapt.tds.airast.org/Student/Pages/TestShellModern.aspx>



Grade 8 ELA – Performance Task

Smarter Balanced Timeline

2012-2013
Pilot

2013-2014
Practice Test
Field Test

2014-2015
Operational



Pilot Test

- 124 schools in Idaho administered the Pilot Test in Spring 2013
- Pilots were given in different school sizes, grade levels and regions
 - For example: 493 tests at Canyon Ridge High School in Twin Falls to 6 tests completed in Bliss
- SBAC has evaluated items and technology
 - Idaho educators participated in this process



Pilot Test Feedback

- 40 Idaho educators and 70 students responded to an SDE survey this fall
 - Most educators felt that it was easy for their students to access and navigate the Pilot Test, as well as use testing tools
 - The majority of educators reported adequate network connectivity during the Pilot Test
 - Most students and educators reported spending 2 hours or less per subject area
 - Some technical issues were reported, but all have been addressed by Smarter Balanced



Field Test

- Consortium Goals:
 - Determine cut scores (advanced, proficient, etc.)
 - Calibrate test items (easy, medium, hard)
 - Logistics
- Idaho Goals:
 - Give Idaho students the opportunity to experience a new test before it becomes operational
 - Avoid double-testing
 - Avoid giving a non-ICS aligned test in 2014



Field Test

- Field Test Waiver
- Most students in grades 3-11 will take the Field Test
 - 100% of 3-8 graders
 - Optional for 9th and 10th graders
 - Most 11th graders (excluding those who have not yet passed ISAT)
- Testing window
 - April 1 – May 16
- Some districts have received extensions



Discussions After Field Test

- Grades 3-8 and HS in Spring 2015
- School accountability will be based on 2015 scores
- Passing grade 11 test will be graduation requirement for incoming 9th graders (Class of 2017)
- Graduated cut-scores are being considered
 - Similar to implementation of 10th grade grad requirement in 2004



Score Reporting

- 10-day turn around for scores
- Rolling scoring process
- Idaho teachers will be involved



Smarter Balanced Concerns

- Money
 - Cost neutral for Idaho
- Time
 - <1% of annual student instructional time
- Computer Lab Access
 - Optional 9th and 10th grade for Field Test
- Participation Accountability
 - Star Ratings will not change



Plans Moving Forward

- Smarter Balanced Advisory Committee
 - 6 Superintendents
 - 3 Testing Coordinators
 - 6 Principals

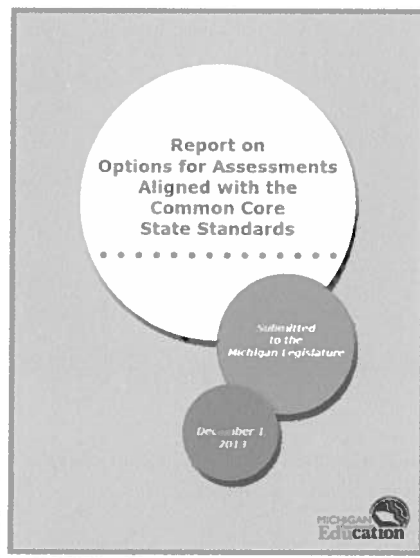


Essential Elements for a Quality Assessment System in Idaho

- Full alignment to Idaho Core Standards
- Computer-based summative assessments in grades 3-8/HS
- Computer-based interim assessments
- Formative assessment tools for teacher development
- Assessment of lower & higher-order thinking skills
- State involvement in development and quality assurance
- Sole ownership of student data
- Data availability to Idaho for further analysis
- Cost neutrality or savings
- Extensive accommodations and accessibility options




Michigan Study on CCSS Assessments



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ESSENTIAL ELEMENTS FOR A HIGH QUALITY ASSESSMENT IN IDAHO	SBAC	ACT	SAT
Full alignment to Idaho Core Standards	X		
Computer-based summative assessments in grades 3-8 & HS	X		
Computer-based interim assessments	X		
Formative assessment tools for teacher development	X		
Balanced assessment of lower & higher-order thinking skills	X	~	~
State involvement in development & quality assurance	X		
Sole ownership of student data	X		
Data availability to Idaho for further analysis	X		
Cost neutrality or savings	X	?	?
Extensive accommodations & accessibility options	X		



Smarter Balanced Technology Requirements

- Operating systems: SBAC includes the addition of iOS and Android
- Now uses a secure browser or app
- Hardware specifications at or below ISAT requirements
- Keyboard, mouse, headphones still necessary
- Addition of touchscreen devices (at least 10" class)



Current Tech Readiness in Idaho

- Districts meeting minimum:
 - Operating System: 98.5%
 - Display Size: 96.6%
 - Screen Resolution: 96%



Questions?

Luci Willits

Chief of Staff, SDE
SBAC Executive Committee

Dr. TJ Bliss

Director of Assessment and Accountability, SDE
SBAC State Lead for Idaho
tjbliss@sde.idaho.gov
(208) 332-6842



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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Idaho Professional Standards Commission 2011-2012 and 2012-2013 Annual Reports

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) was created as a result of the work of the Maximizing Opportunities for Students and Teachers (MOST) committee, with the intent to provide oversight of the ongoing development and improvement of Idaho teacher standards and practices.

The commission was created in the State Department of Education, consisting of eighteen (18) members, and has authority to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in the public schools of the state. Professional codes and standards are submitted to the State Board of Education for its consideration and approval.

Upon State Board of Education approval, the professional codes and standards are published by the Board. The Commission may make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence of the teaching profession and impact the quality of education in the public schools of this state.

These reports are an annual review of all the work achieved through the Commission during the 2011-2012 and 2012-2013 academic years.

IMPACT

Funding for the Professional Standards Commission is through a dedicated fund comprised of 67 percent (67%) of all teacher certification fees.

ATTACHMENTS

2011-2012 Professional Standards Commission Annual Report	Page 3
2012-2013 Professional Standards Commission Annual Report	Page 29

BOARD ACTION

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

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ANNUAL REPORT

PROFESSIONAL STANDARDS COMMISSION

2011-2012

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO DEPARTMENT OF EDUCATION
P. O. BOX 83720
BOISE, ID 83720-0027

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2011-2012

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ANNUAL REPORT

July 1, 2011 – June 30, 2012

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2011-2012 school year, the following persons served as members of the Professional Standards Commission:

- | | | |
|-----|-------------------------|---------------------------------------|
| 1. | Dr. Kathy Aiken | University of Idaho |
| 2. | Cathy Bierne | Coeur d'Alene SD #271 |
| 3. | Dr. Diane Boothe | Boise State University |
| 4. | Beth Davis | Post Falls SD #273 |
| 5. | Esther Henry | Jefferson County Joint SD #251 |
| 6. | Kelly Leighton | Coeur d'Alene SD #271 |
| 7. | Dr. Cori Mantle-Bromley | University of Idaho |
| 8. | Dr. Becky Meyer | Lake Pend Oreille SD #84 |
| 9. | Dr. Laural Nelson | Idaho Digital Learning Academy |
| 10. | Mikki Nuckols | Bonneville Joint SD #93 |
| 11. | Glenn Orthel | Division of Professional-Technical Ed |
| 12. | Daylene Petersen | Nampa SD #131 |
| 13. | Karen Pyron | Butte County Joint SD #111 |
| 14. | Anne Ritter | Meridian Joint SD #2 |
| 15. | Christi Rood | University of Phoenix – Idaho Campus |
| 16. | Shelly Rose, Vice Chair | Mountain Home SD #193 |
| 17. | Dan Sakota, Chair | Madison SD #321 |
| 18. | Rob Sauer | State Department of Education |

Christina Linder served as Administrator for the Commission from July 1, 2011, to June 30, 2012.

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1. INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met five times during the 2011-2012 school year in August, September, December, February, and April. Five standing committees and one standing subcommittee functioned throughout the year.

<u>STANDING COMMITTEES</u>	<u>FUNCTION</u>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<u>STANDING SUBCOMMITTEE</u>	<u>FUNCTION</u>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

2. PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<u>CASE</u>	<u>CAUSE</u>	<u>DISPOSITION</u>
20901	Violation of Code	Acceptance of Final Order for Indefinite Suspension; Case Closed
20908	Violation of Code Violation of State Law; Conviction	Acceptance of Stipulation and Consent Order for Indefinite Suspension
20911	Violation of Code	Case Closed; Certificate Reinstated
20915	Violation of Code	Case Closed; Certificate Reinstated
20920	Violation of Code Violation of State Law; Conviction	Reviewed; Acceptance of Signed Stipulations; Reinstated; Case Closed
20924	Violation of Code	Conditional Certificate with Stipulations; Decision Made to Not Prosecute; Case Closed
21016	Violation of Code	Revocation; Case Closed
21017	Violation of Code	Revocation; Case Closed
21019	Violation of Code	Letter of Reprimand; Case Closed
21020	Violation of Code	Letter of Reprimand; Case Closed
21021	Violation of Code	Denial of Certification; Case Closed
21023	Violation of Code	Acceptance of Stipulated Agreement for Letter of Reprimand; Case Closed
21026	Violation of Code Violation of Federal Law; Conviction	Revocation; Case Closed
21028	Violation of Code	Letter of Reprimand with Condition
21029	Violation of Code	Indefinite Suspension with Conditions; Case Closed
21030	Violation of Code	Indefinite Suspension with Conditions; Confirmed Previous Decision; Acceptance of Settlement Offer for Letter of Reprimand

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21032	Violation of Code Violation of State Law; Conviction	Revocation; Case Closed
21101	Violation of Code	Reconsidered Previous Decision – Now No Sufficient Grounds; Case Closed
21102	Violation of Code	Revocation
21103	Violation of Code	Adoption of Findings of Fact for Revocation
21104	Violation of Code	Confirmed Previous Decision of Indefinite Suspension with Conditions
21105	Violation of Code	Adoption of Stipulation and Consent Order for Indefinite Suspension with Conditions
21106	Violation of Code	Revocation
21107	Violation of Code	Indefinite Suspension with Conditions
21109	Violation of Code	No Sufficient Grounds; Case Closed
21110	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order for Letter of Reprimand
21111	Violation of Code	Confirmed Original Revocation of Administrator Certificate Only; Reviewed; Voted to Accept Stipulation; Case Closed
21112	Violation of Code	Letter of Direction to Individual; Letter of Direction to District; Case Closed
21113	Violation of Code	Letter of Reprimand with Condition; Adoption of Stipulation and Consent Order for Letter of Reprimand with Condition
21114	Violation of Code	Letter of Reprimand with Conditions
21115	Violation of Code Violation of State Law; Conviction	Indefinite Suspension with Conditions
21116	Violation of Code	Letter of Reprimand with Conditions; Adoption of Stipulation and Consent Order for Letter of Reprimand with Conditions
21117	Violation of Code Violation of State Law; Conviction	Permanent Revocation
21118	Violation of Code	Indefinite Suspension with Conditions; Revocation; Case Closed

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21119	Violation of Code	Conditional Certificate with Stipulations; No Sufficient Grounds – Letter of Concern
21120	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21121	Violation of Code	No Sufficient Grounds – Letter of Concern
21122	Violation of Code Violation of State Law; Conviction	Permanent Revocation; Case Closed
21123	Violation of Code	Letter of Reprimand; Administrative Complaint Withdrawn; No Formal Action Taken Against Certificate
21124	Violation of Code	Revocation; Case Closed
21125	Violation of Code Violation of State Law; Conviction	Revocation; Case Closed
21126	Violation of Code	No Sufficient Grounds – Letter of Concern to School; Case Closed
21127	Violation of Code	Indefinite Suspension with Conditions; Adoption of Stipulation and Consent Order; Reinstatement
21128	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21130	Violation of Code	Letter of Reprimand with Conditions; Adoption of Stipulation and Consent Order
21131	Violation of Code	Indefinite Suspension with Condition
21132	Violation of Code	No Sufficient Grounds; Case Closed
21202	Violation of Code	Letter of Reprimand with Conditions
21203	Violation of Code	Letter of Reprimand; Adoption of Stipulation and Consent Order
21204	Violation of Code	No Sufficient Grounds; Case Closed
21205	Violation of Code	Suspension with Conditions
21206	Violation of Code	Circumstances Do Not Warrant Further Action; Case Closed

3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 91 Provisional Authorizations with 102 total endorsements/assignments issued during the 2011-2012 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

All Subjects K-8 – 4
American Government/Political Science 6-12 - 3
Art K-12 – 1
Automotive Technology – 1
Biological Science 6-12 – 1
Birth-Grade 3 - 3
Business Technology Education 6-12 – 2
Chemistry 6-12 – 3
Communication 6-12 – 2
Consulting Teacher – 1
Counselor K-12 – 6
Dance 6-12 – 1
Debate 6-12 – 1
Director of Special Education - 2
Drama 6-12 – 1
Economics 6-12 – 2
Electronic Technology - 1
English 6-12 – 2
Family/Consumer Sciences 6-12 – 3
French 6-12 – 1
Generalist K-12 - 14
Health 6-12 – 1
Hearing Impaired K-12 - 2
History 6-12 - 1
Library Media Specialist K-12 – 2
Literacy K-12 - 1
Mathematics 6-12 – 6
Music K-12 – 1
Natural Science 6-12 – 4
Physical Education 6-12 – 6
Physical Education K-12 - 1
Physical Science 6-12 – 1
Psychology 6-12 - 1
School Principal Pre-K-12 - 4
School Psychologist – 1
Small Engine Repair – 1
Social Studies 6-12 – 6
Spanish 6-12 – 2
Superintendent – 2

Technology Education 6-12 – 1
Television Production/Broadcasting – 1
Welding – 1
Work-Based Learning Coordinator - 1

4. TEACHER TO NEW CERTIFICATION APPROVALS

There were 174 requests with 185 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2011-2012 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K-8 – 8
American Government/Political Science 6-12 - 6
Art 6-12 – 1
Basic Mathematics 6-9 – 3
Basic Mathematics 6-12 – 5
Bilingual K-12 - 1
Biological Science 6-9 – 1
Biological Science 6-12 – 7
Birth-Grade 3 - 13
Business Technology Education 6-12 – 3
Chemistry 6-12 - 1
Communication 6-12 – 8
Counselor K-12 - 4
Director of Special Education – 1
Drama 6-12– 3
Earth Science 6-12 – 1
Economics 6-12 – 4
English 6-12 – 7
English 6-9 - 2
English as a New Language K-12 – 6
Family/Consumer Sciences 6-12 – 3
French 6-12 – 2
Generalist K-12 - 35
Gifted and Talented K-12 – 7
Health 6-12 – 7
History 6-12 – 1
Humanities 6-12 - 1
Library Media Specialist K-12 – 5
Marketing Technology Education 6-12 - 1
Mathematics 6-12 - 9
Natural Science 6-12 – 4
Physical Education - 4

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Physical Science 6-12 - 5
School Principal Pre-K-12 – 4
Social Studies 6-12 – 1
Spanish – 5
Superintendent – 5
Technology Education 6-12 – 1

5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 16 Content Specialist alternative authorizations with 23 total endorsements/assignments issued during the 2011-2012 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K-8 - 2
Art 6-12 – 1
Bilingual Education K-12 - 1
Birth-Grade 3 – 1
Business Technology Education 6-12 - 1
English as a New Language K-12 – 2
Generalist K-12 - 7
Literacy K-12 - 1
Music K-12 – 1
Natural Science 6-12 - 2
School Principal Pre-K-12 – 1
Spanish 6-12 – 1
Spanish K-12 - 2

6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 80 interim certificates with 109 total endorsements/assignments issued through the ABCTE process during the 2011-2012 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K-8 - 52
Biological Science 6-12 – 4
English 6-12 – 3
Generalist K-12 - 26
History 6-12 - 4
Literacy K-12 - 1
Mathematics 6-12 – 15
Natural Science 6-12 – 2

Physics 6-12 – 2

7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

BYU-Idaho

Following a state/NCATE on-site visit on October 10-13, 2011, the Commission, at its December 1-2, 2011, meeting, considered the state team report and made the following recommendations regarding the BYU - Idaho teacher education program:

- Approval without conditions for the EC/ECSE Blended program;
- Approval without conditions for the Elementary Education program;
- Approval without conditions for the English Language Arts program;
- Approval without conditions for the Foreign Language program;
- Approval without conditions for the Health program;
- Approval without conditions for the Mathematics program;
- Approval without conditions for the Physical Education program;
- Approval without conditions for the Professional-Technical Education (Foundation Standards) program;
- Approval without conditions for the Agriculture Education program;
- Approval without conditions for the Family and Consumer Science program;

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- Approval without conditions for the Science (Foundation Standards) program;
- Approval without conditions for the Biology program;
- Conditional approval for the Chemistry program;
- Approval without conditions for the Earth and Space Science program;
- Approval without conditions for the Physics program;
- Approval without conditions for the Social Studies (Foundation Standards) program;
- Approval without conditions for the Economics program;
- Approval without conditions for the Geography program;
- Approval without conditions for the Government/Civics program;
- Approval without conditions for the History program;
- Approval without conditions for the Visual/Performing Arts (Foundation Standards) program;
- Approval without conditions for the Drama program;
- Approval without conditions for the Music-NASM Accredited program;
- Approval without conditions for the Visual Arts program.

The State Board of Education, at its February 16, 2012, meeting, approved the BYU-Idaho state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

Northwest Nazarene University

Following a focus visit on November 2, 2011, the Superintendent certification program at Northwest Nazarene University was recommended for approval at the December 1-2, 2011, Commission meeting. The State Board of Education, at its February 16, 2012, meeting, approved the Northwest Nazarene University state team report resulting from the on-site focus review of its Superintendent certification program.

8. Commission members were provided a presentation/update on Department of Education test security and assessment development aligned to the Common Core State Standards.
9. The Commission Professional Development Committee awarded 74 grants for a total of \$35,701 to fund professional development opportunities for educators in the State of Idaho.
10. The Commission Professional Development Committee streamlined its grant process during the year, developed a rubric and criteria to be used in awarding the grants, and made the grant application process totally electronic.

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11. Wording was added to the Commission Procedures Manual to ensure that higher education representatives serving on the Commission are from approved Idaho institutions of higher education.
12. Commission members voted to begin receiving meeting materials in electronic format.
13. The Commission, through its Professional Development Committee, provided a final amount of \$15,000 to the Summer Institute of Best Practices.
14. The Commission, through its Standards Committee, clarified the intent of the Health and Physical Education endorsement by submitting language clarification to IDAPA so that candidates seeking only the secondary option will not additionally have to take the elementary health or physical education methods course.
15. The Commission approved the Standards Committee's recommendation that the state assess each non-NCATE institution an annual fee of \$2,000 to partially defray the costs of program approval reviews and to contribute to the state's expense of being an NCATE partner.
16. The Commission provided its own representation at the State Board of Education meetings during the 2011-2012 school year.
17. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2011-2012 school year.
18. The Commission, through its Standards Committee, clarified the intent of the endorsement area requirement to be attained on the Elementary Education Certificate by submitting language clarification to IDAPA to include the Exceptional Child Certificate with a K-12 Generalist endorsement along with either a grade 5-9 or K-12 subject area endorsement already delineated in the endorsement area requirement.
19. The Commission funded the participation of two Commission staff members, the Commission deputy attorney general, and one Commission member in the annual NASDTEC Professional Practices Institute.
20. Commission members were provided a presentation on an administrator accuracy and calibration tool (using the Danielson Framework) to help ensure that administrators' judgments about teaching practice are both accurate and consistent.
21. During the fiscal year, overall Commission revenue declined in the amount of \$3,307.

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22. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Boise State University IDO-Teach program, thus helping to increase quantity, quality, and diversity of STEM-education graduates.
23. The Commission approved the Standards Committee's recommendation that, in addition to the Code of Ethics for Idaho Professional Educators, school leaders and administrators shall also adhere to the American Association of School Administrators Code of Ethics and said code shall appear in its entirety in the aforementioned document.
24. The Commission approved the Standards Committee's recommendation to replace the current Elementary Education: Content Knowledge (0014) Praxis exam with the Elementary Education: Multiple Subjects (5031) Praxis exam and establish a standard-setting (score) for the State of Idaho.
25. The Commission requested that the necessary clarifying language "field work to include an internship and student teaching in a special education setting" be added to the Generalist K-12 endorsement IDAPA language.
26. The Commission provided a \$2,000 mini-grant to each of five administrator preparation programs in the state, amounting to a total of \$10,000. Each program will research some aspect of administrator preparation and the needs of current administrators in this age of fast-moving reform. All data from the research will be shared with the focus group currently developing the specifics of a statewide framework for administrator evaluations.
27. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Boise State University Math Consulting Teacher endorsement once the Department of Education receives the addendum clarifying the classroom/practicum elements of the proposal.
28. The Commission approved as a pilot the Idaho state assessments "protocol" as an operational definition of Principle IV(e) in the Idaho Code of Ethics for Professional Educators.
29. The Commission approved the Executive Committee's recommendation to add an addendum for up to \$20,000 more in financial compensation to the ethics investigator's contract for additional investigative services for the remainder of the fiscal year.
30. The Commission paid \$35,134 for contracted investigative services during the 2011-2012 school year.

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31. The Commission approved the Executive Committee's recommendation to mail the Commission tri-fold brochure and the code of ethics pamphlet only with initial certificates and to cease mailing the ethics poster with all certificates.
32. The Commission adopted a revised, more efficient default procedure in ethics cases by replacing its single default order (that finds the respondent to be in default and also imposes discipline) with two separate orders (one in which the respondent is found to be in default and another that relates to sanctions). The revision provides the respondent with the additional seven days' default notification specified in the Administrative Procedures Act.
33. The Commission moved to grant the authority to the chief certification officer in consultation with the chair of the Executive Committee to appoint general counsel for the hearing panel as a hearing officer in default cases for preliminary matters.
34. The Commission initiated a new full-Commission adoption process for ethics case stipulations that come out of the Executive Committee. All stipulations for adoption at a Commission meeting are put on an agenda; reviewed ahead of time; and, barring any issues, adopted as recommendations by the deputy attorney general, the Executive Committee, and the respondents. The Executive Committee chair signs a stipulation as a recommendation, but the full Commission is the decision-making entity that ultimately enters the order, thus completing the stipulation adoption process.
35. Following a new program approval review by the Standards Committee, the Commission passed the Standards Committee's recommendation to conditionally approve the proposed Northwest Nazarene University Online Teacher endorsement program of study.
36. The Commission funded the participation of two Commission staff members in the annual National Association of State Directors of Teacher Education and Certification (NASDTEC) Conference.
37. The Commission approved the Standards Committee's recommendation that Idaho adopt the Praxis Gifted Education test #0357 as a requirement for the Gifted and Talented endorsement.
38. The Commission Standards Committee agreed that it would be an acceptable and value-added practice for districts to have increased flexibility in assigning teachers for elective courses, and this new information was disseminated to the school district personnel who required it.
39. The Commission Executive Committee formed a special subcommittee to ensure that any upcoming revisions to the Code of Ethics for Idaho Professional Educators align with any rules and statutes currently in place.

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- 40.** The Commission Executive Committee, through the Department of Education, made all school district human resource directors and the Parent Teacher Association aware of the Code of Ethics for Idaho Professional Educators/complaint process accessibility need.
- 41.** The Commission passed the Nomination Subcommittee's recommendation to appoint Dan Sakota as chair and Anne Ritter as vice chair of the Commission for the 2012-2013 school year.
- 42.** The Commission cancelled its June 2012 meeting because of budget concerns.
- 43.** Commission committees provided year-end summaries of their activities during the school year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.

Appendix A: 2011-12 Professional Development Grants

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2011-12 Fall Professional Development Grants Awarded

Applicant_Name	Dist	School_Name	Amount_Requested	Dist_Total
Barbara Oldenburg	2	LakeHazel Middle School	\$500.00	
Caya Snethen	2	Eagle Middle School	\$500.00	
Franny Williams	2	Eagle Middle	\$500.00	
Nancy Heath	2	Eagle Middle School	\$500	
Tara Kishpaugh	2	Eagle High School	\$500	
Janet Gates	2	Eagle Middle School	\$500.00	
Amy Birch	2	Mary McPherson Elementary	\$500.00	
Bernadette Sexton	2	Joint School District No. 2 Teacher on Special Assignment	\$500	
Christine Killian	2	Peregrine	\$500	
Christine Lawrence	2	District Office, Joint School District No.2	\$500.00	
Greg Felton	2	Meridian High School	\$500.00	
HollyDee Archuleta	2	Meridian Elementary	\$500.00	
Jennafer Kyzer	2	Peregrine Elementary	\$500.00	
Lisa Austin	2	Meridian Middle School	\$500.00	
Lisa Korber	2	Hunter Elementary	\$500.00	
Lori Gash	2	District Service Center	\$500.00	
Maureen Seidel	2	Peregrine Elementary	\$500	
Nerissa Armstrong	2	Meridian Middle	\$500.00	
Robin Kearns	2	Peregrine Elementary	\$500.00	

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Sarah Baker	2	Mary McPherson Elementary	\$500.00	
		EXISTING FUNDS	-\$500.00	\$10,000.00
Angela Hemingway	3	Kuna High School	\$400.00	
				\$400.00
Donna Hill	60	Hazel Stuart Elementary	\$500.00	
				\$500.00
Cindy Smith	84	Sandpoint High School	\$420.00	
John Hastings	84	Sandpoint High School	\$500	
				\$920.00
Cynthia M Olson	101	Valley View Elementary	\$500.00	
				\$500.00
Juli Stricklan	251	Rigby High School	\$500.00	
Ray Swanson	251	Rigby High School	\$500	
				\$1,000.00
Marci Wing	271	Sorensen Magnet School for the Arts and Humanities	\$492.00	
				\$492.00
Cory Nilson	273	Seltice Elementary	\$500.00	
Jennifer Nilson	273	Seltice Elementary	\$500.00	
Amy Lynn	273	River City Middle School	\$400.00	
Anna Carpenter	273	Ponderosa Elementary School	\$300	
Anna Wilson	273	Frederick Post Kindergarten	\$336.15	
Bob Rinehart	273	Seltice Elementary	\$500.00	
Janelle Baker	273	River City Middle School	\$500	
Jennifer Cleave	273	Ponderosa Elementary School	\$299	
Kathy Baker	273	Ponderosa Elementary School	\$500	

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Mary Gerringer	273	Ponderosa Elementary School	\$500	
Michelle Mabraten	273	West Ridge Elem	\$400.00	
Sandra Combo	273	Ponderosa Elementary	\$500	
Stephanie Goodman	273	Mullan Trail Elementary Developmental Preschool	\$472.98	
Steve Ostrom	273	Post Falls Middle School	\$500.00	
Tim Rice	273	Ponderosa Elementary School	\$430	
				\$6,638.13
Lisa Margason	391	Pinehurst Elementary	\$271.00	
Teresa L. Baillie	391	Pinehurst Elementary	\$271.00	
				\$542.00
Robin Mason	411	Bickel elementary	\$500.00	
				\$500.00
Lynda LeBlanc		Coeur d'Alene Charter Academy	\$500	
				\$500.00
			\$21,992.13	\$21,992.13

2011-12 Spring Professional Development Grants Awarded

School_Name	district	Amount_Requested
Pepper Ridge Elementary	002	\$480.00
Lake Hazel Middle School	002	\$500.00
Rocky Mountain High School	002	\$500.00
Paramount Elementary	002	\$179.00
Heritage Middle School	002	\$395.00
Heritage Middle School	002	\$395.00
Mary McPherson Elementary	002	\$500.00

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Pathways Middle	002	\$500.00
Pepper Ridge Elementary	002	\$480.00
Pathways Middle School	002	\$500.00
Heritage Middle School	002	\$500.00
Meridian Middle School	002	\$382.00
Lewis and Clark Middle School	002	\$500.00
Sawtooth Middle School	002	\$450.00
	002 TOTAL	\$6,261.00
Middleton Heights Elementary	134 TOTAL	\$500.00
Black Canyon High School	221	\$500.00
Butte View/Shadow Butte/Sweet/Ola	221	\$500.00
	221 TOTAL	\$1,000.00
Roberts Elementary School	251	\$450.00
Roberts Elementary	251	\$500.00
	251 TOTAL	\$950.00
River City Middle School	273	\$500.00
West Ridge Elementary School	273	\$500.00
Mullan Trail Elementary	273	\$500.00
Seltice Elementary	273	\$500.00
Seltice Elementary	273	\$500.00
Prairie View Elem.	273	\$499.00
West Ridge Elementary School	273	\$500.00
	273 TOTAL	\$3,499.00
William Thomas Middle School	381	\$500.00
William Thomas Middle School	381	\$500.00
William Thomas Middle School	381	\$499.00
William Thomas Middle School	381	\$500.00
	381 TOTAL	\$1,999.00
		\$14,209.00

Appendix B: Authorizations Committee Year-End Report

Alternative Authorizations

2011-2012

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
2011-2012	91	174	16	80
2010-2011	66	211	19	119
2009-2010	113	249	1	116
2008-2009	272	241	4	142
2007-2008	305	171	41 LOA's	123

Year	Number of alternate approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2011-2012	361	18,897	1.91%
2010-2011	415	17,313	2.40%
2009-2010	479	17,648	2.71%
2008-2009	659	17,638	3.74%
2007-2008	640	17,479	3.66%

Appendix C: Fiscal Year 2012 Budget Expenditures

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PSC Revenue/Expense details FY 2012										Index Code 2003						
										(Budget: Approved 4-23-2010)						
		Jul 11	Aug 11	Sept 11	Oct 11	Nov 11	Dec 11	Jan 12	Feb 12	Mar 12	Apr 12	May 12	June 12			
Revenue (actual)		\$46,920	\$67,905	\$25,483	\$7,645	\$7,038	\$6,278	\$21,150	\$27,452	\$20,981	\$22,854	\$36,957	\$55,788	\$346,451	\$0	
Estimated Revenue														\$315,900		
Estimated Cash balance 7/1/2011														\$286,070		
Cash needed to balance FY2012														#N/A		
Estimated Cash balance 6/30/2012														#N/A		
														Actual FY12	Est. Budget Total	% Remain of budget
PERSONNEL																
4101	Salaries, benefits	\$15,871	\$17,631	\$20,997	\$17,591	\$14,563	\$14,299	\$15,492	\$14,523	\$23,779	\$15,669	\$14,861	\$15,712	\$200,990	\$192,558	-4.38%
OPERATING																
5961	PSC-Commission Work															
5990	PSC Mtg Travel/meals	\$4,568	\$5,886	\$60	\$5,534	\$100	\$4,298	\$404	\$6,097	\$161	\$6,607	\$210		\$33,925	\$39,000	13.01%
	Public relations/hearings													\$0	\$1,000	100.00%
5990	Commission Prof Dev & Training								\$284					\$284	\$6,500	95.63%
5982	Governmental Overhead													\$0	\$13,000	100.00%
5166	Legal Services													\$0	\$0	#DIV/0!
Committee Work																
	Leadership Team												\$9	\$9	\$700	98.67%
	Strategic Planning													\$0	\$0	#DIV/0!
	SBOE Meetings				\$92									\$92	\$500	81.66%
5035	Exec. - Printing (brochure/poster)		\$468	\$2,371										\$2,839	\$2,000	-41.97%
	Investigations/hearings/training	\$27	\$46				\$276							\$349	\$8,000	95.64%
	Contract investigative services	\$9,077	\$2,475	\$2,170	\$4,238	\$623		\$3,880	\$3,179	\$9,171	\$305	\$17		\$35,134	\$39,000	9.91%
	NASDTEC Professional Pract.	\$42	\$3,380	\$882	\$2,581	\$415								\$7,300	\$10,000	27.00%
	NASDTEC Dues										\$4,000			\$4,000	\$4,000	0.00%
5035	Authorizations													\$0	\$500	100.00%
	Alternate Routes													\$0	\$0	#DIV/0!
	Teacher Licensure/Comp													\$0	\$0	#DIV/0!
5035	Standards													\$0	\$300	100.00%
	Standards Maintenance				\$3				\$3,820	\$4,756	\$614	\$1,576		\$10,768	\$10,850	0.76%
	Praxis													\$0	\$2,500	100.00%
	Prep Program Review Re-write										\$5			\$5	\$8,435	99.94%
	Prep Program Review & Focus visits (PPR) & Training	\$1,540	\$500		\$2,800	\$884				\$419.80	\$514			\$6,657	\$10,500	36.60%
	Admin. Training Pilot (TPA)									\$8,000.00				\$8,000	\$14,000	42.86%
5135	NCATE Representation dues	\$3,713												\$3,713	\$3,650	-1.73%
5035	Prof Development Committee													\$0	\$300	100.00%
	Prof Development Fund		\$15,000				\$21,992				\$13,709			\$50,701	\$52,600	3.61%
CAPITAL																
5001	Communication	\$85	\$219	\$323	\$85	\$273	\$158	\$113	\$103	\$300	\$161	\$333	\$138	\$2,292	\$4,000	42.71%
5051	Employee Development											\$100		\$100	\$750	86.67%
5170	Prof. Services-Consultant													\$0	\$2,000	100.00%
5201	Repairs and Maintenance Svcs.& supplies													\$0	\$1,300	100.00%
5251	Admin. services		\$361	\$210	\$748	\$226	\$207	\$317	\$189	\$169	\$274		\$79	\$2,779	\$2,300	-20.83%
5301	Computer services													\$0	\$500	100.00%
5351	Employee Travel Costs	\$510	\$299	-\$101	\$130	\$59	\$1,960	\$939	\$804	-\$16	\$1,048	\$1,892	\$1,099	\$8,625	\$7,500	-15.00%
5401	Admin. Supplies (Office supplies)	\$38	\$24				\$3		\$3	\$24	\$5	\$61		\$159	\$3,800	95.83%
5551	Computer Supplies									\$333				\$333	\$1,000	66.72%
5751	Insurance													\$0	\$700	100.00%
5901	Rentals & operating leases			\$2,576					\$2,407					\$4,983	\$5,500	9.40%
	Payroll/Accounting			\$1,118										\$1,118	\$1,400	20.16%
TOTALS																
	Revenue less expenses	\$11,449	\$21,615	(\$5,124)	(\$29,253)	(\$10,105)	(\$36,916)	\$5	(\$4,381)	(\$26,114)	(\$20,058)	\$17,907	\$38,750	(\$42,225)		

ANNUAL REPORT

PROFESSIONAL STANDARDS COMMISSION

2012-2013

TOM LUNA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER

PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO DEPARTMENT OF EDUCATION
P. O. BOX 83720
BOISE, ID 83720-0027

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2012-2013

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

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ANNUAL REPORT

July 1, 2012 – June 30, 2013

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2012-2013 school year, the following persons served as members of the Professional Standards Commission:

- | | | |
|-----|-------------------------|--|
| 1. | Dr. Kathy Aiken | University of Idaho |
| 2. | Clara Allred | Twin Falls SD #411 |
| 3. | Cathy Bierne | Coeur d'Alene SD #271 |
| 4. | Dr. Diane Boothe | Boise State University |
| 5. | Esther Henry | Jefferson County Joint SD #251 |
| 6. | Dr. Paula Kellerer | Northwest Nazarene University |
| 7. | Kelly Leighton | Coeur d'Alene SD #271 |
| 8. | Dr. Cori Mantle-Bromley | University of Idaho |
| 9. | Dr. Becky Meyer | Lake Pend Oreille SD #84 |
| 10. | Dr. Laural Nelson | Idaho Digital Learning Academy |
| 11. | Mikki Nuckols | Bonneville Joint SD #93 |
| 12. | Glenn Orthel | State Professional-Technical Education |
| 13. | Daylene Petersen | Nampa SD #131 |
| 14. | Taylor Raney | Caldwell SD #132 |
| 15. | Anne Ritter, Vice Chair | Meridian Joint SD #2 |
| 16. | Shelly Rose | Mountain Home SD #193 |
| 17. | Dan Sakota, Chair | Madison SD #321 |
| 18. | Nick Smith | State Department of Education |

Christina Linder served as Administrator for the Commission from July 1, 2012, to June 30, 2013.

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1. INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met five times during the 2012-2013 school year in August, October, November, April, and June. Five standing committees and one standing subcommittee functioned throughout the year.

<u>STANDING COMMITTEES</u>	<u>FUNCTION</u>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees/subcommittees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Makes recommendations to the Commission regarding disciplinary actions and policy revision.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<u>STANDING SUBCOMMITTEE</u>	<u>FUNCTION</u>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

2. PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

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Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<u>CASE</u>	<u>CAUSE</u>	<u>DISPOSITION</u>
20521	Violation of Code	Revocation Through Default; Certificate Reinstated; Case Closed
20707	Violation of Code Violation of State Law; Conviction	Conditional Renewed Certificate; Certificate Reinstated
20906	Violation of Code Violation of State Law; Conviction	Revocation Through Default; Certificate Reinstated
20919	Violation of Code	Letter of Reprimand; Hearing Panel – No Sufficient Grounds; Case Closed
21012	Violation of Code	Case Closed
21022	Violation of Code Violation of State Law; Conviction	Permanent Revocation Through Default; Case Closed
21030	Violation of Code	Letter of Reprimand; Case Closed
21102	Violation of Code	Revocation; Conditional Certificate with 5 Courses; Hearing Panel – No Discipline Imposed – May Apply for Certification in Any Area in Which Qualified
21104	Violation of Code	Indefinite Suspension - Conditional Certificate with 2 Courses and Reflective Paper
21106	Violation of Code	Revocation; Hearing Panel – Indefinite Suspension with Remedial Course Work; Certificate Reinstated; Certificate Expiration
21108	Violation of Code	Revocation Through Default
21113	Violation of Code	Case Closed
21115	Violation of Code Violation of State Law; Conviction	Conditional Certificate with Quarterly Progress Reports from Probation Officer, Psychotherapist, and Psychiatrist and New Background Check; Case Closed

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21117	Violation of Code Violation of State Law	Permanent Revocation; Case Closed
21119	Violation of Code	No Sufficient Grounds, Concern Letter; Case Closed
21120	Violation of Code	Letter of Reprimand; Case Closed
21121	Violation of Code	No Sufficient Grounds, Concern Letter; Case Closed
21127	Violation of Code	Indefinite Suspension with 2 Courses; Certificate Reinstated; Case Closed
21129	Violation of Code Violation of State Law	Voluntary Certificate Surrender; Revocation; Case Closed
21130	Violation of Code	Letter of Reprimand with 2 Courses; Case Closed
21131	Violation of Code Violation of State Law	Indefinite Suspension with Condition of Utah Certificate Reinstatement; Case Closed
21201	Violation of Code	Indefinite Suspension with Letter of Reprimand and Ethics Course
21202	Violation of Code	Confirmed Previous Decision (Letter of Reprimand with Stipulations); Hearing Panel – No Action Against Certificate but Must Take 1 Ethics Course; Case Closed
21203	Violation of Code	Letter of Reprimand; Case Closed
21205	Violation of Code	Conditional Certificate with Ethics Course; 2 Specific Leadership Courses Before Applying for/Accepting Teacher/Administrator Position; Case Closed
21207	Violation of Code	Revocation; Indefinite Suspension with Ethics Course and Review of Standardized Test Protocol
21208	Violation of Code Violation of State Law – Conviction	Revocation; Case Closed
21209	Violation of Code Violation of State Law – Conviction	Voluntary Certificate Surrender; Permanent Revocation; Case Closed
21211	Violation of Code	No Sufficient Grounds; Case Closed
21212	Violation of Code Violation of State Law – Conviction	Revocation

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21213	Violation of Code	Indefinite Suspension with 2 Courses; Hearing Panel – Indefinite Suspension with 2 Courses; Case Closed
21215	Violation of Code	Indefinite Suspension with Ethics Course
21217	Violation of Code	Indefinite Suspension with Book Report, Interview of 5 Teachers, and Ethics Course; Letter of Reprimand with Same Conditions of Previous Suspension
21219	Violation of Code	Suspension; No Sufficient Grounds; Case Closed
21220	Violation of Code	Indefinite Suspension with 4 Courses
21221	Violation of Code Violation of State Law – Conviction	Revocation
21223	Violation of Code	No Sufficient Grounds; Case Closed
21224	Violation of Code Violation of State Law – Conviction	Indefinite Suspension with Complete Explanation of Charges, Submission of Probation Reports, New Background Check Annually, Risk Analysis for Re- Offending, and Ethics Course; Confirmed Previous Decision
21225	Violation of Code	No Sufficient Grounds, Warning Letter; Case Closed
21227	Violation of Code	Letter of Reprimand
21229	Violation of Code	Conditional Certificate with Literature Review of at Least 7 Sources, Implementation Plan of Best Practices for Safe and Effective Classroom Climate Within 6 Months of Stipulation
21230	Violation of Code	Conditional Certificate with Implementation of Staff Safe-School Plan Within 6 Months of Stipulation, Provide Anti-Bullying Inservice for Staff, Ethics Course
21231	Violation of Code Violation of State Law – Conviction	Permanent Revocation
21232	Violation of Code	Case Closed
21233	Violation of Code	Indefinite Suspension with Ethics Course, New Background Check, and Completion of All Conditions for 5-Year Certificate

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21302	Violation of Code	Letter of Reprimand with Ethics Course
21303	Violation of Code	Letter of Reprimand
21304	Violation of Code	Indefinite Suspension with 2 Courses
21306	Violation of Code	Indefinite Suspension with 2 Courses
21307	Violation of Code	Indefinite Suspension; Certification Lapsed; New Certification Denial; Case Closed
21310	Violation of Code	Letter of Reprimand with Ethics Course
21314	Violation of Code	Revocation
21315	Violation of Code	Indefinite Suspension or Revocation (pending negotiation)
21316	Violation of Code	Indefinite Suspension or Revocation (pending negotiation)

3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 106 Provisional Authorizations with 116 total endorsements/assignments issued during the 2012-2013 school year. Those Provisional Authorizations by subject area during that same time period are as follows:

Agricultural Science and Technology 6/12 - 3
All Subjects K/8 – 9
American Sign Language 6/12 - 1
Art 6/12 – 4
Basic Mathematics 6/12 – 3
Biology 6/12 – 1
Birth-Grade 3 - 3
Business Technology Education 6/12 – 2
Chemistry 6/12 – 2
Communication/Drama 6/12 – 1
Communications 6/12 - 4
Counselor – 1
Director of Special Education - 1
Drama 6/12 – 1
Economics 6/12 – 5
Emergency Medical Technician - 1
English 6/12 – 2
English as a New Language K/12 - 4
Family and Consumer Science 6/12 – 2
Foreign Language 6/12 - 1

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French 6/12 – 1
Generalist K/12 – 13
Gifted and Talented K/12 – 2
Government/Political Science 6/12 - 3
Health 6/12 – 1
Health Occupations 6/12 - 1
History 6/12 - 1
Law Enforcement 6/12 – 1
Literacy K/12 - 1
Mathematics 6/12 – 7
Music K/12 – 3
Natural Science 6/12 – 3
Physical Education 6/12 – 7
Physical Science 6/12 – 1
Physics 6/12 – 1
Principal - 3
Psychology 6/12 - 1
School Counselor - 3
School Psychologist – 2
Social Studies 6/12 – 6
Spanish 6/12 – 1
Supervisor/Coordinator Special Education K/12 - 1
Technology Education 6/12 – 1
Work-Based Learning 6/12 - 1

4. TEACHER TO NEW CERTIFICATION APPROVALS

There were 255 requests with 266 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2012-2013 school year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K/8 – 15
Basic Math/Limited Mathematics Endorsement – 4
Basic Mathematics 6/12 – 6
Biology 6/12 – 5
Birth-Grade 3 - 9
Chemistry 6/12 – 3
Chinese 6/12 - 1
Communications 6/12 – 4
Consulting Teacher - 1
Counselor - 2
Director of Special Education – 3
Drama 6/12– 5
Earth Science 6/12 – 1

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Economics 6/12 – 7
English 6/12 – 10
English 6/9 - 1
English as a New Language K/12 – 5
Family and Consumer Science 6/12 – 3
Foreign Language 6/12 - 1
French 6/12 – 2
Generalist K/12 – 52
Geography 6/12 – 2
German 6/12 - 2
Gifted and Talented 6/12 – 10
Government/Political Science 6/12 - 16
Health 6/12 – 11
Health K/12 - 1
History 6/12 – 3
Humanities 6/12 - 1
Library Media Specialist K/12 – 10
Mathematics 6/12 – 14
Music 6/12 – 1
Music K/12 - 2
Natural Science 6/12 – 8
Physical Education 6/12 - 3
Physical Education K/12 - 4
Physical Science 6/12 - 4
Principal – 7
Psychology 6/12 – 1
School Counselor - 3
Social Studies 6/12 – 2
Spanish 6/12 – 3
Spanish K/12 – 6
Speech Language Pathologist - 1
Superintendent – 10
Technology Education 6/12 – 1

5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 34 Content Specialist alternative authorizations with 35 total endorsements/assignments issued during the 2012-2013 school year. The Content Specialist alternative authorizations by subject area during that same time period are listed below.

All Subjects K/8 – 5
American Sign Language 6/12 - 1
Biology 6/12 - 3
Birth-Grade 3 – 2
Counselor – 1

English 6/12 - 1
Generalist K/12 – 7
Government/Political Science 6/12 – 1
Library Media Specialist 6/12 - 1
Mathematics 6/12 - 3
Music K/12 – 1
Natural Science 6/12 - 3
Physical Education 6/12 – 2
Principal – 1
Social Studies 6/12 – 2
Welding 6/12 - 1

6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 122 interim certificates with 164 total endorsements/assignments issued through the ABCTE process during the 2012-2013 school year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

All Subjects K/8 - 57
Biological Science 6/12 – 12
Chemistry 6/12 - 2
English 6/12 – 22
Generalist K/12 - 35
History 6/12 - 10
Mathematics 6/12 – 16
Natural Science 6/12 – 9
Physics 6/12 – 1

7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must

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address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

During the 2012-2013 academic year, there were no state team reports from teacher preparation program reviews to be considered for approval by the Commission.

8. The Commission authorized Commission staff to buy/replace/repair recording system components for a reasonable cost in order to meet Commission needs.
9. The Commission Professional Development Committee awarded 58 grants for a total of \$22,442 to fund professional development opportunities for educators in the State of Idaho. The grant money was used for team collaboration, student and community activities, conferences, courses, and tours.
10. The Commission approved the revised Professional-Technical Education: Foundation and Enhancement Standards and Endorsements; Bilingual/English as a New Language Standards and Endorsement; World Language (Foreign Language) Standards and Endorsement; and the Core Teacher Standards.
11. The Commission approved the Teacher Leader Standards and also the amendments of the Consulting Teacher Endorsement, which will now reflect the Teacher Leader Standards.
12. The Commission funded the participation of a Commission staff member, a deputy attorney general, and a Commission ethics investigator in the 2012 National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI).
13. The Commission, through its Executive Committee, opted to now include the letter of reprimand and stipulation in an ethics case in an individual's certification file, as well as in the individual's Commission ethics case file.
14. The Commission funded the participation of Commission members and staff alike in various Commission-related meetings and conferences during the course of the 2012-2013 school year.
15. The Commission approved the Standards Committee's recommendation to adopt Praxis test #0022 Early Childhood: Content Knowledge in place of test #0021 Education of Young Children.

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16. The Commission conditionally approved the proposed Online Teacher Endorsement program at Idaho State University.
17. The Commission funded the participation of an ethics case investigator in a NASDTEC PPI planning meeting for the 2013 PPI to be held in Boise, Idaho.
18. Through its Executive Committee, the Commission added clarifying language regarding the use of Programmed Logic for Automatic Teaching Operations (PLATO) to the Department of Education technical assistance PowerPoint sent to all district/charter administrators and which is posted on the Idaho System for Educational Excellence (ISEE) website. The language emphasized that PLATO is a form of curriculum and must be facilitated by a teacher of record who is appropriately certified for the assignment.
19. The Commission cancelled its January 2013 meeting in lieu of uncertainties regarding business that could be accomplished.
20. The Commission approved revisions to the Code of Ethics for Idaho Professional Educators. Those revisions will become effective in the spring of 2014.
21. The Commission approved the Hampton Inn in downtown Boise as the lodging site for out-of-town Commission members for the 2013-2014 academic year.
22. Commission and State Board of Education staff members collaborated to streamline and standardize the approval process for higher education proposed programs. In this way, Commission and Council on Academic Affairs and Programs (CAAP) recommendations will go to the State Board simultaneously for approval consideration.
23. The Commission conditionally approved Boise State University's newly proposed Education Specialist (Ed.S.) in Executive Educational Leadership contingent upon clarification being made that only candidates meeting all established Idaho Administrator Certificate and endorsement requirements as delineated in IDAPA 08.02.02.026.02 will be recommended for the Idaho Superintendent endorsement.
24. The Commission approved the Executive Committee's recommendation to begin reporting letters of reprimand in ethics cases to the NASDTEC Clearinghouse.
25. The Commission approved the Executive Committee's recommendation that the Commission begin sending "case closed" letters, including the fact that a public records request can be made to the Department of Education, to the complainant after the Commission has taken formal disciplinary action in an ethics case.

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26. The Commission requested/received an opinion from the Office of the Attorney General stating that the Commission does not have explicit authority to distribute professional development grant funds to educators.
27. The Commission approved the Executive Committee's recommendation to conduct a Commission ethics hearing panel chair training in August of 2013.
28. The Commission paid \$20,984 for contracted investigative services during the 2012-2013 school year.
29. A team of school administrator representatives met and aligned the administrator evaluation standards and the language from the administrator evaluation rubric to the most current Interstate School Leaders Licensure Consortium (ISLLC) Standards and the most current Council of Chief State School Officers (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Standards and then reviewed/revised the Idaho Foundation Standards for School Administrators, School Superintendents, and Special Education Directors.
30. Commission staff conducted four ethics hearings during the 2012-2013 academic year.
31. The Commission approved proposed revisions to the standards and endorsements for English Language Arts; Reading; Gifted and Talented Education; Library Science; and School Administrators: Superintendents and Special Education Directors.
32. The Commission accepted the following as a definition of the term "professional practice": *Professional Practice. Any conduct performed by a certificated individual related to, or in furtherance of, the individual's employment responsibilities to an educational institution.* This definition will appear in the Code of Ethics for Idaho Professional Educators.
33. The Commission authorized Commission staff to research and purchase cost effective, quality recording equipment that meets Commission needs.
34. The Commission funded the participation of two Commission staff members in the annual National Association of State Directors of Teacher Education and Certification (NASDTEC) Conference and one Commission staff member in the Council for the Accreditation of Educator Preparation (CAEP) Spring Conference.
35. An Educational Testing Service (ETS)-sponsored Praxis #5195 Spanish (World Language) Test Score Review was conducted for the purposes of validating the authenticity of the test questions and cut score along with assuring an appropriate alignment with the Idaho Standards for Foreign Language teachers. All initial concern that the cut score may have been set too high was absolved

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with the committee of Idaho Spanish Language Education experts vying for a higher recommended cut score in the future.

36. The proposed rule change for the current Director of Special Education endorsement, which requires a minimum of three years of classroom experience working with special needs populations in order to qualify for the endorsement, was retracted from the rule-making process because of the receipt of various public comments in opposition to the change.
37. The Commission was provided a presentation on how the Albertson Foundation is supporting a partnership between the University of Idaho and Northwest Nazarene University to advance the use of educational technology in the classroom.
38. Commission committees provided year-end summaries of their activities during the school year. The summaries will eventually be compiled in a for-information-only report for the State Board of Education.
39. In a ballot election for 2013-2014 Commission officers, Dan Sakota was elected chair, and Esther Henry was elected vice-chair.
40. Commission staff made a faculty training visit to Lewis-Clark State College to help Education Division staff prepare for their program approval full visit in the fall of 2013.
41. A standards review team reviewed the School Nurse standards and determined that revision was unnecessary, since there are no specific school nursing programs available to be approved by the Commission/no individuals to adhere to the standards. Additionally, the endorsement requires school nurses to first be licensed through the Idaho State Board of Nursing, over which the Commission has no jurisdiction. The standards, therefore, are moot.

Appendix A: 2012-13 Professional Development Grants

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2012-13 Fall Professional Development Grants Awarded

Applicant_Name	School_Name	district	Amount_Requested
Theresa Jensen	Amity Elementary	1	500.00
Melissa Getto	Amity Elementary	1	500.00
Marita Dikkenbaugh	Star Elementary	2	500.00
Jennifer Willis	Lake Hazel Middle School	2	500.00
Kimberly Miller	Star Elementary	2	500.00
Maegan Lathrop	Prospect Elementary	2	500.00
Jason Leforgee	Eagle Hills Elementary	2	500.00
C. Sara Ingles	Prospect Elementary	2	500.00
Tracy Poff	Mountain View High School	2	500.00
Kim Zeydel	Meridian Academy	2	500.00
Jamie Dobson	Eliza Hart Spalding Elementary	2	480.00
Bernadette Keefe-Sexton	Joint School District No. 2	2	500.00
Corlyss J Peterson	Pioneer School of the Arts	2	500.00
Lora Heather Bond	Lake Hazel Elementary	2	500.00
Barbara Whitman	Sawtooth Middle School	2	500.00
William A. Swartley	Rocky Mountain High School	2	120.00
Micah Doramus	Eagle Middle School	2	500.00
Brooke Patterson	Eagle Middle School	2	229.00
Marcy Pishl	Eagle Middle	2	229.00
Meghan Raney	Seven Oaks Elementary	2	500.00
Dale Walker	Bonneville High School	93	500.00
Raya Steele	Mountain Valley El.	93	400.00
Dale Johnson	Woodland Middle School	271	500.00
Melanie Gillette	Mullan Trail Elementary	273	500.00
Marla Winter	Seltice Elementary	273	225.00
Sara Lewis	Mullan Trail	273	225.00
Tia Van Brunt	Seltice Elementary	273	225.00
Joel Williams	Fruitland High School	373	500.00
Jennifer Finlay	Pinehurst Elementary	391	291.50
Lisa Margason	Pinehurst Elementary	391	289.50
Wade Wilson	PIONEER PRIM SCH	431	500.00
Mark Boothby	Vision Charter School	463	500.00
			\$13,714.00

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2012-13 Spring Professional Development Grants Awarded

Applicant_Name	district	Amount_Requested
Molly Smith	002	\$500.00
Jane Jablonski	002	\$400.00
Anthony B Hilde	002	\$500.00
Adam Collins	002	\$500.00
Stacie Knight	002	\$500.00
Debra C. Line	002	
Chris Haener	002	\$500.00
Rob Lamb	002	\$500.00
Shelly Leftwich	002	\$500.00
Treasea Pecchenino	002	\$500.00
Jennifer Walt	002	\$500.00
Anne (LouAnne) Moresco	002	\$500.00
P. Sue ORorke	002	\$500.00
Lynn G. Fouts	002	\$460.00
	002 Total	\$6,360.00
Jaclyn Bearden	084 Total	\$500.00
Maren McGrane	132	
Gary Johnson	132	
Erica Delgado	132	\$350.00
Vickie Becvar	132	\$500.00
Kami Campbell	132	\$500.00
Jacqueline Conner	132	\$475.00
	132 Total	\$1,825.00
Katie Crawford	193 Total	\$500.00
Nickie Wilson	271	\$143.00
Theresa Moran	271	\$400.00
	271 Total	\$543.00
Andy Wiseman	417 Total	\$500.00
	Total Grants	\$10,228.00

Appendix B: Authorizations Committee Year-End Report

Alternative Authorizations

2012-2013

Total Authorizations	Provisional Authorization	Alternative Authorization - Teacher to New Certificate	Alternative Authorization - Content Specialist	Computer Based Alternate Route - ABCTE
2012-2013	106	255	34	122
2011-2012	91	174	16	80
2010-2011	66	211	19	119
2009-2010	113	249	1	116

Year	Number of approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2012-2013	517	19,220	2.69%
2011-2012	361	18,897	1.91%
2010-2011	415	17,313	2.40%
2009-2010	479	17,648	2.71%

Appendix C: Fiscal Year 2013 Budget Expenditures

STATE DEPARTMENT OF EDUCATION
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PSC Revenue/Expense details FY 2013										Index Code 2003						
										(Budget: Proposed 4-8-2011)						
		Jul 12	Aug 12	Sept 12	Oct 12	Nov 12	Dec 12	Jan 13	Feb 13	Mar 13	Apr 13	May 13	June 13			
Revenue (actual)		\$55,790	\$62,145	\$25,282	\$6,378	\$412	\$513	\$12,549	\$55,429	\$24,703	\$24,046	\$38,177	\$52,049	\$357,473	\$0	
Estimated Cash balance 7/1/2012														\$245,061		
Cash needed to balance FY2013														\$93,720		
Estimated Cash balance 6/30/2013														\$151,341		
														Actual FY13	Est. Budget Total	% Remain of budget
PERSONNEL																
4101																
4201	Salaries, benefits	\$16,487	\$25,980	\$17,302	\$17,772	\$16,388	\$18,882	\$17,542	\$18,059	\$26,652	\$18,311	\$20,672	\$20,624	\$234,671	\$200,000	-17.34%
OPERATING																
5961	PSC-Commission Work															
5990	PSC Mtg Travel/meals	\$36	\$5,212	\$441	\$5,496	\$48	\$2,876	\$1,656			\$5,087	\$100	\$4,526	\$25,479	\$39,000	34.67%
	Public relations/hearings													\$0	\$1,000	100.00%
5990	Commission Prof Dev & Training													\$0	\$6,500	100.00%
5982	Governmental Overhead													\$0	\$13,000	100.00%
5166	Legal Services													\$0	\$0	0.00%
	Committee Work															
	Leadership Team													\$0	\$700	100.00%
	Strategic Planning													\$0	\$0	
	SBOE Meetings													\$0	\$500	
5035	Exec. - Printing (brochure/poster)													\$0	\$0	#DIV/0!
	Investigations/hearings/training	\$1,564	\$229	\$44							\$1,825	\$1,365	\$824	\$5,851	\$8,000	26.86%
	Contract investigative services			\$3,713		\$1,313	\$2,250	\$4,012			\$3,573	\$3,450	\$2,674	\$20,984	\$39,000	46.20%
	NASDTEC Professional Pract.		\$2,103		\$1,991	\$264								\$4,358	\$10,000	56.42%
	NASDTEC Dues										\$4,000			\$4,000	\$4,000	0.00%
5035	Authorizations													\$0	\$500	100.00%
	Alternate Routes													\$0	\$0	#DIV/0!
	Teacher Licensure/Comp													\$0	\$0	0.00%
5035	Standards													\$0	\$300	100.00%
	Standards Maintenance						\$3,493	\$4,768	\$2,891	\$751		\$2,869	\$482	\$15,255	\$10,850	-40.60%
	Praxis				\$2,715									\$2,715	\$2,500	-8.59%
	Prep Program Review Re-write										\$20			\$20	\$8,435	0.00%
	Prep Program Review & Focus visits (PPR) & Training	\$432		\$228					\$282	\$426.60	\$11,890	\$140		\$13,399	\$10,500	-27.61%
5135	NCATE Representation dues	\$3,787												\$3,787	\$4,085	7.29%
5035	Prof Development Committee													\$0	\$300	100.00%
	Prof Development Fund					-\$500	\$13,714		-\$500		\$9,728			\$22,442	\$50,000	55.12%
5001	Communication	\$140	\$129	\$162	\$80	\$160	\$177	\$89	\$79	\$189	\$174	\$339	\$257	\$1,975	\$4,000	50.63%
5051	Employee Development													\$0	\$750	100.00%
5170	Prof. Services-Consultant													\$0	\$2,000	100.00%
5201	Repairs and Maintenance Svcs.& supplies													\$0	\$1,300	100.00%
5251	Admin. services	\$200		\$127	\$300			\$150	\$125			\$75		\$977	\$2,300	57.53%
5301	Computer services													\$0	\$500	100.00%
5351	Employee Travel Costs					-\$114	-\$234	\$6		\$90	\$2,230	\$351	\$1,834	\$4,164	\$7,500	44.48%
5401	Admin. Supplies (Office supplies)	\$106	\$270	\$264	\$228	\$230	\$131	\$146	\$202	\$111	\$146	\$221	\$138	\$2,192	\$2,500	12.34%
5551	Computer Supplies		\$275											\$275	\$1,000	72.50%
5751	Insurance			\$232										\$232	\$700	66.79%
5901	Rentals & operating leases			\$2,297					\$2,461					\$4,758	\$5,500	13.49%
	Payroll/Accounting			\$1,073										\$1,073	\$1,400	23.39%
CAPITAL																
6401	Computer equipment				\$643									\$643	\$1,000	35.69%
6701	Office equipment													\$0	\$600	100.00%
TOTALS		\$22,753	\$34,197	\$25,881	\$29,225	\$17,789	\$41,291	\$28,369	\$23,599	\$28,220	\$56,984	\$29,583	\$31,357	\$369,248	\$440,220	16.12%
	Revenue less expenses	\$33,037	\$27,947	(\$599)	(\$22,847)	(\$17,376)	(\$40,778)	(\$15,820)	\$31,830	(\$3,518)	(\$32,938)	\$8,594	\$20,692	(\$11,776)		
	Surplus Expenses ???															
	FY 2013 Allocations															
	Personnel:															
	Operating:															

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

SUBJECT

University of Idaho – Idaho State Program Approval Review Team Report and the National Council for the Accreditation of Teacher Education (NCATE) Accreditation Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for beginning teachers. The review was conducted by a sixteen-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education – approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board approved knowledge and performance indicators as well as rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program. Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts, comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report was submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. No rejoinder was submitted.

During the January 24, 2014 meeting, the Professional Standards Commission (PSC) voted to approve the state team report and recommends to the State Board approval of the following programs: Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics, Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages,

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Visual/Performing Arts (Foundation Standards), Visual Arts, Music Approved – Target, Physical Education Approved – Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director.

Two programs, Gifted and Talented Education and Library Media Specialist, are recommended for conditional approval due to low program enrollment providing for minimal evidence. The conditionally approved programs will undergo focused visits within three years to determine if the conditions have been met and if the program is eligible for approval.

The Reading/Literacy program is not being recommended for approval due to insufficient evidence that Idaho Standards are being met through the program. The University plans to discontinue enrollment in the current program and will realign their Reading/Literacy program to better meet the required standards and then submit a New Program Proposal to the PSC for approval in the future.

IMPACT

In order to maintain their state approved status and produce graduates eligible for Idaho teacher certification, the University of Idaho must offer a teacher preparation program adequately aligned to both NCATE and State Standards.

ATTACHMENTS

Attachment 1 – State Program Approval Review Team Report with NCATE Accreditation Report	Page 5
Attachment 2 – NCATE Accreditation Letter	Page 203

BOARD ACTION

I move to accept the State Team Report, thereby granting program approval of Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages, Visual/Performing Arts (Foundation Standards), Visual Arts, Music Approved – Target, Physical Education Approved – Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director at the University of Idaho as teacher certification programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the State Team Report, thereby granting conditional approval of the Gifted and Talented Education and Library Media Specialist programs at the University of Idaho for teacher certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the State Team Report, thereby not approving the Reading/Literacy program at the University of Idaho for teacher certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE TEAM REPORT
UNIVERSITY OF IDAHO
April 6-9, 2013**

ON-SITE STATE TEAM:

Stacey Jensen, Chair

Amy Cox
Ken Cox
Shannon Dunstan
Jayne Heath-Wilmarth
Susy Hufford
Brenda Jacobsen
Janel Johnson
Rick Jordan
Paula Kellerer
Micah Lauer
Barb Oldenburg
Brad Patzer
Taylor Raney
Chris Stoker
Cliff Swanson

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Christina Linder
Katie Rhodenbaugh

INTRODUCTION

The University was created in 1889 by a statute of the 15th territorial legislature. Commonly known as the university charter, that act became part of the state constitution when Idaho was admitted to the Union in 1890. The University of Idaho is a publicly supported, comprehensive land-grant institution with principal responsibility in Idaho for performing research and granting the Doctor of Philosophy degree. The University of Idaho is the State of Idaho's oldest public university, with the main campus located in Moscow, Idaho, and additional centers located throughout the state, including Boise, Coeur d'Alene, and Idaho Falls. The University also has research and extension offices statewide.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at University of Idaho meet state standards for beginning teachers. The review was conducted by a sixteen-member state program approval team accompanied by two state observers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators as well as rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, candidate evaluations and letters of support, additional evaluations both formal and informal, blog posts and comments, advising checklists, class assignments and reports, Praxis II test results, as well as partial and completed education Teacher Performance Assessments (edTPA). In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report, the rejoinder and the final NCATE report will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

University of Idaho

Review Dates: April 6-9, 2013

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the University of Idaho, Moscow, ID.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution's teacher preparation program

NCATE – National Council for the Accreditation of Teacher Education

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PROGRAM RECOMMENDATIONS

PROGRAM	RECOMMENDATION
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education	Approved
Early Childhood/Special Education Blended	Approved
Special Education	Approved
English Language Arts	Approved
Reading	Not Approved
Mathematics	Approved
Social Studies (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Economics	Approved
Geography	Approved
Government/Civics	Approved
History	Approved
Science (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Biology	Approved
Chemistry	Approved
Earth and Space Science	Approved
Physics	Approved
Modern Languages	Approved
Visual/Performing Arts (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Visual Arts	Approved
Music	Approved - Target
Physical Education	Approved - Target

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Health Education	Approved
Professional Technical (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Agricultural Science and Technology	Approved
Business Technology	Approved
Technology Education	Approved
Marketing Education	Approved
Administration (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
School Superintendent	Approved
Special Education Director	Approved
Gifted and Talented Education	Approved Conditionally
Library Media Specialist	Approved Conditionally

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

TEAM FINDINGS

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the Idaho Student Achievement Standards in his/her discipline(s).*
- 2. The teacher understands the role of the discipline in preparing students for the global community of the future.*
- 3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.*
- 4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to real-life situations.*
- 5. The teacher understands the relationship between the discipline and basic technology operations and concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge Understanding Subject Matter</i>		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. All candidates that are recommended for certification meet the qualifying scores on Idaho State Board-required academic examination(s). On Praxis II scores, University of Idaho candidate medians exceed national medians in many areas including elementary content and PLT, music, chemistry, PE and social studies. EdTPA mean scores are comparable with national means as well except in Secondary English and Secondary Math where they seem to be lower. Interviews with cooperating teachers and candidates, perusal of student files and transcripts, and EdTPA samples provide evidence that teacher candidates demonstrate knowledge and understanding of several content areas. There are several documented GPA waivers for entrance into the teacher education program as well as waivers for student teaching semesters which raise some concerns.

Performance

- 1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.*
- 2. The teacher presents information that is accurate and relevant.*
- 3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.*
- 4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.*
- 5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.*
- 6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.*
- 7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.*
- 8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.*
- 9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.*
- 10. The teacher models new technologies and integrates them into instruction.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		X	

1.2 Interviews of candidates and university supervisors, analyzing some candidate lesson plans and edTPA materials, and observation evaluations provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect efforts to make content meaningful for students.

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 multiple perspectives on how learning occurs.*
- 2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.*
- 3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.*
- 4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge- Understanding Human Development and Learning		X	

2.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop. EdTPA assessment data, lesson plans and candidate interviews provided evidence that candidates are aware of and plan for developmental needs of students.

Performance

- 1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.*
- 2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.*
- 3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.*
- 4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Lesson plans, EdTPA reflections and interviews with cooperating teachers provide evidence that teacher candidates provide opportunities to support students' developmental stages and growth.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Knowledge

- 1. The teacher understands and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.*
- 2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).*
- 3. The teacher knows strategies to support the learning of students whose first language is not English.*
- 4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

3.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Course sequences including courses on exceptional children and cultural diversity. The program provides opportunities for students to experience diverse educational settings.

Performance

- 1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.*
- 2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.*
- 3. The teacher accesses appropriate services or resources to meet students' needs.*
- 4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.*
- 5. The teacher creates a learning community in which individual differences are respected.*
- 6. The teacher persists in helping all students achieve success.*

Element	Unacceptable	Acceptable	Target
3.2 Performance <i>Modifying Instruction for Individual Learning Needs</i>		X	

3.2 Interviews with cooperating teachers and candidates as well as review of lesson plans and EdTPA assessment reflection provide evidence that teacher candidates modify instructional opportunities to support students with diverse needs.

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 instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge <i>Understanding of multiple instructional strategies</i>		X	

4.1 Interviews with cooperating teachers and candidates, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

Element	Unacceptable	Acceptable	Target
4.2 Performance <i>Application of multiple instructional strategies</i>		X	

4.2 The program provides evidence that teacher candidates use a variety of instructional strategies. Candidates shared a variety of instructional strategies that they felt comfortable using as they taught lessons.

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 principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).*
- 2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.*
- 3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.*
- 4. The teacher knows the components of an effective classroom management plan.*
- 5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.*
- 6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.*
- 7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding <i>of Classroom Motivation and Management Skills</i>		X	

5.1 Review of several course syllabi, interviews with cooperating teachers and interviews with candidates indicate that teacher candidates demonstrate a basic understanding of the principles of motivation and management for safe and productive student behavior. Candidates indicate a desire to know more about classroom management and suggest a specific class that addresses classroom management.

Performance

- 1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.*
- 2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.*
- 3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.*
- 4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.*
- 5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.*
- 6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).*
- 7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.2 Candidate interviews indicate that they are aware of principles that can be used to create, manage, and modify learning environments to ensure they are safe and productive. Cooperating teacher interviews reveal that candidates adapt to classroom discipline plans.

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 communication theory and the role of language in learning.*
- 2. The teacher understands the communication needs of diverse learners.*
- 3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.*
- 4. The teacher understands strategies for promoting student communication skills.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 The program provides evidence that most teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. However, there are several candidate artifacts that reflect poor grammatical choices and poor spelling habits. Interviews with cooperating teachers indicate that some candidates do yet demonstrate consistent quality in written communication. They report accurate verbal articulation.

Performance

- 1. The teacher is a thoughtful and responsive listener.*
- 2. The teacher adjusts communication so that it is age and individually appropriate.*
- 3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.*
- 4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.*
- 5. The teacher demonstrates the ability to communicate effectively orally and in writing.*
- 6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).*
- 7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.2 The program provides evidence that teacher candidates create learning experiences that promote student learning and communication skills. Lesson evaluation forms comment in these areas.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

- 1. The teacher understands how to apply knowledge about subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.*
- 2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.*
- 3. The teacher knows when and how to adjust plans to maximize student learning.*
- 4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.*

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Review of candidate lesson plans, unit plans, scope and sequence assignment, interviews with candidates and cooperating teachers indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.
2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
4. The teacher establishes student assessments that align with curriculum goals and objectives.
5. The teacher develops instructional plans based on student assessment and performance data.
6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.
7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		X	

7.2 The program provides evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. Candidate interviews indicate that candidates prepare instruction aligned with common core standards. Candidates express a need to create lesson plans using backwards design (understanding the needs of students first) instead of creating plans in isolation and without knowledge of student needs. They expressed a need to practice more unit planning as well.

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 purposes of formative and summative assessment and evaluation.*
- 2. The teacher knows how to use multiple strategies to assess individual student progress.*
- 3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.*
- 4. The teacher knows how to use assessments in designing and modifying instruction.*
- 5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).*
- 6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.*
- 7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.*
- 8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. The EdTPA assessment reflection and candidate interviews from candidates currently taking EDCI466 indicate the ability to discuss and demonstrate use of assessment to inform instruction.

Performance

- 1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
- 2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.*
- 3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.*
- 4. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.*
- 5. The teacher monitors student assessment data and adjusts instruction accordingly.*
- 6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.*
- 7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.*

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Element	Unacceptable	Acceptable	Target
8.2 Performance <i>Using and Interpreting Program and Student Assessment Strategies</i>		X	

8.2 Candidates participate in data analysis at their cooperating schools. Candidate participation in EdTPA has strengthened abilities to reflect on assessment. Candidates are able to verbalize assessment strategies. The program provides evidence that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 The program provides evidence that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession through consistent completion of reflection journals, successful participation in EdTPA, and conversations with cooperating teachers and university faculty.

Performance

- 1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.*
- 2. The teacher adheres to local, state, and federal laws.*
- 3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).*
- 4. The teacher uses self-reflection as a means of improving instruction.*
- 5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.*
- 6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.*
- 7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.*
- 8. The teacher uses technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and science of Teaching		X	

9.2. The program provides evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidates can clearly articulate their desires to continue to improve their teaching abilities.

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 relationships between schools, families, and the community and how such relationships foster student learning.*
- 2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.*
- 3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.*
- 4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.*
- 5. The teacher understands laws related to students' rights and teachers' responsibilities.*
- 6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.*
- 7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.*
- 8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.*
- 9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.*

Element	Unacceptable	Acceptable	Target
<i>10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		X	

10.1 The program provides evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. Examples include service learning projects, candidate interviews sharing examples of newsletters and other communication with parents. The conceptual framework includes this component and the disposition evaluation gives evidence of this for each candidate.

Performance

- 1. The teacher uses information about students and links with community resources to meet student needs.*
- 2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.*
- 3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.*
- 4. The teacher respects the privacy of students and the confidentiality of information.*
- 5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.*
- 6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).*
- 7. The teacher acts as an advocate for students.*
- 8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.*

Element	Unacceptable	Acceptable	Target
<i>10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		X	

10.2 The program provides evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Elementary Education Teachers

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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 how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
- 3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.*
- 4. 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.*
- 5. 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 citizens of a culturally diverse, democratic society and interdependent world.*
- 6. 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.*
- 7. 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 healthful living.*
- 8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.*
- 9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.*
- 10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge: Understanding Subject Matter and structure of the discipline</i>		X	

- 1.1** The program provides evidence that candidates have adequate knowledge of elementary subject content and understand the importance of integrated curriculum. Interviews with principals, cooperating teachers and candidates indicate that candidates are prepared in the elementary subject content. Praxis II PLT and Elementary Content median scores exceed the state cut scores and the national medians. Ed TPA pilot results show a relative strength in elementary mathematics mean scores with the exception of academic language. Mean scores for Elementary literacy edTPA scores, while below the national average, are not significantly below. The university has transitioned to include ICLA outcomes within course content (EDCI320 and EDCI466). Students entering their student teaching experience must demonstrate this competency before they enter their placement.

Review of course syllabi and course sequences indicate that several courses in the general education requirements build candidate knowledge in several key areas (social studies, language arts, science and mathematics). Candidate artifacts and cooperating teacher interviews indicate that there are still some basic written communication errors (grammar and spelling). Additional department requirements are focused on strengthening knowledge in science and mathematics. Candidate dispositions are self-reported frequently and cooperating teachers assess candidate dispositions at the end of practicums and student teaching. There doesn't seem to be a consistent way for faculty to comment on dispositions of candidates.

The program provides evidence that candidates understand the relationship between inquiry and the development of thinking and reasoning. Interviews consistently reported evidence of reflection and metacognition. Interviews with students indicate that upper division classes require reflection and explanation or defense of thoughts. Some artifact evidence and some students reported assessment in some classes that only measured recall in the format of multiple choice.

Performance

- 1. The teacher models the accurate use of English language arts.*
- 2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.*
- 3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.*
- 4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance: Making Subject Matter Meaningful</i>		X	

1.2 The program provides evidence that candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. Candidates report that they have access to meaningful materials and are encouraged to pursue creative avenues of expression in their lessons. Candidates provide some evidence that they teach using inquiry and exploration.

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 learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge: Understanding Human Development and Learning</i>		X	

2.1 The program provides evidence that candidates understand how young children and early adolescents learn. Syllabi and candidate interviews reflect knowledge of child development. Although no artifact evidence was provided, candidates report using reflection logs where they self-evaluate and explore adjustments. Candidates indicated a need for more authentic planning and preparation of lesson plans, i.e., they plan lessons in absence of context of knowing or understanding the needs of students. The program provides evidence that candidates understand how literacy and language development influence learning and instructional decisions. The three foundational literacy courses reflect these outcomes as evidenced in the faculty and candidate interviews as well as in the review of the syllabi. Candidate interviews provided evidence that they understand the role of cognition, inquiry and exploration in learning.

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Element	Unacceptable	Acceptable	Target
<i>2.2 Performance: Provide Opportunities for Development</i>		X	

2.2 The program provides evidence that candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

Recommended Action Elementary Education

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

**Idaho Standards for Blended Early Childhood Education/ Early Childhood
Special Education Teachers**

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, Praxis scores, instructor's evaluation activity plan, and grading grid provides evidence that teacher candidates demonstrate an adequate understanding of the traditional content areas and children's growth and development theories.

Performance

- 1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.*

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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.

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		X	

1.2 Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, Praxis scores, instructor's evaluation activity plan, and grading grid provides evidence that teacher candidates demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas.

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.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge Understanding Human Development and Learning</i>		X	

2.1 Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, and Family Practices Analysis Report provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development

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.

Element	Unacceptable	Acceptable	Target
2.2 Performance Understanding Human Development and Learning		X	

2.2 Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, Early Childhood Checklist and Course requirement, and Family Practices Analysis Report provides evidence that teacher candidates demonstrate an adequate ability to identify and address pre-, peri-, and postnatal development, biological and environment conditions that affect children's development and learning, including 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 that are adapted to students with diverse needs.

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).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs		X	

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.*

Element	Unacceptable	Acceptable	Target
3. 2 Performance Accommodating Individual Learning Needs		X	

3.2 Interviews with candidate, alumni, and facility, course syllabus, multiple student work samples, teacher feedback, Lab Manual, and community resource project and example Individual Education Plans program provides evidence that teacher candidates demonstrate an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology.

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 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).*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple learning strategies		X	

4.1 Interviews with candidate, alumni, and facility, course syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of 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 (i.e., 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 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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance <i>Application of multiple learning strategies</i>		X	

4.2 Interviews with candidate, alumni, and facility, course syllabus, multiple student work examples, teacher evaluation of student work and Lab provides evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge <i>Understanding of Classroom Motivation and Management Skills</i>		X	

5.1 Interviews with candidate, alumni, and facility, course syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children.

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.

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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.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.2 Interviews with candidate, alumni, and facility, multiple work samples, teacher evaluation of student work, and final exam provides evidence that teacher candidates demonstrate an adequate ability promote opportunities for young children in natural and inclusive settings.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Element	Unacceptable	Acceptable	Target
6.2 Application of Thinking and Communication Skills		X	

6.2 Interviews with candidate, alumni, and facility, multiple work samples, candidate self-evaluation, mentor teacher evaluation, and teacher evaluation of student work provides evidence that teacher candidates demonstrate an adequate ability to adjust 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 on 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).

Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		X	

7.1 Interviews with candidate, alumni, and facility, syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of recommended professional practice for working with families and children (birth- 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.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</i>		X	

7.2 Interviews with candidate, alumni, and facility, multiple student work samples, and teacher evaluation of student work provides evidence that teacher candidates demonstrate an adequate ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Interviews with candidate, alumni, and facility, syllabus, and Lab Manual provides evidence that teacher candidates demonstrate an adequate understanding of the characteristics of young children that affect testing situations and interpretations of results.

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.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and interpreting program and student assessment strategies		X	

8.2 Interviews with candidate, alumni, and facility, multiple student work samples, Professional Portfolio grading sheet with instructor evaluation and feedback provides evidence that teacher candidates demonstrate an adequate ability to screen major developmental domains (e.g., social-emotional, cognition).

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.

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Interviews with candidate, alumni, and facility, syllabus, Lab Manual, and Field Experience Handbook provides evidence that teacher candidates demonstrate an adequate understanding of NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and science of Teaching		X	

9.2 Interviews with candidate, alumni, and facility, multiple evaluations (self, mentor, peer, lead teacher), student work and instructor feedback provides evidence that teacher candidates demonstrate an adequate ability to practice 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.*
- 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.*

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Element	Unacceptable	Acceptable	Target
<i>10.1 Knowledge Interacting with Colleagues, Parents, and Community in Partnerships</i>		X	

10.1 Interviews with candidate, alumni, and facility, syllabus, Lab Manual, course lesson, and seminar activity provides evidence that teacher candidate demonstrate an adequate understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics.

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.*

Element	Unacceptable	Acceptable	Target
<i>10.2 Performance Supporting Students Learning and well-being</i>		X	

10.2 Interviews with candidate, alumni, and facility, student reflection, multiple student work samples, signed Dress Code and Confidentiality pledge provides evidence that teacher candidates demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Recommended Action Early Childhood/Special Education Blended

- ☒ **X** Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Special Education Generalists

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge Subject Matter and Structure of the Discipline</i>		X	

1.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

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.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance Making Subject Matter Meaningful</i>		X	

1.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

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.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge- Understanding Human Development and Learning		X	

2.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate understanding of 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.

Element	Unacceptable	Acceptable	Target
2.2 Performance- Provide Opportunities for Development		X	

2.2 Interviews with candidate, graduate, and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to use research-supported, developmentally and age-appropriate instructional strategies and practices, to provide effective instruction in academic and non-academic areas for students with disabilities. However, there was no evidence that non-academic areas were addressed.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

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).*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs		X	

3.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance-Accommodating Individual Learning Needs		X	

3.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

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 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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	

4.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of multiple learning strategies		X	

4.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge-Understanding of Classroom Motivation and Management Skills		X	

5.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance-Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples – Applied Behavioral Analysis, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom (same as Core Rubrics).

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.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of 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.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Thinking and Communication Skills		X	

6.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities. Evidence provided did not address non-verbal communication.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals (same as Core Rubrics).

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.*
- 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.*

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3. The teacher understands the general education curriculum and state standards developed for student achievement.

Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		X	

7.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities.

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.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts</i>		X	

7.2. Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples – Individual Education Plan, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities.

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 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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	

8.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

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.*

Element	Unacceptable	Acceptable	Target
8.2 Performance-Using and Interpreting Program and Student Assessment Strategies		X	

8.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations program provides evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding 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 (same as Generalist Rubrics).

Performance

1. The teacher practices within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Element	Unacceptable	Acceptable	Target
9.2 Performance- Developing in the Art and science of Teaching		X	

9.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession. Current candidate interview reported that practicing to a code of ethic had not been addressed.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

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.
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.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge- Understanding the Roles of Students, Colleagues, Parents/Guardians, and Community in Partnerships		X	

10.1 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, teacher evaluations, and practicum evaluations program provides evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

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.*
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.*

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Element	Unacceptable	Acceptable	Target
<i>10.2 Performance- Interacting with Students, Interacting in with Colleagues, Parents/Guardians, and Community in Partnerships</i>		X	

10.2 Interviews with candidate and facility, Master's and Internship Handbook, course syllabus, student work samples, teacher evaluations, and practicum evaluations provides evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Recommended Action Special Education Generalist

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for English Language Arts Teachers

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

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).*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and

approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	

2.1: Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

- 1. The teacher identifies 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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance-Provide Opportunities for Development		X	

2.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

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).*
- 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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance- Application of multiple learning strategies		X	

4.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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).*

Element	Unacceptable	Acceptable	Target
<i>8.1 Knowledge- Assessment of Student Learning</i>		X	

8.1: Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance-Using and interpreting program and student assessment strategies</i>		X	

8.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

- 1. The teacher engages in reading and writing for professional growth and satisfaction.*
- 2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
<i>9.2 Performance-Developing in the Art and science of Teaching</i>		X	

9.2 Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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Recommended Action English Language Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Reading Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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).*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides little or no evidence that teacher candidates demonstrate adequate knowledge of the literacy standards. Evidence indicated that a series of classes, not specific content standards, drive the program.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 The program provides little or no evidence that teacher candidates create learning experiences that make the content taught meaningful to students. Over forty percent of the evidence of candidate performance did not address literacy in any way.

Areas for Improvement:

Program does not show evidence of alignment with the literacy content standards. Based upon the elementary candidates' work samples and videos provided, the focus of the program is ELA, not literacy. Of sixty-five lessons reviewed, only twenty-seven indicated literacy standards being taught. Of the nineteen candidates, eight showed no evidence of understanding literacy standards nor implementing literacy strategies.

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.

2. The teacher understands the significance of home language and culture on the development of literacy in the classroom.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning	X		

2.1 Program does not show evidence of alignment with the literacy content standards.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Program does not show evidence of alignment with the literacy content standards.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

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.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Individual Learning Needs	X		

3.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of research-based best practices in prevention identification, intervention, and remediation of reading difficulties, methods for accelerating and scaffolding the students' development of reading strategies, 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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs	X		

3.2 Program does not show evidence of alignment with the literacy content standards. Multiple sample lessons indicated that individual student needs could be met by physically moving students closer to the teacher with little evidence of true differentiation.

Standard 4: - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple instructional strategies	X		

4.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.

Performance

1. The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of multiple instructional strategies	X		

4.2 The program provides little or no evidence that teacher candidates demonstrate the ability to incorporate 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.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills	X		

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the power of literacy as it relates to academic success and life-long learning, and 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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		

5.2 The program provides little or no evidence that teacher candidates advocate extensive reading for information and for pleasure, and demonstrates the power of literacy as it relates to academic success and life-long 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 teaching 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).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the use of assessment for different literacy purposes, how to use assessment for attitude and motivation as related to reading, and how to choose, administer, and interpret multiple assessments for various aspects of reading.

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.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 The program provides little or no evidence that teacher candidates gather and interpret data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history, collect and utilize data from multiple sources to inform instruction, use assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning, use literacy assessment data to evaluate instructional effectiveness and to guide professional development, and advocate that the needs of every student are accurately represented in assessment data

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.*

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Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.1 The program provides little or no evidence that teacher candidates understand how to identify sources and programs that promote family literacy, and 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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.2 The program provides little or no evidence that teacher candidates engage with colleagues, community, other professionals, and parents to improve the literacy-learning environment, and are fostering parental support for family literacy activities.

Recommended Action Reading

☐ Approved
☐ Approved Conditionally
☒ Not Approved

Idaho Standards for Mathematics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Knowledge

- 1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do 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.*
- 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 and data analysis (e.g., random variable, distribution functions, and probability).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Subject Matter and Structure of Mathematics		X	

1.1 Interviews with cooperating teachers, university faculty, and completers, reviewing Praxis II scores, course catalogs, course syllabi, and lesson plans provides evidence that teacher candidates demonstrate an adequate understanding of mathematics, by meeting all of the Knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

Performance

- 1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.*
- 2. The teacher applies concepts of number, number theory, and number systems.*
- 3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.*
- 4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.*
- 5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.*
- 6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance: Making Mathematics Meaningful</i>		X	

1.2 Interviews with completers, analyzing teacher lesson plans, candidate evaluations, and interviewing university supervisors and completers provides evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

- 1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.*
- 2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.*
- 3. The teacher knows how to frame mathematical questions and conjectures.*
- 4. The teacher knows how to make mathematical language meaningful to students.*
- 5. The teacher understands inquiry-based learning in mathematics.*
- 6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).*
- 7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)*

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge: Understanding of Multiple Mathematical Learning Strategies</i>		X	

4.1 Interviews with cooperating teachers, university faculty, and completers, candidate files, analyzing lesson plans and course syllabus provides evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards of Mathematics Teachers.

Performance

- 1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.*
- 2. The teacher uses both formal proofs and intuitive, informal exploration.*
- 3. The teacher develops students' use of standard mathematical terms, notations, and symbols.*

4. The teacher communicates mathematics through the use of a variety of representations.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.
6. The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Element	Unacceptable	Acceptable	Target
4.2 Performance: Application of Multiple Learning Strategies		X	

4.2 Interviews with cooperating teachers, university faculty, and completers, analyzing candidate evaluations, candidate files, and evaluating lesson plans provides evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

8.2 Performance Candidate observations, candidate files, student work samples and assessments provides evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Knowledge

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 mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).

4. The teacher understands the relationship between geometric concepts and real-life constructs.

Element	Unacceptable	Acceptable	Target
<i>11.1 Knowledge: Significant Mathematical Connections</i>		X	

11.1 Interviews with cooperating teachers, university faculty, and completers, observing completers, checking candidates files, reviewing the course catalog and course syllabi provides evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.

2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.

3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.

Element	Unacceptable	Acceptable	Target
<i>11.2 Performance: Application of Mathematical Connections</i>		X	

11.2 Observation of mathematics teacher completers, analyzing teacher lesson plans and evaluation forms, and student work samples provides evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Recommended Action Mathematics

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Foundation Standards for Social Studies Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, 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, vision/structure for social justice, and other factors have on worldwide historical processes.*
- 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 that geography enables people to comprehend the relationships between people, places, and environments over time.*
- 7. The teacher understands the principles and processes of a democratic society.*
- 8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Interviews with cooperating teachers, Praxis II scores, and review of submitted student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Social Studies), including the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, and other factors have on historical processes. Evidence submitted relied heavily upon course syllabi, Praxis II scores and student work submitted (especially History 290 assignments). Interviews with cooperating teachers substantiate that candidate content knowledge, going into student teaching, is solid.

Performance

- 1. The teacher provides opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts.*
- 2. The teacher encourages and guides investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships.*

3. *The teacher integrates knowledge from the social sciences and the humanities in order to prepare students to live in a world with limited resources, ethnic diversity, 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, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

1.2 Interviews with cooperating teachers, review of submitted student work samples, and IDTPA scores and work uploaded into Task Stream (including lesson plans, videos, and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Social Studies) Meaningful. The program provides evidence that teacher candidates demonstrate the ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts (submitted student work indicates that candidates receive formal opportunity demonstrate this in their coursework, while cooperating teacher interviews indicate that candidates move beyond the theoretical into the practical when complete their classroom experiences and student teaching); encourage and guide investigation of various governments and cultures in terms of their diversity, commonalties, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources (cooperating teachers indicate students are well prepared to incorporate current events into the classroom).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands how leadership, group, and cultural influences contribute to intellectual, social, and personal development.*
2. *The teacher understands the impact of civic engagement on student learning.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		X	

2.1 Review of course syllabi provides some evidence that teacher candidates demonstrate knowledge and understanding of standard 2.1, Knowledge – the Understanding Human Development and Learning. Adequate evidence was provided via course syllabi, student assignments, and candidate interviews that indicate that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development. The primary piece of evidence supporting this standard is the syllabus for EDSP300, “Educating for Exceptionalities,” but Task Stream teaching video’s and lesson plans also provided adequate evidence that this standard was met.

Performance

- 1. The teacher provides opportunities for students to engage in civic life, politics, and government.*

Element	Unacceptable	Acceptable	Target
2.2 Performance- Provide Opportunities for Development		X	

2.2 Interviews with cooperating teachers, IDTPA scores and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 2.2 Performance – Providing Opportunities for Development. The program provides evidence that teacher candidates demonstrate an ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. In particular, the syllabus for CTE 418 indicates that students are required to be engaged (“volunteer”) for an NCEE Economic Summit. Additionally, the co-teacher candidates indicate that they had, and believe student teacher candidates also have, ample opportunity to be engaged in civic life.

Recommended Action Social Studies

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Economic Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports).*
- 2. The teacher understands the role of money as a medium of exchange.*
- 3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions).*
- 4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, 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.*
- 7. The teacher understands how to engage students in the application of economic concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge-Understanding Subject Matter</i>		X	

1.1 Praxis II scores, student work (assignments) and review of course syllabi provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Economics). The program provides evidence that teacher candidates demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

Performance

- 1. The teacher promotes student comprehension and analysis of economic principles and concepts.*
- 2. The teacher creates opportunities for students to engage in the application of economic concepts.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

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1.2 Course syllabi, IDTPA scores and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Economics) Meaningful. The program provides evidence that teacher candidates demonstrate an ability to engage students in multiple applications of economic concepts. The wide use of National Council on Economic Education materials in the CTE 418 Economic methods course is solid evidence that students have been exposed to engaging methods for economic instruction. It should be noted that evidence indicated some weakness regarding personal finance standards.

Recommended Action Economics

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Geography Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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 maps, globes, photographs, satellite images, and models.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Review of submitted student work samples (eg., lesson plans, and various geography course assignments), course syllabi, and Task Stream video lessons provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of standard 1.1, Knowledge-Understanding of Subject Matter (Geography). The program provides evidence that teacher candidates demonstrate an adequate Course syllabi, and understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

Performance

- 1. The teacher uses present and past events to interpret political, physical, and cultural patterns.*
- 2. The teacher instructs students in the earth's dynamic physical systems and their 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, geographic information systems (GIS), newspapers, journals, and databases).*

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Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

1.2 Interviews with cooperating teachers, review of student teaching videos and lessons in Task Stream, and review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Geography) Meaningful. The program provides evidence that teacher candidates demonstrate ability to use present and past events to interpret political, physical, and cultural patterns; instruct students in the earth's dynamic physical systems and their impact on humans; relate population dynamics and distribution to physical, cultural, historical, economic, and political circumstances; and relate the earth's physical systems and varied patterns of human activity to world environmental issues.

Recommended Action Geography

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Government and Civics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the relationships between civic life, politics, and government.*
 - 2. The teacher understands the foundations and principles of the United States political system (e.g., origins of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, and diverse populations).*
 - 3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.*
 - 4. The teacher understands the significance of United States foreign policy (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 international relations in shaping the United States political system.*
 - 6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).*
- Syllabi, Student papers, Student tests*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Understanding Subject Matter		X	

1.1 Course syllabi, Praxis II scores, and review of submitted student work samples (including course work and lesson plans) provide evidence that teacher candidates demonstrate an adequate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (Government and Civics). The program provides evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

Performance

- 1. The teacher creates opportunities for student to engage in civic life, politics, and government.*
- 2. The teacher promotes student comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.*

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3. The teacher promotes student comprehension and analysis of United States foreign policy and international relations.

4. The teacher integrates global perspectives into the study of civics and government.

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

1.2 Interviews with cooperating teachers, PRAXIS II scores and review of submitted student work samples (final exams and research papers) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (Government and Civics) Meaningful. The program provides evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

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Recommended Action Government and Civics

 X Approved
 Approved Conditionally
 Not Approved

Idaho Standards for History Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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 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, both Western and non-Western.*
- 7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Task Stream video evidence, interviews with cooperating teachers, Praxis II scores, course syllabi, and review of submitted student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of standard 1.1, Knowledge- Understanding of Subject Matter (History). The program provides evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

Performance

- 1. The teacher provides opportunities for students to make connections between political, social, cultural, and economic themes and concepts.*
- 2. The teacher enables students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their 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.*

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Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

1.2 Interviews with cooperating teachers, IDTPA scores, videos, written candidate reflections and teacher feedback on candidate lesson plans, along with a review of submitted student work samples (including lesson plans and student self-reflection papers submitted subsequent to having taught lessons) provide evidence that teacher candidates demonstrate adequate knowledge and understanding of standard 1.2 Performance - Making Subject Matter (History) Meaningful. The program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time.

Recommended Action History

 X Approved
 Approved Conditionally
 Not Approved

Idaho Foundation Standards for Science Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands that all sciences are related.*
- 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.*
- 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.*
- 7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Science		X	

1.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science. Evidence provided: syllabi documented for the following subjects: biology, genetics, physics, chemistry, earth science; PRAXIS scores from chemistry, physics, biology, earth science; completed final exam samples from geology, biology, chemistry, physics, earth science; technical paper examples from candidates (4 credits total), interview with alumnus of program (current high school teacher)

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 information to students.*
- 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.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Science Meaningful</i>		X	

1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, autobiographical reflection paper, examples of assessments created by candidates that were completed by students, interview with alumnus of program (current high school teacher)

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 about science and how they affect student learning.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge-Understanding Human Development and Learning</i>		X	

2.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science. Evidence provided: syllabi from secondary science methods course, secondary science practicum experience, teaching culturally diverse learners course, completed EDCI 302 evaluations, reflections from teacher performance assessment process

Performance

- 1. The teacher identifies students' conceptions about the natural world.*
- 2. The teacher engages students in constructing deeper understandings of the natural world.*

Element	Unacceptable	Acceptable	Target
2.2 Performance- Provide Opportunities for Development		X	

2.2 The program provides evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. Evidence provided: teacher performance assessment (TPA) documents completed by candidate, evidence from assessment for pre-service teaching, evaluations from mentor teachers

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding Multiple Learning Strategies		X	

4.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data. Evidence provided: syllabus from secondary science methods course & secondary science practicum experience; SPS PT inquiry activity; completed EDCI 302 evaluations; completed teacher performance assessment planning documents, interview with alumnus of program (current high school teacher).

Performance

- 1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
- 2. 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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance- Application of Multiple Learning Strategies		X	

4.2 The program provides evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, evaluations from mentor teachers

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 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.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge- Communication Skills		X	

6.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Evidence provided: syllabi from secondary science methods course, secondary science practicum experience, GEOL 361; candidate work portfolio from principles of structure and function course, technical writing samples from candidates

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.

Element	Unacceptable	Acceptable	Target
6.2 Performance-Application of Thinking and Communication Skills		X	

6.2 The program provides evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Evidence provided: teacher performance assessment (TPA) planning documents completed by candidate, candidate work sample (Power Point presentation), evidence from assessment for pre-service teaching, evaluations from mentor teachers, student reflections from teacher performance assessment project

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.*

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science. Evidence provided: assessments for pre-service teaching, Power Point presentations from candidates, current events paper from candidates, candidate lesson plans, interview with alumnus of program (current high school teacher)

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.*

Element	Unacceptable	Acceptable	Target
9.2 <i>Developing in the Art and Science of Teaching</i>		X	

9.2 The program provides evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. Evidence provided: assessments for pre-service teaching, reflection from teacher performance assessment projects, teacher performance assessment planning documents, candidate lesson plans, video evidence of candidates teaching

Principle 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 knows how to properly dispose 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).*

Element	Unacceptable	Acceptable	Target
11.1 <i>Knowledge- Creating a Safe Learning Environment</i>		X	

11.1 The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. Evidence provided: assessment for pre-service teaching; course syllabi from the following subjects: biology, chemistry, geology; lab safety manuals; completed teacher performance assessment documents from candidates, lesson plan example from candidates, video evidence of candidates teaching, interview with alumnus of program (current high school teacher)

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.*

Element	Unacceptable	Acceptable	Target
11.2 Performance- Creating a Safe Learning Environment		X	

11.2 The program provides evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. Evidence provided: assessment for pre-service teaching; course syllabi from the following subjects: biology, chemistry, geology; lab safety manuals; completed teacher performance assessment documents from candidates, lesson plan example from candidates, video evidence of candidates teaching, interview with alumnus of program (current high school teacher)

Principle 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.*

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Element	Unacceptable	Acceptable	Target
<i>12.1 Knowledge-Understanding of Laboratory and Field Experiences</i>		X	

12.1 The program provides evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science. Evidence provided: course syllabi from the following subjects: biology, chemistry, geology; mentor teacher evaluations; interview with mentor teacher, candidate lesson plans

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.*

Element	Unacceptable	Acceptable	Target
<i>12.2 Performance-Effective Use of Laboratory and Field Experiences</i>		X	

12.2 The program provides evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises. Evidence provided: teacher performance assessment (TPA) documents completed by candidate, evidence from assessments for pre-service teaching, interview with mentor teacher, video evidence of candidates teaching in a lab setting

Recommended Action Science

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Biology Teachers

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

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 that genetic material and characteristics are passed between generations.*
- 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.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Biology		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge. Evidence provided: syllabi from biology and genetics courses; PRAXIS scores; candidate work samples from the following subjects: BIO115, BIO421 final exam, BIO213, BIOL 115 final exam, Genetics 3 exam

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.*

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- 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, burning fossil fuels, seeding clouds, and making snow).*
- 12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Biology Meaningful		X	

1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: teacher performance assessment (TPA) documents completed by candidates, evidence from assessment for pre-service teaching, mentor teacher evaluations, candidate lesson plans, video evidence of candidates teaching lesson plans, student work samples

Recommended Action Biology

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Chemistry Teachers

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Knowledge

- 1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.*
- 2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.*
- 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.*
- 4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.*
- 5. The teacher knows alternative explanations and models of chemistry concepts.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	

1.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores.

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 uses scientific criteria to develop alternative models to explain chemistry concepts.*
- 3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Chemistry Meaningful		X	

1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including

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laboratory and field activities , that are consistent with curriculum goals and reflect principles of effective instruction.. Evidence provided: evaluation of student teaching performance and assessment for pre-service teaching, candidate lesson plans, video evidence of candidates teaching

Recommended Action Chemistry

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Earth and Space Science Teachers

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

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 interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics.
4. The teacher understands the relationship between the sun, moon and earth in explaining 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 the processes of erosion, weathering, 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 the 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.

Element	Unacceptable	Acceptable	Target
<i>1.1 Subject Matter and Structure of Earth and Space Science</i>		X	

1.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores.

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.*

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- 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.*

Element	Unacceptable	Acceptable	Target
1.2 Making Earth and Space Science Meaningful		X	

1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: candidate lesson plans, video evidence of candidates teaching, student learning activities/assignments

Recommended Action Earth and Space Science

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Physics Teachers

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

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 mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.*
- 3. The teacher knows how to apply appropriate mathematical principles of 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 and research.*
- 5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.*
- 6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.*

Element	Unacceptable	Acceptable	Target
<i>1.1 Knowledge-Subject Matter and Structure of Physics</i>		X	

1.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of physics content. Evidence provided: course syllabi, tests completed by candidates, PRAXIS scores

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.*

<i>1.2 Performance-Making Physics Meaningful</i>		X	
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1.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction. Evidence provided: student lesson plan, mentor teacher interview, video evidence of candidates teaching

Recommended Action Physics

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Foreign Language Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the target language and understands the culture(s) in which the language is used.*
- 2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.*
- 3. The teacher knows the history and literature of the target culture(s).*
- 4. The teacher knows the current social, political, and economic realities of the countries related to the target language.*
- 5. The teacher knows the commonly held stereotypes of the target culture(s).*
- 6. The teacher understands the impact of the target language and culture(s) on American society.*
- 7. The teacher knows the similarities and differences between the students' culture(s) and the target culture(s).*
- 8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

- 1.1** Perusing student work samples, Praxis II scores, checking candidate files and transcripts, and interviews with a completer and a candidate provide evidence that teacher candidates demonstrate an adequate understanding of state and national foreign language standards, language skills, and target cultures.

Performance

- 1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.*
- 2. The teacher articulates the value of foreign language learning to students, educators, and the community.*
- 3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.*
- 4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.*
- 5. The teacher systematically incorporates culture into instruction.*
- 6. The teacher incorporates discussions of the target culture's contributions to the students' culture.*
- 7. The teacher encourages students to understand that culture and language are intrinsically tied.*

8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Perusing student work samples, Praxis II scores, checking candidate files and transcripts, and interviews with a completer and a candidate provide evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

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 the development of cultural knowledge is essential for second language acquisition.*
- 3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	

2.1 Checking candidate files and transcripts, interviews with a completer and a candidate, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.

Performance

- 1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*

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Element	Unacceptable	Acceptable	Target
2.2 Performance- Provide Opportunities for Development		X	

2.2 Checking candidate files and transcripts, interviews with a completer and a candidate, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge- Understanding of Individual Learning Needs		X	

3.1 Interviews with a completer and a candidate, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

Element	Unacceptable	Acceptable	Target
3.2 Performance- Accommodating Individual Learning Needs		X	

3.2 Interviews with a completer and a candidate, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate

ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that foreign language methodology continues to change.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	

4.1 Interviews with a completer and a candidate, checking candidate files and transcripts, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.

Performance

1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of multiple learning strategies		X	

4.2 Interviews with a completer and a candidate, checking candidate files and transcripts, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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Element	Unacceptable	Acceptable	Target
<i>7.1 Knowledge-Instructional Planning Skills</i>		X	

7.1 Interviews with a completer and a candidate, checking candidate files and transcripts, perusing student work samples, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Element	Unacceptable	Acceptable	Target
<i>7.2 Performance-Instructional Planning</i>		X	

7.2 Interviews with a completer and a candidate, checking candidate files and transcripts, perusing student work samples, and Praxis II scores provide evidence that teacher candidates incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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, writing, and culture.

2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).

Element	Unacceptable	Acceptable	Target
<i>8.1 Knowledge-Assessment of Student Learning</i>		X	

8.1 Checking candidate files and transcripts, interviews with a completer and a candidate, Praxis II scores, and perusing student work samples provide evidence that teacher candidates

demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

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 of assessing the five language skill areas.*
- 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.*

Element	Unacceptable	Acceptable	Target
8.2 Performance-Using and interpreting program and student assessment strategies		X	

8.2 Checking candidate files and transcripts, interviews with a completer and a candidate, Praxis II scores, and perusing student work samples provide evidence that teacher candidates demonstrate adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

- 1. The teacher knows about career and other opportunities available to students proficient in a foreign language.*
- 2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge-Interacting with Colleagues, Parents, and Community in Partnerships		X	

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10.1 Interviews with a completer and a candidate, Praxis II scores, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

Performance

- 1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.*
- 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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance- Utilization of community resources.		X	

10.2 Interviews with a completer and a candidate, Praxis II scores, checking candidate files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action Foreign/Modern Languages

- ☒ X Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Foundation Standards for Visual and Performing Arts

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 an understanding of the history and foundation of arts education.*
- 2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.*
- 3. The teacher understands the interrelations among the arts disciplines.*
- 4. The teacher understands how the arts enhance what is taught across the curricula.*
- 5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.*
- 6. The teacher knows the cultural and historical contexts surrounding works of art.*
- 7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.*
- 8. The teacher understands the aesthetic and artistic purposes of the arts.*
- 9. The teacher understands how to explore philosophical and ethical issues related to the arts.*
- 10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).*
- 11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate knowledge and understanding of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts.

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 provides instruction to make traditional, popular, folk, and contemporary arts understandable and relevant to students.*

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5. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Candidate reflections, Candidate and student arrangements/compositions and contemporary music arrangements, and class syllabi provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk, and contemporary arts as relevant to the students' interests and experiences and an ability to instruct students in interpreting and judging their own compositions and performances, as well as those of others. This evidence relied heavily on the music program provided evidences.

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 how to integrate kinesthetic learning into the art medium being taught.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Classroom Motivation and Management Skills		X	

4.1 Course syllabi describing instruction in Kodaly and Orff methods, interviews with faculty and candidates, and student work samples provide evidence that teacher candidates demonstrate an adequate knowledge of how to use multiple strategies to integrate kinesthetic learning into arts instruction.

Performance

1. The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Element	Unacceptable	Acceptable	Target
4.2 Performance <i>Application of multiple instructional strategies</i>		X	

4.2 Student work samples, candidate interviews, and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate adequate knowledge and use of a variety of instructional strategies that integrate kinesthetic learning into arts instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, and mime).

Element	Unacceptable	Acceptable	Target
6.1 Knowledge <i>Communication Skills</i>		X	

6.1 Interviews with cooperating teachers, checking student files, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of multiple communication techniques.

Performance

1. The teacher uses multiple communication techniques simultaneously in the arts classroom.

Element	Unacceptable	Acceptable	Target
6.2 Performance <i>Application of Thinking and Communication Skills</i>		X	

6.2 Observing music teacher candidates showing non-verbal communication, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Interviews with cooperating teachers and teacher candidates and consistent lesson plan expectations in the course syllabi provide evidence that teacher candidates demonstrate an in-depth knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Performance

1. 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.

7.2 Performance Instructional Planning		X	
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7.2 Interviews with cooperating teachers, sample teacher lesson plans with faculty feedback, and observing candidates' teaching through video samples provide evidence that teacher candidates plan and prepare instruction based upon complex and differentiated consideration of the sequential, holistic, and cumulative processes and tools necessary for the communication of ideas in the arts.

Recommended Action Visual and Performing Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Visual Arts Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for student.

Knowledge

- 1. The teacher knows the formal and expressive aesthetic qualities of the visual arts.*
- 2. The teacher knows a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher understands the historical and contemporary meanings of visual culture.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1: Praxis II scores, syllabi, advisory sheets, and class assignments indicate that teacher candidates demonstrate an adequate understanding of formal and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple arts forms; and the historical and contemporary meanings of visual culture.

Performance

- 1. The teacher applies the knowledge of formal and aesthetic qualities to communicate ideas in the visual arts.*
- 2. The teacher applies a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher instructs students in the historical and contemporary meanings of visual culture.*
- 4. The teacher supports individual interpretation and expression in the visual arts.*
- 5. The teacher makes reasoned and insightful selections of works of art to support teaching goals.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2: Review of syllabi, assignments, lesson plans, as well as interviews and analysis of edTPA's indicate that candidates are able to apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. Evidence provided using instructor feedback indicates that some candidates may have difficulty effectively communicating ideas in historical and contemporary meanings of visual arts. However, only one feedback form was available to look at and may not

indicate a weakness with the program at all. There was little evidence found to indicate candidates are able to support individual interpretation and expression in the visual arts; one of the performance indicators from the *Idaho Standards for Initial Certification of Professional School Personnel*.

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 create an instructional environment that is emotionally and intellectually safe.

Element	Unacceptable	Acceptable	Target
<i>4.1 Knowledge Understanding of Classroom Motivation and Management Skills</i>	X		

4.1: A review of provided evidence, lesson plans, evaluations, interviews and edTPA's provide little or no evidence that the teacher candidate knows how to create an instructional environment that is physically, emotionally and intellectually safe. Some lesson plans found indicate potential safety concerns that might need to be addressed but these did not indicate how safety concerns might be addressed. No evidence was found to indicate that the candidate knows how to create an instructional environment that is emotionally or intellectually safe.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows how to express his/her own feelings and values through the meaningful creation of his/her own artwork.

Element	Unacceptable	Acceptable	Target
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>	X		

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9.1: A review of web site provided evidence, NCATE provided syllabi, assignments, interviews, and edTPA's provides little or no evidence that teacher candidates have a knowledge of how to express his/her own feelings and values through the meaningful creation of his/her own artwork. Although Art & Design BS Art Education advisory sheets indicate that candidates are expected to take multiple art classes, no syllabi, assignments, or art work from these classes were found. The only artwork provided by candidates were samples for lessons being taught to classmates or in classrooms.

Performance

1. The teacher demonstrates studio skills and an understanding of their own art making processes.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching (same as Core Rubrics)	X		

9.2: Although the Art & Design BS Art Education advisory sheet indicates that candidates are required to take multiple art classes throughout their program. However, no evidence was provided or found from any art classes to indicate that the candidate knows how to create an instructional environment that is physically, emotionally, and intellectually safe, knows how to express his/her own feelings and values through the meaningful creation of this/her own artwork, or demonstrates studio skills and an understanding of their own art making process.

Areas for Improvement:

Student advisory sheets and university catalog course of study requirements for Art Education indicate that candidates are required to take numerous art methods courses throughout their program. However, no evidence was provided from these classes to indicate

Recommended Action Visual Arts

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Music Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.*
- 2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.*
- 3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.*
- 4. The teacher knows techniques in improvising, composing, and arranging music.*
- 5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.*
- 6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.*
- 7. The teacher knows the technical and symbolic language of music.*
- 8. The teacher understands how to evaluate music and music performance.*
- 9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter			X

1.1 Music Praxis scores, interviews with mentor teachers and course syllabi provide evidence that teacher candidates demonstrate an in-depth understanding of improvisation, composition, and arranging in a variety of styles and settings; to perform vocally and on wind/string/percussion instruments to teach individual beginning students; and to perform as a vocalist or instrumentalist

Performance

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
- or-
- b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.

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-or-

- b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>			X

1.2 Recordings and print copies of candidate and student compositions, university students' ensemble and solo performance recordings, and observing candidates teaching beginning instrument skills provide evidence that teacher candidates demonstrate an in-depth ability to improvise, compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist.

Recommended Action Music

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Idaho Standards for Physical Education Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of the Discipline			X

1.1 Conducting interviews with faculty, teacher candidates and recent graduates, analyzing assessments, candidate work, labs, website creation, and syllabi provides evidence that teacher candidates demonstrate an in-depth understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance

- 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).*

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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).*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful			X

1.2 Analysis of skill performance, teacher performance assessments, reflection journals, self-assessments, exams, and conducting interviews of faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to create learning experiences that make physical education meaningful to students.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development			X

2.2 Investigation of candidate unit plans, lesson plans, exams, motor assessments, teacher performance assessment, practicum, candidate teaching video, and interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote 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 that are adapted to students with diverse

Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs			X

3.2 Analyzing candidate projects, portfolios, lesson plans, self-assessment, reflection journals, practicum, curriculum project, and conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills			X

5.1 Analysis of syllabi, lesson and unit plans, candidate practicum, performance assessments behavior management, student performance, and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how to help students cultivate responsible personal and social behaviors.

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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments			X

5.2 Analysis of candidate lesson plans, portfolios, teaching videos, risk management plan, candidate created exams, and conducting interviews with faculty, teacher candidates, and recent candidates provides evidence that teacher candidates demonstrate an in-depth ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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).*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals			X

7.1 Conducting interviews of faculty, teacher candidates and recent graduates, and analysis of syllabi, teacher candidate lesson rubrics, lesson and unit plans provides evidence that teacher candidates demonstrate an in-depth understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills in Connection with Students' Needs and Community Contexts			X

7.2 Investigation of candidate unit plans and lesson plans, practicum artifacts, teaching videos, and conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

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.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning			X

8.1 Analysis of syllabi, teacher candidate lesson and unit plans, self assessments, lab assignments quizzes and practicum tasks, as well as conducting interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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.

Element	Unacceptable	Acceptable	Target
<i>8.2 Performance Using and Interpreting Program and Student Assessment Strategies</i>			X

8.2 Conducting interviews with faculty, teacher candidates, and recent graduates, and analyzing teacher candidate lesson and unit plans, self assessments, teaching videos, teaching portfolios, and observing student work and assessments provides evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and 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 how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Element	Unacceptable	Acceptable	Target
<i>9.1 Knowledge Professional Commitment and Responsibility as Reflective Practitioners</i>			X

9.1 Analyzing syllabi, teacher candidate lesson assignments, self assessments, lab work, exams, advocacy assignment, and teacher performance assessment, as well as conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe 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.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Understanding of Student and Facility Safety			X

11.1 Analyzing syllabi, teacher candidate CPR Certification, lesson and unit plans and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required

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.*
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.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment			X

11.2 Analysis of teacher candidate lesson and unit plans, performance assessments, portfolios, and teaching videos, as well as interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an in-depth ability to provide and monitor

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for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action Physical Education

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Idaho Standards for Health Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands 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).*

Element	Unacceptable	Acceptable	Target
<i>1.1 Subject Matter and Structure of the Discipline</i>		X	

- 1.1** Teacher candidate interviews, faculty interviews, praxis scores, syllabi, course offerings, Coordinated School Health assignments and observation of teacher candidate work provides evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

Performance

- 1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Making Subject Matter Meaningful</i>		X	

1.2 Praxis scores, teacher candidate lesson and unit plans, observation of a standards matrix and interviews with faculty, teacher candidates and recent graduates, provides evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

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.*

Element	Unacceptable	Acceptable	Target
<i>5.1 Understanding of Classroom Motivation and Management Skills</i>		X	

5.1 Teacher candidate lesson and unit plans, teacher candidate interviews, conducting faculty interviews, analyzing journal entries, syllabi, and teacher candidate work provides evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

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).*

Element	Unacceptable	Acceptable	Target
<i>5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments</i>		X	

5.2 Conducting faculty, teacher candidate and recent graduate interviews, syllabi and perusing student work provides adequate evidence that teacher candidates demonstrate an adequate ability

to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

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 student jargon and slang associated with high-risk behaviors.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	

6.1 Teacher candidate interviews, analyzing student work, including lesson plans and assignments, and reading course syllabi provides evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-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.*
- 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.*

Element	Unacceptable	Acceptable	Target
6.2 Application of Thinking and Communication Skills		X	

6.2 Analysis of student work, teacher candidates lesson and unit plans, oral interview assignment and interviews with faculty, teacher candidates and recent graduates provides evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

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.*

Element	Unacceptable	Acceptable	Target
<i>7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals</i>		X	

7.1 Analyzing teacher candidate assignments, conducting interviews with faculty, recent graduates and candidates, and reading syllabi provides evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

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.*

Element	Unacceptable	Acceptable	Target
<i>7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts</i>		X	

7.2 Analyzing syllabi, teacher candidate work, prepared assignments, and conducting interviews with faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

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.

Element	Unacceptable	Acceptable	Target
<i>9.1 Professional Commitment and Responsibility as Reflective Practitioners</i>		X	

9.1 Analysis of teacher candidate lesson plans, syllabi, and interviews with faculty, recent graduates and teacher candidates provides evidence that teacher candidates demonstrate an adequate understanding of 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.

Element	Unacceptable	Acceptable	Target
<i>9.2 Developing in the Art and Science of Teaching</i>		X	

9.2 Analysis of teacher candidate lesson plans and unit plans, syllabi, interviews with faculty and teacher candidates provides evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

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).

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Element	Unacceptable	Acceptable	Target
<i>10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		X	

10.1 Analyzing syllabi, teacher candidate work, interviews of faculty, teacher candidates and recent graduates provides evidence that teacher candidates understand methods of how to advocate 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.

Element	Unacceptable	Acceptable	Target
<i>10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships</i>		X	

10.2 Analyzing oral examinations and other student work, syllabi, surveys, interviews of faculty, teacher candidates, and recent graduates provides evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health

Recommended Action Health Education

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Idaho Foundation Standards for Professional-Technical Teachers

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows 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 knows pertinent terminology, logistics, and procedures for the occupational area.*
- 4. The teacher knows industry trends and workforce needs.*
- 5. The teacher knows workplace leadership models.*
- 6. The teacher understands the philosophical principles and the practices of professional-technical education.*
- 7. The teacher recognizes the importance of student leadership qualities in technical program areas.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 The programs provide evidence through the use of the course catalog, program of study advising sheets, Praxis II scores for some programs, an investigation of a variety of the course syllabi from various programs, and multiple examples of assignments from some programs provides evidence that the candidates demonstrate an understanding of content development and the unique qualities embedded in the professional-technical discipline.

Performance

- 1. The teacher maintains current technical skills and seeks continuous improvement.*
- 2. The teacher demonstrates specific occupational skills necessary for employment.*
- 3. The teacher uses current terminology and logistics for the occupational area.*
- 4. The teacher exhibits and promotes leadership skills in 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 relates 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).*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Making Subject Matter Meaningful</i>		X	

1.2 The programs provide evidence through the use of the course catalog, program of study advising sheets, Praxis II scores for some programs, an investigation of a variety of the course syllabi from various programs, and multiple examples of assignments from some programs provides evidence that the candidates demonstrate an understanding of content development and the unique qualities embedded in the professional-technical discipline.

1.3 The programs provide evidence that teacher candidates demonstrate an adequate ability in the promotion and integration of leadership skills through PTSO, evaluates and reflects on some occupational objectives and competencies through a variety of programs through lesson plans and demonstrates an adequate ability to develop curriculum that supports instructional goals.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

- 1. The teacher knows the entry-level skills in the occupation.*
- 2. The teacher knows workplace culture and ethics.*
- 3. The teacher understands how to provide students with simulated occupational 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 knows how to integrate academic skills into technical content areas.*
- 7. The teacher understands the role of entrepreneurship in the workplace.*
- 8. The teacher knows policy and regulation concerning occupational content areas.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge- Understanding of Multiple Learning Strategies		X	

4.1 Through lesson plans and video uploads of candidates teaching it is evident that candidate understand and apply multiple instructional strategies across programs, integrate academic skills into curriculum and address policy and regulations in relationship to individualized areas. The course catalog and various study plans and varied curriculum candidates demonstrate an adequate understand of how to integrate general and professional technical content.

Performance

- 1. The teacher demonstrates 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 occupational applications of course content.*
5. *The teacher uses practitioners 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.*
7. *The teacher discusses the entrepreneurial role in the workforce.*

Element	Unacceptable	Acceptable	Target
4.2 Performance-Application of Multiple Learning Strategies		X	

4.2 The evidence demonstrates that candidates are employing workplace practices in a variety of programs and are integrating, for each occupational area, appropriated academic skills. Through the lesson plans and various examples of video evidence candidates demonstrate the ability to access students' prior knowledge and have the ability to develop a reasonable scope and sequence of instruction.

Principle 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. *The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge -Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

7.1 Course syllabi, *Scope and Sequence Curriculum Mapping* assignments, modules, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

Performance

1. *The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.*
2. *The teacher designs curriculum to meet community and industry expectations.*

Element	Unacceptable	Acceptable	Target
7.2 Performance- Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.2 Candidate semester plans, individual lesson plans, candidate reflections, PK-12 student work samples, and edTPA portfolios provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge- Assessment of Student Learning		X	

8.1 The program provides evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness based upon NCATE alignment document, Syllabi, and Module 3 (492).

Performance

- 1. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.*

Element	Unacceptable	Acceptable	Target
8.2 Performance- Using and Interpreting Program and Student Assessment strategies		X	

8.2 The program provides evidence that teacher candidates use and interpret formal and informal assessment data from recent graduates and employers to modify curriculum, instruction, and the program. All evidence of performance was found through the edTPA which included video, lesson plans and reflection, and assessment/analysis of teaching.

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 develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

Element	Unacceptable	Acceptable	Target
9.2 Performance- Developing in the Art and Science of Teaching		X	

9.2 Some programs provide evidence that the candidate develop a professional plan through individual assignments integrated through various courses. Candidates demonstrate adequate ability to reflect and evaluate through the TPA, their occupational and educational professionalism through student organizations and professional affiliations.

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.

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.
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 develop articulation agreements.
6. The teacher understands the structure of student organizations.
7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge- Interacting in with Colleagues, Parents, and Community in Partnerships		X	

10.1 Evidence suggests that teacher candidates as an organized professional group have attended a conference in Minneapolis Minnesota. This activity shows that the students know about professional organizations both as students and practicing professionals. Lessons show that the students are exposed to supervision of classroom situations. Students in an assignment (CTE 370) are asked to identify a problem and develop a potential solution. A parent letter by a teacher candidate spells out shop safety, class fee and an alternate if the fee is not avoidable to the family.

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 constructs articulation agreements.*
- 6. The teacher describes how to organize an active professional-technical student organization.*

Element	Unacceptable	Acceptable	Target
10.2 Performance- Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.2 The program provides little or no evidence that teacher candidates understand how to utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders. The evidence provided was for a dental hygienist program and no information was provided showing the connection to this program and the PTE programs we were requested to review.

An Addendum. A more in-depth review of evidence shows that the material present was from the College of Southern Idaho in Twin Falls and documents from North Idaho College in Coeur d' Alene are presented. However, no information was provided indicating how these connected to the on-site PTE programs.

Principle 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 knows 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 knows safety requirements necessary to conduct laboratory and field activities.*
- 6. The teacher knows time and organizational skills in laboratory management.*
- 7. The teacher is aware of safety regulations at school and work sites.*

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<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
11.1 Knowledge-Create and Manage a Safe and Productive Learning Environment.		X	

11.1 To help impresses and educate the students from the teacher candidate some power point documents were presented on safety with electricity, safety in the classroom and a lesson on liability for educational professionals. Student evaluations and mid-term assessments were presented for evidence as well.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
11.2 Performance-Create and Manage a Safe and Productive Learning Environment.	X		

11.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to create and manage a safe and productive learning environment . Student mid term and assessments are presented to demonstrate teacher candidate performance. Although these may indicate mastery of the material, they do not provide adequate evidence candidates can demonstrate the skill.

Principle 12: Workplace Preparation—The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
12.1 Knowledge-Competing Demands and Responsibilities of the Workplace.		X	

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12.1 Exploring real world problems is a piece of evidence that demonstrate that teacher candidates are gaining knowledge for entry into the teaching profession. Course descriptions are provided as evidence of knowledge in specific classes.

Performance

- 1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).*
- 2. The teacher prepares students to cope with competing demands between work and personal life.*
- 3. The teacher provides opportunities for career awareness.*

12.2 Performance-Competing Demands of Balancing Work and Personal Life.		X	
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12.2 Students are subjected to a rewarding community service with an informational power point document on becoming and Emergency Medical Technician (EMT) from North Idaho College. Course syllabi in Occupational Analysis/Curriculum for Adult Career Education are presented as evidence for balancing work and personal life. Dual credit course descriptions are included as well.

Recommended Action Professional Technical Education

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Agricultural Science and Technology Teachers

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 law, 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. Product processing*
 - d. Ornamental horticulture and turf grass management*
 - e. Agricultural business planning and analysis*
 - f. Natural resource management*
 - g. Environmental science*
 - h. Forestry*
 - i. Industrial equipment*
 - j. Small animal production and care*
- 5. The teacher knows about the operation of agricultural youth organizations.*
- 6. The teacher knows about working with students and adults in supervised agricultural experience programs.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Student samples of lesson plans, handouts and journal entries along with evaluations from cooperating and supervising teachers provides evidence that the students have the knowledge base to teach in an agriculture education placement. Course requirements come from a several departments such as mathematics, biological sciences, chemistry physics and earth sciences. Educational candidates in agriculture education are exposed to courses in agriculture education, veterinary, agriculture economics, agriculture soils and plant sciences courses to complete their knowledge for the agriculture education degree.

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Performance

1. The teacher applies natural and physical science principles to practical solutions.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Candidate journals, cooperating teacher assessment and supervising teacher reviews and notes demonstrate that students are applying their knowledge in the natural and physical science curriculum to the agriculture education program. Teacher candidates are able to instruct high school students in the wide variety of subjects that agriculture science and technology teachers must possess given the wide variety of course work they must complete.

Recommended Action Agricultural Science and Technology Teachers

 X Approved
 Approved Conditionally
 Not Approved

Idaho Standards for Business Technology Teachers

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 knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, business law, and international business).*
- 2. The teacher is knowledgeable in areas related to business (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).*
- 3. The teacher understands the importance of technology as a tool for accomplishing tasks related to business and industry.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 The course catalog, program of study advising sheet, Praxis II scores an in-depth investigation of a variety of the course syllabi along with multiple examples of a variety of assignments provides evidence that the candidates demonstrate an in-depth ability to apply business and industry skill sets in the areas of accounting, and office procedures which also include content in administrative technology, desktop publishing, career education and promotional marketing materials.

Performance

- 1. The teacher demonstrates business- and industry-standard skill levels in keyboarding, accounting, and office procedures.*
- 2. The teacher effectively delivers business education 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Analyzing candidate generated lesson plans, student teacher evaluations, work sample data and candidate video recorded lessons and reviewing student placement files to determine middle school high school placements provides evidence that the Business Technology teacher candidate demonstrates an acceptable ability to apply business and industry skill levels in accounting and office procedures.

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Recommended Action Business Technology Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Technology Education Teachers

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; and computer systems.*
- 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 technology and the related mathematics concepts associated with them.*
- 4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

- 1.1** Interview with cooperating teacher, examination of assessment forms for pre-service teaching, an in-depth understanding of a variety of the course syllabi along with some examples of assignments provides evidence that the candidates demonstrate an acceptable ability of the basic skills that support the fields of communications, manufacturing, and construction.

Performance

- 1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

- 1.2** Analyzing candidate lesson plans with constructive feedback, some peer teacher evaluations of candidates, video recorded lessons and instructional commentary reflections along with student evidence of student work provide in-depth evidence that the program candidates demonstrate an in-depth ability to apply basic skills that support the fields of communications, manufacturing, power, energy and construction.

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Recommended Action Technology Education Teachers

☒ Approved

☐ Approved Conditionally

☐ Not Approved

Idaho Standards for Marketing Teachers

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 knows a broad range of introductory business subjects (e.g., accounting, economics, information systems, communications, management, marketing, merchandising, retailing, business law, and international business).

2. The teacher is knowledgeable of areas related to marketing (e.g., personal finance, career education, entrepreneurship, mathematics, and interrelationships in business).

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Program planning sheets, course syllabi, required assignments and projects, and course exams demonstrate candidates' adequate understanding of a broad range of introductory business subjects and are knowledgeable of areas related to marketing.

Performance

1. The teacher demonstrates business- and industry-standard skill levels in promotions, advertising, accounting, and coordination techniques.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Candidate work samples, exam scores, praxis pass rates, edTPA portfolios, and mentor teacher evaluations from both midterm and end of semester provide evidence that teacher candidates demonstrate an adequate ability to apply business and industry standard skill levels in promotions, advertising, accounting, and coordination techniques through the efficient use of technology across the middle school, junior high, and high school levels.

Recommended Action Marketing Teachers

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Foundation Standards for School Administrators

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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Candidate understanding of visionary leadership is expected in class syllabi. Units and classes are dedicated to visionary leadership. Internship requirements for activities and reporting of them in portfolios demonstrate opportunities for candidates to develop visionary and strategic leadership. Special Education Director course syllabi cover visionary and strategic leadership through various topics covered such as finance and providing FAPE for students. Internship and portfolio requirements are delineated in the internship handbook requiring demonstration of understanding of this standard.

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.

Element	Unacceptable	Acceptable	Target
<i>1.2 Application of Visionary and Strategic Leadership</i>		X	

1.2 Candidates demonstrate adequate understanding of visionary leadership through portfolio presentations, which are culminating projects of the program, as well as through interview over the phone. Within the portfolios can be found artifacts including strategic planning, evaluation tools that are created by the candidate, reflections of learning regarding implementation of programs, and evidence of use of CEE surveys for staff development. Special education director candidates work to develop teachers' understanding of proper mainstreaming techniques as well as philosophies behind such endeavors. Portfolios provided demonstrate the engagement of stakeholders to form decisions for students and programs. Candidates work with finance in collaboration with district personnel and school level administration and teachers. They clearly link vision to finance and decision-making. Course assignments require candidates to consider finance and appropriate services for students in demonstrating understanding of the vision and projecting it to teachers.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge-Understanding of Instructional Leadership</i>		X	

2.1 Course syllabi demonstrate focus on instructional leadership. Classes are aligned to standards and delineated based on the strands to which they align. Special education syllabi link instructional leadership to job performance and course content. Internship and portfolio requirements allow candidates to demonstrate instructional leadership. Interviews with faculty and students demonstrate adequate ability to advocate for, nurture, and sustain a school culture conducive to student learning.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
<i>2.2 Performance-Application of Instructional Leadership</i>		X	

2.2 Candidates demonstrate adequate understanding and interaction with districts through participation in curricular materials adoption processes, instructional alignment training, college/career readiness workshops, and evaluation of student teachers. Reflection papers indicate understandings of ability to advocate for, nurture, and sustain positive school culture. Interviews with candidates indicate acceptable levels of understanding of this standard. Special education director candidates become involved in many activities that align with standard 2. These include direction of RtI development of procedures

for district and school teams, behavioral intervention support for teams, mentoring of teacher candidates in special education, development of policy, provision of training for teachers and administrators, and adoption of curriculum.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

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.*

Element	Unacceptable	Acceptable	Target
<i>3.1 Knowledge-Understanding of Management and Organizational Leadership</i>		X	

3.1 Syllabi represent focus on management and organizational leadership. Additionally, internship logs and the internship handbook address this facet. Candidates are required to participate in activities that address management and organizational leadership directly. Special education syllabi link management and organizational leadership to job performance and course content. Internship and portfolio requirements allow candidates to demonstrate acceptable efforts to lead organizational change and management of human resources. Student outcomes in both administration and special education administration demonstrate knowledge of aspects of management and organizational leadership.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance-Application of Management and Organizational Leadership			X

3.2 Candidates demonstrate an in-depth understanding of procedures that must be in place to maintain a positive school environment. Various aspects of building leadership are portrayed indicating system understanding. Included are discipline procedures, safety inspections, hiring procedures, and budgetary considerations. Special education candidates are also involved in various activities to support this standard. They represent both current special education directors as well as regular and extended special education teachers. In support of management and organizational leadership, they endeavor to train special and regular education teachers in assistive technology, work with district psych teams, budget for human and instructional resources and mentor teachers in need of added support.

Standard 4: Family and Community Partnerships—*A school administrator 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.*

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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of Family and Community Partnerships			X

4.1 Knowledge is covered through several syllabi indicating class as well as unit topic discussions regarding the building and sustaining of family and community partnerships. Standard four is referenced in syllabi regarding development of partnerships. Candidates report opportunities to discuss and address the building of relationships with communities and families. EdAd 592 is called "School and Community Relations" which obviously aligns very well with this standard. Special education syllabi link the development of partnerships to intern performance and theory. Internship and portfolio requirements allow candidates to demonstrate acceptable efforts in the development of partnerships with families and the community. Reflections by candidates demonstrate solid content knowledge regarding

Performance

- 1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
- 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.*

Element	Unacceptable	Acceptable	Target
<i>4.2 Performance-Application of Family and Community Partnerships</i>			X

4.2 Candidates demonstrate involvement in development and implementation of trainings, emergency response plans, development and refinement of policy regarding family and community relations, and coordination of resources to meet the needs of students and families. Candidates work hard to develop partnerships with the families and professional community. They demonstrate collaboration with other directors, participation in state, regional and national conferences, adoption of curriculum in partnership with families and teachers, budgeting practices that are tied to district initiatives driven by parent involvement, and working to develop practices to inform transition meetings in order to maintain a strong continuum of services.

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.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge-Understanding of Professional and Ethical Leadership		X	

5.1 Classes require candidates to develop understanding of diversity and work to embrace it in district leadership. Candidates must research district demographics and apply their new understanding of them to directing change. The Code of Ethics isn't clearly found embedded throughout. EdAd 530, "Ethical Leadership and Law in Education" is the most direct link to this standard. The reference sheet indicates it to be covered in 586, "Advanced School Finance" but there is little evidence of that in the syllabus for that class. While professional and ethical leadership is naturally embedded in school finance, the links made by faculty appear to be lacking. Special education syllabi link professional and ethical leadership to the practice of interns and practitioners in the field. Internship and portfolio requirements maintain these expectations and provide candidates opportunities to demonstrate proficiency with them.

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.*
- 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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance-Application of Professional and Ethical Leadership		X	

5.2 Candidate outcomes indicate effort to develop understanding of ethics in leadership. Documents indicate ethics being linked to the finance class but that connection is unclear. Candidate evidence of work in that class does demonstrate developing understanding of finance and professor feedback is thorough and of high quality. EdAd 530 outcomes from candidates demonstrate adequate understanding of principles regarding ethical leadership. Candidates demonstrate opportunities to serve as professional and ethical leaders through the development and delivering of trainings regarding changing eligibility requirements, behavior interventions, and transition meetings. They work in partnership with the SDE on peer reviews of SLD requirements and IEP audits.

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 contexts.

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.*

Element	Unacceptable	Acceptable	Target
<i>6.1 Knowledge-Understanding of Governance and Legal Leadership</i>		X	

6.1 Syllabi do not all reference this standard directly but it seems to be embedded in each of the classes linked in the documentation. The internship documentation indicates significant efforts to develop understanding in this standard. To the extent possible in an internship, candidates are provided opportunities to develop this understanding. Syllabi link governance and legal leadership in special education to course offerings and content within those courses. Internship and portfolio requirements maintain these expectations and provide candidates opportunities to showcase their efforts to develop abilities to serve as a leader with respect to legal and instructional services in special education, school and district administration.

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Performance

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.

Element	Unacceptable	Acceptable	Target
<i>6.2 Performance-Application of Governance and Legal Leadership</i>		X	

6.2 Candidates are involved in policy changes, focus visits involving the State Department of Education, field work of all kinds including ethics, and development of staff understanding of changing requirements. Their internship provides multiple opportunities to develop this understanding and ability to influence other contexts is promoted through requirements and demonstrated in outcomes. Candidates become involved in policy development, trainings with respect to frameworks for teaching, partnerships with SDE personnel to audit responsibilities, and work in collaboration with various state and district entities to properly upload data to ISEE. Faculty report opportunities to discuss scenarios and apply them to recent developments in education. Candidates echo this sentiment and feel this is a strength of the program. They also appreciate opportunities to collaborate with peers in other districts in order to develop understanding of how to provide legal guidance in an educational leadership position.

Recommended Action School Administrators

 X Approved
 Approved Conditionally
 Not Approved

Idaho Standards for School Superintendents

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.*
- 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.*
- 9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management..*
- 10. The superintendent knows the importance of districtwide policy development and effective implementation.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Understanding Visionary and Strategic Leadership		X	

1.1 Superintendent internship classes and "The Superintendency" align with this standard heavily. Evidence of understanding how to work with the "breadth of P-12 curriculum and instructional programs" was discovered in interviews with candidates as they work to understanding supervision and evaluation of all levels of instruction. Interns are provided opportunities to develop understanding of district complexities, human resource and finance. They are entering the internship with foundational knowledge of how to act as a superintendent and philosophies behind them and then applying that knowledge as they move through the requirements of the internship.

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Performance

- 1. The superintendent promotes districtwide innovation and change through the application of a systems approach.*
- 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.*
- 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.*

Element	Unacceptable	Acceptable	Target
<i>1.2 Performance-Application of Visionary and Strategic Leadership</i>		X	

1.2 Candidates demonstrate understanding through class assignments requiring them to make policy change proposals, involvement in strategic planning, and developing a culture of data driven decision-making. Candidates also become involved in such endeavors as department chairing, district initiative participation, and involvement in professional learning communities.

Recommended Action for School Superintendents

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

Idaho Standards for Special Education Directors

Standard 1: Visionary and Strategic Leadership. A school administrator 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.

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 interventions.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding of Visionary and Strategic Leadership		X	

1.1 - Syllabi and outcomes from candidate work demonstrate knowledge of importance of best practices and least restrictive environment. Interns become involved in activities that demonstrate understanding of the importance of LRE and interventions in general education classrooms.

Performance

- 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 - Candidates are involved in activities during their internship programs that allow for opportunities to develop understanding of visionary and strategic leadership. They participate in leadership activities such as delivering of trainings, leadership of implementation or change of RtI processes, development of understanding regarding the SLD requirements, and supporting classrooms and buildings in behavior interventions.

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 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.*

Element	Unacceptable	Acceptable	Target
<i>2.1 Knowledge Understanding of Instructional Leadership</i>		X	

2.1 Syllabi and internship requirements demonstrate candidates' knowledge of strategies for meeting the needs of special populations. They understand the roles of assistive technology and related services and how to coordinate such ancillary services. This is demonstrated in student outcomes/reflections in 500 level courses.

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 of special populations.*

Element	Unacceptable	Acceptable	Target
<i>2.2 Performance Application of Instructional Leadership</i>		X	

2.2 Candidates are involved in development of processes, particularly RtI to help ensure schools are providing appropriate services for students through interventions. They work to help the teams serve as a helpful entity to exhaust other options before SpEd referral. Candidates also become involved in curriculum adoption both at the Tier 1 as well as Tier 2 and three levels to be

sure students' needs are met in the most appropriate ways before referral.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge

- 1. The special education director knows about 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.*
- 4. The special education director understands the use of technology in referral processes, IEP development, and records management.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		X	

3.1 Candidates are provided opportunities to develop understanding of instruction and processes to include students with special needs in regular education classrooms and activities. They develop skills to advocate for students and families; both within the district and with service providers that are outside of their own district. They are working toward understanding of how to use technology in IEP development and records management. This is demonstrated in syllabi, internship requirements, and candidate outcomes from courses regarding management and organizational leadership.

Performance

- 1. The special education director advocates for and implements 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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership		X	

3.2 Candidates demonstrate their leadership in this regard through participation in teacher evaluations and lesson planning support. They become involved in district policy review and

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alignment with changes in state and federal requirements
for such things as SLD eligibility, assessment requirements, and reporting of data.

Recommended Action for Special Education Directors

☒ Approved

☐ Approved Conditionally

☐ Not Approved

Idaho Standards for Gifted and Talented Education Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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.
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.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	

1.1 Program provided evidence that teachers are identifying and addressing the multitude of issues concerning gifted students and gifted programs, including student characteristics, philosophy, goals, program options, and evaluation.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Analyzing student work and class syllabi provides evidence that teacher candidates demonstrate an adequate ability to implement the components of gifted and talented education.

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.

4. The teacher understands the need for appropriate social and emotional counseling of gifted and talented students.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning	X		

2.1 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of social and emotional issues and challenges 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.

Element	Unacceptable	Acceptable	Target
2.2 Performance-Provide Opportunities for Development	X		

2.2 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability identify, evaluate, develop, and implement strategies to address the social and emotional needs 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 that are modified for students with 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).

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs	X		

3.1 Due to lack of candidates completing the program there is not enough evidence to to show teacher candidates demonstrating an adequate understanding of the exceptional needs of gifted and talented students and how to pace delivery of curriculum and instruction consistent with their needs.

Performance

1. The teacher identifies and provides appropriate activities for the exceptional needs of gifted and talented students from diverse populations.

Element	Unacceptable	Acceptable	Target
3.2 Performance-Modifying Instruction for Individual Learning Needs	X		

3.2 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to identify and provide appropriate activities and instructional pace for the exceptional needs of gifted and talented students.

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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple instructional strategies	X		

4.1 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of instructional strategies appropriate for the gifted and talented student

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 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.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge-Instructional Planning Skills	X		

7.1 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of curriculum design and how to apply differentiated instruction appropriate for 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.*

Element	Unacceptable	Acceptable	Target
7.2 Performance-Instructional Planning	X		

7.2 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to select and adapt a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

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 different types of formal and alternate assessment tools for the identification of gifted and talented students with diverse and exceptional needs (e.g., tests 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).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning	X		

8.1 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate an adequate understanding of the different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

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).

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Element	Unacceptable	Acceptable	Target
8.2 Performance-Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to develop and implement different types of assessment tools to identify gifted and talented students, to inform instruction, and to evaluate student performance.

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.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	X		

10.1 Due to lack of candidates completing the program there is little to no evidence that teacher candidates understand how to collaborate with gifted and talented students, their families, general and special education teachers, and other school staff.

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.

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Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.2 Due to lack of candidates completing the program there is little to no evidence that teacher candidates demonstrate the ability to collaborate with colleagues in adapting curriculum to meet the needs of the gifted and talented student.

Areas of Weakness:

Due to lack of completers for this program evidence of performance was not readily available to fully approve the program.

Recommended Action for Gifted and Talented Education

_____Approved

 X Approved Conditionally

_____Not Approved

Rubrics for the Idaho Standards for Library Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter			X

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 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of library science, including selection and evaluation of resources, information literacy knowledge, intellectual freedom, information access, and a broad knowledge of literature.

1.2 Interviewing teacher-librarian graduates and analyzing artifacts provided evidence that teacher-librarian candidates demonstrated an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding Human Development and Learning	X		

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.1 Interviews with recent graduates, Praxis II scores, and artifacts provided insufficient evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how school age children construct knowledge in a library setting. Course work and syllabus include the theory of library science and information literacy, but do not demonstrate in in-depth applications of theory. Course work does not include practicum requirements that demonstrate performance.

2.2 Interviewing prior graduates and student work examples provide insufficient evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content.

Areas for Improvement:

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 that are modified for students with diverse needs.

Performance

1. *The teacher-librarian identifies appropriate services, resources, and technology to meet diverse learning needs.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Learning Needs	X		

3.2 Interviewing prior graduates, analyzing teacher lesson plans, and artifacts provided incomplete evidence that teacher-librarian candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content. Course work and

syllabus discuss research options, but do not demonstrate in in-depth applications of theory. The practicum did not require standard 3 to be practiced or documented.

Areas for Improvement:

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

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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of multiple instructional strategies	X		

Performance

1. The teacher-librarian includes a variety of reading and information materials in instruction and prompts students through questioning skills to improve performance.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of multiple instructional strategies	X		

4.1 Interviews with prior graduates, course syllabuses, student work samples provide incomplete evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how to make necessary changes to information access , facilities, and technology in order to make services and materials available to students and staff. Current course offerings provide instruction designed for small and rule public libraries. Current course offerings do provide the necessary theory foundation.

4.2 Interviewing teacher-librarian graduates, and analyzing teacher-librarian submitted artifacts provided incomplete evidence that teacher-librarian candidates demonstrated an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect library science content. Assignments were geared toward public library applications, not school libraries. As such students were able to

demonstrate content knowledge but not application in a school setting. The practicum did not require standard 4 to be practiced.

Areas for Improvement:

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.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Classroom Motivation and Management Skills	X		

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).

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		

5.1 Interviews with prior graduates, course syllabuses, student work samples provided incomplete evidence that teacher-librarian candidates demonstrate in-depth knowledge and understanding of how to create learning environment in a school library. Current course offerings provide instruction designed for small and rule public libraries. Current course offerings do provide the necessary theory foundation. The practicum does not include requirements to demonstrate knowledge or performance.

5.2 Interviewing teacher-librarian graduates, analyzing teacher-librarian submitted artifacts, and interviewing university supervisors provided incomplete evidence that teacher-librarian candidates demonstrated an adequate ability to model information literacy or create a positive atmosphere in a school library setting. Assignments were geared toward public library applications, not school libraries. As such students were able to demonstrate content knowledge but not application in a school setting. The practicum did not require standard 5 to be practiced.

Areas for Improvement:

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1 The teacher-librarian understands various communication and public relations strategies.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

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.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.1 Interviews with prior graduates and student artifacts demonstrate knowledge on how to communicate with students and staff.

6.2 Interviews with prior graduates and student artifacts demonstrate an ability to communicate with teachers and students.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher-librarian understands the scope and sequence of curricula and how they interrelate.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills	X		

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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning	X		

7.1 Standard 7 not met in knowledge. Basic theory is taught. Students are introduced to integrating curriculum and standards into selection. Current practicum requirements do not require candidates to apply or demonstrate knowledge.

7.2 Standard 7 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Practicum requirements that can demonstrate performance in standard 7 are not required.

Areas for Improvement:

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 teaching effectiveness.

Performance

- 1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and Interpreting Program and Student Assessment Strategies	X		

8.2 Standard 8 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 8.

Areas for Improvement:

- 1. The teacher-librarian continually assesses students' progress concerning their use of information and technology and their selection of reading materials.*

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.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

Performance

1. The teacher-librarian advocates for the school library program and the library profession.

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.

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships	X		

10.1 Through course syllabuses, artifacts, and interviews with prior graduates standard 10 for knowledge is met. The graduates are very well versed in records, confidentiality, and professional library standards and procedures.

10.2 Standard 10 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 10.

Areas for Improvement:

Performance

1. The teacher-librarian advocates for the school library program and the library profession.

- 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.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Library Management		X	

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.*
- 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).*

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Element	Unacceptable	Acceptable	Target
11.2 Performance Efficient Management of the Library Media Center	X		

11.1 Through course syllabuses, provided student artifacts, and prior graduate interviews standard 11.1 is met. It is clear that graduates have a tremendous base knowledge of library science upon completion of the program. All knowledge items are met. Praxis II scores support this finding. Graduates surpass required scores.

11.2 Standard 11.2 not met in performance. Current course work does not provide the opportunity to demonstrate performance. Current course work does not provide practicum requirements that can demonstrate performance in standard 11.2.

Recommended Action on Library Media Specialist

 Approved
 X Approved Conditionally
 Not Approved

BOE/State Site Visit to University of Idaho
April 7-9, 2013
List of individuals interviewed

Initial program faculty

Amanda C. Soto
Anne E. Adams
John Davis
Beth Price
Grace Goc Karp
Jim Connors
Paul Gathercoal
Monica Hansen
Margaret Vaughn
Brant Miller
Warren Bakes
Kris Allen
Emily Duvall
Julie Amador

Technology and library resources

Greg Clifford
Chuck Lanham
James Gregson
Ken Cox
Rami Attebury
Jeanne Stevenson
Bruce Pitman

Teacher Education Coordinating Committee

Monica Hansen
Jim Connors
James Gregson
Allen Kitchell
Lorie Enloe
Rob Ely
Cori Mantle-Bromley
Tony Pickering

Administrators

**STATE DEPARTMENT OF EDUCATION
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University of Idaho

Review Dates: April 6-9, 2013

Cori Mantle-Bromley, Dean, College of Education
M. Duane Nellis, President, University of Idaho
Katherine Aiken, Dean, College of Letters, Arts and Social Sciences
Douglas Baker, Provost
Keith Ickes, Planning & Budget Director
Carmen Suarez, Chief Diversity Officer
Scott Clyde, Director TRIO program

P-12 partners (Teachers and administrators)

Tina Woods
Julie Spangler
Kathy Vietmeier
Kendra McMillan
Judy Mock
Lisa Belknap
Summer Comfort
Joel Pals
Pat Blount
Styeven Braun
Evan Hecker
Peggy McDonnell
J.D. Poulos
Tiffany Supter
Matthew Haley
Rachel Lyon
Edward Norman
Kendra McMillan
Kevin Hill
Craig Allen
Bob Celebrazze
Kevin McDonough
Cindy Bechenski
Sarah Hanchey

Initial program current candidates

Jemma Morrow
Alexandra Clyatt
Ricardo Guzman
Molly Palmer
Cassie Hamilton
Kelsey Sanders
Catherine Wimer
Harper Wallen
Kelsey Dorey

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Derek Kurtz
Daniel Schneider
John Zieske
Heather Brown
Misty Ruchci
Cassandra Shelton

Initial program recent graduates

LeAnna Ricks
Shannon Blickenstaff
Ken Berger
Ellie Cantrell
Katie Lamm

Advanced faculty

Jim Gregson
Kathy Canfield-Davis
Mary Gardiner
Penny Tenuto
Matt Wappett
Julie Fodor
Philip Scruggs
John Cannon
Anne Kern
Lorie Enlow

Advanced programs current candidates

Mary Harris
Mary Anne
Dave Webster
George Conger
Heather Fisher
Sherri Ybarra
Cindy Latella

Advanced programs recent graduates

Carly Bean
Brian Redmond
Nichole Rollososon
Casey McNett
Christa Davis
Colleen Christie
Kathy Stefan

Field supervisors

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

University of Idaho

Review Dates: April 6-9, 2013

Allison Touchstone
Warren Bakes
Ingrid Spence
Grace Goc Karp
Amanda Soto
Sally Greene

Advisory Board
Michael Murphy
Steven Braun
Rachel Lyon
Monica Hansen

Assessment team
Terry Jentsch
John Cannon
Penny Tenuto
Phillip Scruggs
Dan Campbell
Alan Nasypany

BOE Report for Continuous Improvement Pathway

Summary for Professional Education Unit

Institution Name:

University of Idaho

Team Recommendations:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Movement Towards Target	Movement Towards Target
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Not Applicable	Not Applicable
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

The University of Idaho is a publicly supported, comprehensive land-grant university and is the state's principal research and doctoral-granting institution. It is the state's oldest public university, founded in 1889, with the main campus located in Moscow and additional centers located throughout the state, including Boise, Coeur d'Alene, and Idaho Falls. As a land-grant institution, the university has a strong commitment to public outreach and seeks to help solve complex social problems through research, teaching, and public engagement. Its teaching and learning programs include undergraduate, graduate, professional, and continuing education offerings that are delivered through both face-to-face, online, and hybrid means. Current enrollment is over 12,000 mostly full-time students.

The College of Education (COE) is one of ten major academic divisions on campus and is the unit that has responsibility for educator preparation and certification. It offers initial teacher preparation programs in elementary education, secondary education, and physical education. It also supports programs in music education. Advanced programs for teachers are offered in special education, curriculum and

instruction, and physical education. It also supports programs in music education, agricultural education, and early childhood developmental education. The unit also prepares individuals for roles as principals and superintendents. Collectively, these programs enrolled 235 candidates in 2011-12.

While the unit has primary responsibility for professional preparation of candidates, it also collaborates closely with departments that offer content preparation for teachers, and representatives of those departments have a formal role on the unit's major policy body, the Teacher Education Coordinating Council.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This visit was a concurrent visit in accord with the Idaho state protocol. The state takes responsibility for program reviews, which are conducted during the concurrent visit. There were no known deviations from the protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The College of Education offers a number of undergraduate and graduate programs at centers in Coeur d'Alene and Boise, either as face-to-face or online offerings, or a blend. Most courses in the educational leadership program are offered online. The program has recently begun moving toward more "hybrid" courses that combine face-to-face and online components. Interviews with candidates, faculty, and P-12 partners included participants from the centers and those who participated in online courses. Time did not permit onsite visits to Coeur d'Alene or Boise.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

Two of the offsite team members were unable to participate in the onsite visit for medical reasons; however, NCATE staff were able to recruit replacements. Additionally, one team member had to leave on the Sunday of the visit because of a death in the family. However, with the help of his notes and the work done on the offsite report, team members were able to cover that standard adequately.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

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II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across

the unit.

The unit's "CARE" conceptual framework embodies four key values underlying its programs:

- Cultural Proficiency
- Assessment, Teaching and Learning
- Reflective Scholarship and Practice
- Engagement in Community Building and Partnerships

The unit provided evidence that this framework gives direction to programs, courses, teaching, candidate performance, scholarship, service, and accountability. The framework is aligned with the University of Idaho Strategic Action Plan, the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs, and the Four Domains found in Charlotte Danielson's Professional Practice: A Framework for Teaching (the Danielson framework is being used by the state of Idaho for evaluating in-service teachers).

Candidates are oriented to the conceptual framework and are expected to demonstrate that they have met the expectations that reflect the framework. Key assessments within the unit's assessment system are aligned with the framework and provide feedback on the degree to which the four core values are being achieved, allowing unit faculty to continually analyze results and make changes as needed.

For both initial and advanced programs, evidence of the conceptual framework was consistently found in course syllabi, field experience handbooks, and assessments.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Standard 1 is the standard that the unit has designated as moving toward target. Initial evidence provided in the IR, in the follow-up in the addendum to the IR, and in interviews during the onsite visit supports the efforts of the unit in continuing to meet this standard and make progress toward target.

Initial-level candidates are required to pass the Praxis II content knowledge test in their areas prior to their student teaching experience; this supports the demonstrations of in-depth content knowledge in the areas in which they choose to teach. Over the most recent five-year period, candidates across all subject

areas consistently maintained a pass rate over 80 percent; elementary candidates had a pass rate of 97 percent. Surveys of mentor teachers and student teachers also provided evidence of content preparation. Over 90 percent of student teachers believed their content preparation was either "excellent" or "good," while 90 percent of teacher mentors expressed the same belief.

Candidates further demonstrate content knowledge through lesson planning. Key assessments used across the program (in particular, Pearson's edTPA, which the education program is piloting this year) also demonstrate candidate content knowledge. Initial programs are evaluated against the Idaho State Department of Education's Ten Core Standards for Teacher Preparation Programs to satisfy state requirements for demonstration of content knowledge in teacher preparation programs.

Candidates in advanced programs are recognized as experts in their content areas as demonstrated in GPA documents and signature assignments. These documents are used to demonstrate that candidates at both the initial and advanced levels have qualities of highly effective educators in terms of their content knowledge. Further demonstration of advanced candidates' contributions as experts in their respective content areas can be seen in the music program, with two M.Ed. candidates published in state music education publications; one has presented at regional and national educational conferences and is a potential doctoral program candidate. Educational leadership candidates show their mastery through portfolios with artifacts aligned with the six standards that guide the program.

Pearson's Teacher Performance Assessment (edTPA) is being piloted this year as an additional mechanism to measure content knowledge, pedagogical skills, and professional dispositions (UI is participating in the Teacher Performance Assessment Consortium). All curricula and key assessments have been designed to align with the College of Education conceptual framework, in addition to ensuring that candidates meet national, state, and institutional standards. Data from the pilot of the edTPA, as well as from surveys from recent graduates also support that graduates of these programs have content knowledge, pedagogical skills and abilities, and dispositions as needed for initial candidates to promote learning in their classrooms. Results from the initial pilot show average scores from 2.5 to 2.9 (on a five-point scale) on the 13 components of the assessment, closely tracking national averages on the national pilot. Detailed lesson plans are developed during practicum experiences; candidates are given feedback on these plans in TaskStream. During their final practicum, student teaching, the lesson plans are very complex, involving management strategies, instructional processes and strategies. Candidates integrate technology on a variety of levels into lessons, depending on the level of access in the K-12 setting they are assigned to. The technology is used both for the candidate's benefit as well as to support student learning where possible.

Candidates at the initial level consider school, family, community, and prior experiences of students as they prepare their edTPA documents. A considerable amount of planning and thought goes into the development of this document, which includes the collection of data, as well as reflection on the data and what it means in terms of preparation for teaching and lesson plan development. Additional assignments that are part of methods courses and practicum experiences require candidates to analyze research and become familiar with major schools of thought pertaining to schooling; this information is then incorporated into planning during student teaching.

Advanced candidates critique research and theories related to pedagogy and learning and collaborate with other professionals and peers on projects related to improving student learning and improving student success in the buildings in which they are currently assigned.

Teacher candidates focus on student learning in methods courses in the development of management and instructional strategies and plans that are uploaded into TaskStream for feedback from instructors. These plans are those that may eventually be put into action during student teaching. Program faculty model

and teach reflective practice so that candidates will have an opportunity to see this in practice and thus know how it is done. The first component of the conceptual framework deals with the diversity of students from many perspectives; candidates are asked to learn to assess students, keeping diversity of populations a consideration at all times. Advanced candidates are part of professional teams that collaborate to develop strategies and interventions that will support learning and success for students in their respective buildings.

The conceptual framework (CARE) is used as the basis for the core values of the education unit and is centered on cultural proficiency; assessment, teaching, and learning; reflective scholarship and practice; and engagement in community-building and partnerships. This document also serves as a guide for the development of the professional dispositions of candidates at both the initial and advanced levels. Interviews with both candidates and faculty in schools revealed a good understanding of the conceptual framework and of the professional dispositions of effective educators. Candidates spoke highly in interviews of the coursework in teaching exceptionalities and culturally diverse learners as opportunities that had expanded their realm of understanding of diversity in schools and in communities. Various examples were given of opportunities for enrichment that were part of coursework and of out-of-class activities they had been part of (spring break trips, workshops, visits to diverse schools). Candidates are assessed on their professional dispositions at several points during practicum and internship.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Information provided in the IR Addendum served to direct attention to those areas that were not clear from the offsite visit. Clearly all program completers pass content examinations in the areas in which they wish to be certified (Praxis II content tests), demonstrating that they have indepth knowledge of the content that they plan to teach. This supports the requirements of the state of Idaho and their teaching standards, as well as NCATE Standard 1. Teacher candidates also have developed a thorough understanding of how to plan for student learning and can develop meaningful learning experiences that facilitate learning for all students. Lessons are thoughtful, represent careful planning, integrate technology where and when possible, and use assessment techniques to determine how to inform instruction. Candidates reflect on their practice to make necessary adjustments, using feedback from both mentor teachers and university supervisors to make changes in lessons.

Meeting Standard 1 at Target level requires that teacher candidates demonstrate indepth content knowledge in the areas they plan to teach, and that they do this through inquiry, critical analysis, and synthesis. Additional measures of content expertise that are used include content area GPA; these measures also indicate that candidates know their content, as well as the content in the education core (GPA average is 3.41 across the education program). Signature assignments (key assessments) across the program are also used as a measure of content knowledge to demonstrate qualities of highly effective educators.

Professional dispositions are measured using mid- and end-of-semester disposition assessments that help candidates explore their progress moving toward becoming a teaching professional. These dispositions are linked to the state-defined dispositions for pre-service teachers; the measure of dispositions is completed during practicum and internship teaching. The format allows for feedback to candidates and

counseling (out of the program if necessary). Part of the measure includes the dispositions of fairness and the belief that all students can learn. The educational leadership program has also developed its version of the disposition assessment, which is used in that program as a tool for measuring candidate dispositions.

Candidates in advanced programs have taken on leadership roles in their communities (both local as well as professional) to contribute to school improvement and renewal as it impacts the local communities. They have roles in their schools on school committees, work for school improvement, and serve as mentors and supervisors for other teachers. They work with other professionals in their buildings to identify and design strategies and interventions that support student learning.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

N/A

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
N/A	N/A

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
N/A	N/A

1.3.c What new AFIs are recommended?

AFI	AFI Rationale
N/A	N/A

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Moving Toward Target
Advanced Preparation	Moving Toward Target

Standard 2

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The assessment system incorporates all initial and advanced programs within the unit. (The unit also operates a number of doctoral programs, but these are not designed for or taken in significant numbers by school personnel and are not subject to NCATE review.)

The assessment system integrates the use of data collection, analysis, and monitoring of various measures from entry through exit from the program. Six transition points comprise the assessment system and include the following: 1) Admissions; 2) Completion of Course Work; 3) Field Experience; 4) Teaching Credential; 5) Program Exit; and 6) Employment. These transition points have different assessment activities, evidence, schedules, and instruments used to ascertain the appropriate data to determine progress and to assess the need for improvement. Data are reviewed annually by faculty and other program administrators but are collected on a semester or annual basis. Data received from course evaluations are used to monitor and improve instructional quality. Interviews with program faculty and unit administrators and review of program exhibits confirmed the transition points and supporting data.

As part of the university's institutional research and assessment, broader data collection for the university appears to focus on learning outcomes. An external review process is used to determine how academic programs and the unit align with the mission, role, and goals of the university. A self-study is conducted at the program level, and external reviewers assess the data to make decisions about the academic program-unit-university alignment. Recommendations are provided to the unit about ways to establish a closer alignment and/or engage in continual improvement. The external review process

further provides the opportunity for the unit to be deliberate about how it maintains a comprehensive assessment system. The self-study provides a framework for assessing the efficacy and efficiency of courses, programs, and clinical experiences.

TaskStream and BlackBoard Learn are used at the undergraduate level for data collection and evaluation purposes. The integration of BlackBoard Learn within the programs focuses on processes related to course management issues. TaskStream has the capacity to determine candidate performance at both the initial and advanced levels (e.g., elementary education, secondary education). TaskStream offers the ability to monitor candidate performance at each level. Program administrators have indicated the importance of identifying candidates who are not performing accordingly with the appropriate knowledge, skills, and dispositions. TaskStream has the necessary capacity through systematic data collection to support retaining or exiting candidates from the program.

Within the advanced programs, a hybrid system of courses, online and face-to-face, exists, and the advanced programs offer both the non-thesis or thesis option for the candidates. Interviews with program faculty suggested the web-based portfolio is a popular choice for many of the advanced candidates. Some program faculty have indicated linkage to National Board for Professional Teaching Standards, as well as other standards-based models for the web-based portfolio. Faculty have indicated the insights gained from the assessment system allow them an opportunity to model for candidates the importance of being reflective and responsive to data geared toward improvement.

Four fundamental components characterize the function of the unit's assessment system: 1) to determine the quality of applicants and appropriate fit with the program; 2) to determine the quality of candidates throughout their programs in terms of expected knowledge, performance, and dispositions inherent in the conceptual framework; 3) to determine whether candidates have met the standards set by the Idaho State Department of Education; and 4) to continually improve the quality of programs and the unit's performance. At each point of transition, candidates are also being assessed to determine their progress according to the professional, state, and institutional standards. For example, within the educational leadership program, the candidates' perceived performance on Idaho Standards for School Administrators are primarily identified as good and strong. The areas being measured include dispositions, skills, and performance indicators.

Additionally, the data are disaggregated to identify areas for improvement needing to be addressed specifically for operational and policy purposes. The unit contains information disaggregated by location, and it is appropriately analyzed by the offsite campuses. The unit integrates both direct and indirect assessments. Direct measures involve candidate coursework, while indirect measures focus on student course evaluation. These distinct forms of data collection are informed both by performance (direct) and perception (indirect) and allow program administrators and faculty complimentary venues to determine best practices for improving teaching and learning.

The assessment system for initial programs uses the Danielson Framework and the Idaho Core Standards for Teacher Preparation. Program matrices are provided to demonstrate alignment between the program standards and the subjects. The course rubrics and program matrices in initial and advanced programs are further aligned to the conceptual framework (CARE) and those items include Cultural Proficiency; Assessment, Teaching, and Learning; Reflective Scholarship and Practice; and, Engagement in Community-Building and Partnerships. The multi-point assessment system integrates components of the conceptual framework, state standards, and candidate performance to support its implementation. Procedures are systematized to determine the fairness and consistency between the courses and faculty. The program uses consistent summative rubrics for signature assessments that have been designed to align with the Danielson framework and the edTPA, which allows comparison of multiple assessments. Data in TaskStream are also disaggregated by course sections and analyzed to assure consistency across

instructors. Evaluation of the program exhibits demonstrates a plan of action for resolving complaints and emerging issues affecting the assessment of candidate performance.

Advisory councils are established to inform the unit and programs about how to improve the delivery of the educator preparation for educator practice. Interviews with the Moscow School District Council indicated strong support for the unit and program. The administrative council described the quality of the candidates being produced by the unit, as well as the relationship with the unit and how it is responsive to their concerns. Some concern was expressed about the outreach of the unit to rural areas that surround the university. The idea was that the unit was preparing candidates more for districts like the Moscow School District and not for districts that are not similar to Moscow. Interviews with the Advisory Board representatives indicated, too, tremendous support for the outreach efforts of the unit and the deliberate approaches taken to forge close relationships. Some concern was expressed about the representation of the board, and there was interest in including more teachers on the committee. The data gained from the advisory councils are integrated as part of the assessment system and become useful for faculty and the broader unit to improve the quality of program delivery.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit is continuing to improve upon the delivery of the assessment system. The use of multiple data sources allows a closer alignment to demonstrate how the unit data collection is systematic and appropriately generates the quality of data needed to enhance the program. TaskStream provides the venue for collecting data at the program and unit level. Faculty regularly input the necessary data at the entry, midpoint, and final points. The Danielson framework and the Idaho standards show how the unit is incorporating evidence-based frameworks along with state standards. The activities are aligned accordingly to ascertain the appropriate data to respond to data collection, analysis, and evaluation as well as program improvement components within the overall assessment system. The unit integrates data from the institutional assessment system as based upon the self-study. This allows the unit to determine how the activities of the program align with the broader mission of the university.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

The unit operates a comprehensive assessment system through robust data collection, analysis, and evaluation. Data are regularly collected and analyzed to improve candidate performance. The curriculum and instruction program has received an award for its demonstrated technological capacity. Data are evaluated systematically, and there is collective support in the use of Task Stream and Blackboard Learn from the candidates, faculty, and the unit. The use of the Danielson framework and

the Idaho standards collectively show the alignment between the evidence-based research and standards.

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit assessment system has not been implemented for programs at the doctoral levels. (ADV)	No doctoral programs in the unit serve significant numbers (50% or more) of individuals preparing to work in school settings, thus do not fall under NCATE jurisdiction. (ADV)
Although programs are involved in the collection of data, the unit does not consistently analyze and evaluate those data for all advanced programs. (ADV)	The unit regularly analyzes, evaluates, and acts on assessment system data for all advanced programs.(ADV)
The unit's assessment system does not include a fully implemented process to ensure that all key assessments are systematically evaluated for bias and fairness. (ITP & ADV)	The unit's assessment system has developed procedures to ensure that all key assessments are systematically evaluated for bias and fairness. (ITP & ADV)

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

2.3.c What new AFIs are recommended?

AFI	AFI Rationale

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit provided samples of field placement agreements with P-12 schools that clearly spell out the mutual expectations of the partners. Interviews with unit faculty and P-12 practitioners confirmed that placements for initial candidates are based on a mutual matching process between the unit and school partners; both school principals and mentor teachers must approve placements following interviews with the candidates. The unit has also begun to implement a co-teaching internship in some classrooms. Additionally, some education classes are taught at school sites. Supervision of interns is the joint responsibility of the mentor teacher and university clinical faculty, who make regular visits.

Candidates in advanced programs are typically placed in the schools in which they are employed. In the educational administration program, faculty supervisors arrange the internship with a designated mentor at the site. Supervision of interns is the joint responsibility of the site mentor and the faculty supervisor, who regularly communicates with candidates through phone calls, e-mails, and visits. For both initial and advanced programs, interviews with P-12 partners confirmed that placement and supervision of candidates are well organized and characterized by good communication.

The unit has established clear entry and exit criteria for initial teacher candidates, including admission to teacher education, minimum 2.75 GPA, clearance on a background check, passage of all exams necessary for certification (Praxis II) for placement in student teaching internship, and an interview by building administrator. Exit criteria involve meeting or exceeding all expectations on all areas of final evaluations (standards and dispositions) and successfully completing a teaching performance assessment. Initial candidates are expected to participate in school professional development and other meetings. Teacher candidates in all areas complete a 16-week internship, preceded by structured practicum experiences of 30-60 hours. Candidates also must do 20 hours of service learning. Use of the edTPA provides structured opportunities for candidates to examine student work and reflect on their teaching. Field experiences and related assessments are designed to be supportive of the unit conceptual framework.

Advanced programs for administrator preparation require advisor approval and substantial completion of coursework to gain entry to the internship, which may be carried out over one or two semesters. Throughout the internship, candidates are expected to prepare 18 artifacts (three for each of the guiding six standards) in an electronic portfolio and summarize their work in a 45-minute presentation. The artifacts are based on concrete leadership tasks in the school setting.

Candidates are prepared to use varied technology in the classroom, although a few candidates and supervisors reported occasional mismatches in the internship—i.e., cases in which the school setting lacked the technology that candidates were prepared to use or, conversely, cases in which the candidate did not feel comfortable with the technology at the site. The unit recently established a new required course for all candidates that will provide candidates with extensive technology work.

Mentor teachers must have a minimum of three years of experience and are also screened by building principals. Mentor teachers are provided with an orientation session, with additional training available

for those who choose to participate in a co-teaching internship. Unit supervisors indicated that a majority of first-time mentors take advantage of this opportunity. Mentor teachers receive an internship handbook that spells out mutual expectations, guidelines, and other information. Mentors in the educational administration program are oriented through a meeting with the faculty supervisor and also have access to a handbook that clearly states expectations for the experience.

Teacher candidates are assessed in multiple ways. University supervisors visit internship candidates a minimum of four times, conferencing with the candidates and mentor teachers following each observation. Mentor teachers provide informal feedback on a daily basis and provide a formal evaluation at mid-term and at the end of the internship. Recently, the unit has moved toward implementation of the edTPA, a national evidence-based performance assessment administered during the internship and required by the unit for program completion. Candidates in advanced programs are assessed on a regular basis; examples of portfolios and rubrics were provided for the educational leadership program.

The unit strives to assure that clinical experiences provide candidates with opportunities to work in settings characterized by diversity, although the demographics of the region are not highly diverse. The unit maintains a list of schools with higher levels of diversity and frequently uses those for placements. Candidates are also encouraged to take advantage of other opportunities for interactions with P-12 students, such as service learning. The program has recently begun documenting candidates' experiences in diverse settings at the time of entry to student teaching, and is using that information to help determine student teaching placements. However, the program currently does not have data showing the degree to which candidates experience interactions with diverse P-12 students by the end of the program.

Candidates in advanced programs normally do field experience in the schools in which they teach; no data were available on the degree to which those settings reflect diversity. Faculty in the educational administration program encourage candidates to address diversity through tasks related to the program standard centered on community outreach.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

In recent years, the unit has made a number of changes in the clinical component to enhance candidate experience. One of the biggest changes was the decision to use the Stanford/Pearson edTPA as a required assessment for all candidates. This instrument provides well structured rubrics that require candidates to analyze and reflect on student work and includes external scoring. Another innovation has been the adoption of the St. Cloud co-teaching model that is being used in classrooms where the teacher has indicated a willingness to participate. Training on the model has been provided for faculty as well as

P-12 teachers.

The unit has adopted procedures that include surveys and focus groups to solicit feedback from graduates about the quality of their clinical experiences. Further feedback is sought through a P-12 advisory committee, as well as inclusion of P-12 representation on the Teacher Education Coordinating Committee. In interviews, P-12 partners noted increased involvement and responsiveness from the unit in recent years.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale
N/A	

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
N/A	

3.3.c What new AFIs are recommended?

AFI	AFI Rationale
N/A	

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

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Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The College of Education addresses the importance of diversity in its curriculum, faculty, school-based faculty, candidates, and placement of candidates in sites for field experiences at both the initial and advanced levels. Proficiencies related to diversity can be found in the "cultural proficiency" element within the CARE conceptual framework, which is also related to the university strategic plan that commits the university to being "a community committed to access and inclusion." The unit embraces the cultural proficiency approach, or an inside-out approach, to take into account those who are insiders in the organization, and it relieves those identified as outsiders—members of excluded or marginalized groups—from the responsibility of doing all the adapting. This approach shows that a substantial amount of attention is given to ensuring candidates understand and reflect upon the principles of diversity valued by the unit with each area being addressed.

The unit assesses diversity at each of the transition points within the assessment system. It is expected that candidates will have the knowledge, skills, and dispositions to work with exceptional students, including students who are academically challenged as well as those with gifted and talented exceptionalities, students from diverse socio-economic backgrounds, those with language acquisition issues, and students with diverse cultural backgrounds. Further, it is expected that advanced candidates develop proficiencies in becoming leaders in the schools in which they teach to advocate for educational equity for all students, to examine and understand the complexities of cross-cultural encounters in school settings, to analyze ethical issues in teaching and learning, to develop an awareness and sensitivity to issues in cross-cultural encounters, and to examine theories and skills of teaching and learning, when appropriate. Unit initial and advanced candidates were validated as assuming teacher and leadership roles in buildings in which they were placed through interviews with site-based faculty, unit supervisors, and candidates themselves feeling prepared to assume such roles. Further, the unit has taken steps to address aspects of diversity in its curriculum both at pre-service and advanced levels.

Pre-service teacher candidates self-assess regarding professional dispositions that include aspects of respect and the valuing of diversity. Members of the faculty in programs affirm or question self-assessments by responding in TaskStream. Further, candidates have multiple opportunities for personal reflection, lesson and activity planning, and other community interactions. Data show that candidates demonstrate awareness of differentiated learning styles through writing lesson plans for differentiation in all methods courses and for practicum, internships, and during Teacher Performance Assessments (edTPA). Pre-service candidates experience at least two diversity-specific courses (EDSP 300, EDCI

301), as well as other courses where diversity topics are addressed. EDSP 300 Educating for Exceptionalities (two credits) includes theory and practice for teaching and supporting the learning of students who have special needs, which embraces the learning of all students. EDCI 302 Teaching Culturally Diverse Learners (four credits), includes a practicum where candidates spend 30 hours in a classroom and practice teaching students in local schools.

Course syllabi and assignments provide evidence that diversity is covered in the advanced programs through major course assignments such as creating a diversity leadership plan, an ethical leadership plan, a case study of exceptionalities, and an assessment of diversity resources. Additionally, advanced candidates prepare for the Praxis during internship and complete a professional portfolio at degree exit, both of which include a diversity component.

Unit faculty work to ensure that diversity is present throughout the program. In addition to faculty experience working in diverse settings prior to employment at the University of Idaho or studying diversity in their graduate programs, they continue to engage in activities that enhance their diversity awareness. Over the past four years, faculty have engaged in a number of professional development discussions to sharpen their knowledge of and skills in working with diverse groups.

The unit faces geographic and demographic challenges, as it is located in northern Idaho, where there is limited diversity. Thus, candidates have limited opportunities to interact with ethnically and racially diverse P-12 students. Although efforts have been made towards ensuring the students have diverse experiences, the unit lacks evidence of the degree to which candidates interact with diverse students.

Faculty demographic data show that among those who only teach in initial programs, there are 10 White, one Hispanic/Latino, and four Unknown; nine of those are males and six are females. Of the professional faculty who only teach in the advanced program, eight are White, one is Two or More Races, and one is Unknown; there are six males and four females. Of the professional faculty who teach in both initial and advanced programs, two are American Indian or Alaska Natives, 23 are White, and four are Unknown. There are 11 males and 18 females in this group.

Faculty are recruited through advertisements in diverse faculty publications, which is part of the good faith efforts by the unit to increase the diversity of its faculty. Based on an interview with unit leadership, efforts have been made to recruit diverse faculty, but there has been a lack of interest among diverse faculty candidates. However, when diverse applicants are not available, the unit makes an intentional effort to hire faculty who have extensive experience in highly diverse settings.

Of candidates in initial programs, 90 percent are White and the other 10 percent include four percent Hispanic/Latino, .6 percent American Indian or Native Alaskan, .6 percent Asian, .2 percent Black or African American, .6 percent Native Hawaiian or other Pacific Islander, 2.2 percent Two or More Races, and two percent Race/Ethnicity Unknown, for a total of 574. There are 32 percent male and 68 percent female candidates. Candidates in advanced programs include 88.1 percent White, 2.5 percent Hispanic/Latino, .4 percent American Indian or Alaska Native, .8 percent Asian, .8 percent Black or African American, two percent Two or More Races, and 5. percent Unknown. There are 40 percent male and 60 percent female candidates, for a total of 244 in the advanced program.

Strategic plans for the university and the unit include a commitment to increasing candidate diversity. As a part of this effort, plans are to ensure that cultural and socioeconomic diversity is incorporated into the recruitment plan; the unit has set a target of an overall increase of four percent in the next four years. These good faith efforts are in the early stages, and the unit expects that the results of the recruitment plan will have a positive impact on the composition of the candidate pool for teacher preparation.

In an effort to retain candidates, the dean of the college described her partnership with student services to retain students within the department. She also described the enhanced advising process, which places retention responsibilities on the advisors to determine how many of their advisees have remained at the institution. The unit has also made an effort to increase the Native-American student population. As a result, five Native Americans have recently graduated from their respective doctoral programs.

While the data show limited numbers of peers and faculty from diverse backgrounds, efforts are made to address the specific needs of the candidates to interact with all aspects of diversity as learners themselves and as pre-service educators. Field experiences or clinical practice in the unit are designed to provide candidates at all levels and sites the opportunity to work with male and female P-12 students from different socio-economic groups and at least two ethnic/racial groups. While Idaho is a relatively homogenous state, with pockets of ethnic diversity throughout the state, other significant forms of diversity are present in schools throughout Idaho: socio-economic, cultural, parental education levels, and other exceptionalities are present. The unit has begun implementing a "diversity scan" at the time of assignment to student teaching that allows the unit to make student teaching assignments in light of candidates' prior experience interacting with diverse P-12 students. However, at this point the unit does not have documentation of the degree to which candidates experience interaction with P-12 students.

The TRIO programs, housed in the College of Education, provide an opportunity for candidates to interact with diverse students. The TRIO programs currently serves more than 1,900 eligible participants. Thirty-seven percent of COE TRIO students are White, 35 percent are African-American, 19 percent are Hispanic, four percent are Native American, four percent are Asian-American, and one percent is listed as "Other", including multiracial students. Twenty-two students with disabilities and more than 100 U.S. veterans currently participate in College of Education TRIO programs as well. While the TRIO programs present a tremendous opportunity for candidates to gain diverse experiences, it was gleaned from candidate interviews and the director of TRIO that not every education student participates in the TRIO programs. However, the director is working with the TECC to work towards this effort.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit is continuously examining diversity in all aspects of educator preparation. The TRIO programs are continuing to evolve, as plans are in place to provide more opportunities for education candidates to engage in diverse experiences within the TRIO programs. As the unit continues to embed diversity throughout the curriculum, it is evident that the initial and advanced candidates are gaining more experiences as they progress throughout their respective programs. Also, as noted above, the unit has begun more closely tracking candidate experience working with diverse P-12 students.

With the addition of two new courses, EDCI 302 Teaching Culturally Diverse Learners and EDSP 300

Educating for Exceptionalities, pre-service teachers are better prepared for the edTPA, which involves candidates identifying three students in their target class who have special needs and explaining and reflecting on how they will provide differentiated instruction to ensure the learning of all students, including the three identified students. As a result, candidates are thinking about diversity and the need to differentiate assessment, teaching, and learning early and often throughout the teacher preparation programs.

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit's professional curriculum does not adequately address aspects of diversity related to race, gender, ethnicity, and socioeconomic status that support candidates' abilities to help all students learn. (ITP & ADV)	Since the last visit, diversity has been permeated throughout the curriculum via various courses in each program, as well as the new addition of the "Cultural Proficiency" element of the CARE conceptual framework. (ITP & ADV)

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Candidates have limited opportunities to interact with ethnically and racially diverse P-12 students. (ITP & ADV)	The unit lacks evidence of the degree to which candidates interact with diverse students. (ITP & ADV)

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
N/A	

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

All unit faculty have earned doctorates, master's, or terminal degrees in their teaching area. Qualifications of full-time faculty, temporary faculty, instructors, and instructional staff are further evidenced in the document Education Faculty Qualifications and Experiences, which provides a listing of fifty-four faculty with few exceptions where the doctorate is not the highest degree. In addition, many faculty have appropriate PK-12 school experience, including prior classroom teaching experience and varied contemporary experiences in school settings. Faculty in the unit are qualified for their respective positions.

Faculty members reflect on their teaching during the annual review process. There is a comprehensive evaluation process for faculty performance with clear guidelines in terms of teaching and advising, scholarship, and service. These guidelines provide explicit criteria for tenure and promotion decisions. Candidate evaluations of courses are factored into the yearly evaluation of faculty performance and reviewed by unit administrators. A summary of course evaluations indicates that faculty members perform well on teaching. A review of data supports the existence of a relevant process for collecting and reviewing faculty performance data. Those data support the finding that faculty meet or exceed expectations in teaching, professional engagement, and service.

Faculty members participate in a range of service activities at the unit, college, university, regional, state, national, and international levels. Appendix D, Professional Education Faculty Qualifications and Experiences, and a review of vitae support that faculty make routine contributions in both scholarship and service, including refereed journals; presentations at national, regional, and local conferences; presentations and workshops for P-12 educators; and membership in national associations. Summary of University of Idaho faculty collaborative activities and College of Education and university-level committee documents provide specific examples of faculty service, including their collaboration with PK-12 schools. The types of experiences support that faculty are engaged in improving teaching, candidate learning, and the preparation of educators.

Faculty model best practices in their teaching and leadership. Faculty routinely provide support and instructional activities in the schools. A review of course syllabi and candidate work samples demonstrate that instruction reflects the tenets of the conceptual framework, as well as state, national, and professional standards. Evaluations also support a conclusion that faculty are engaged in teaching that reflects effective instructional models. Both course evaluations and follow-up graduate surveys

provide evidence that faculty are well informed in their areas of expertise and are engaged professionally. A review of vitae provides listings of scholarship in refereed publications, presentations at professional meetings, and grant proposals. In FY 2011, College of Education faculty secured \$10.3M in extramural funding.

Faculty are supported for continuing professional development receiving approximately \$1200 per year per full-time faculty member for conference attendance, travel, subscriptions, courses and webinars, and specialized software. Additional opportunities are supported through various unit and university programs, including the University of Idaho Leadership Academy and the University of Idaho Women's Conference. While not receiving a stipend, part-time faculty have access to all professional development opportunities on campus. Professional development offerings also include courses offered for cooperating teachers and mentor teachers, training on the co-teaching model, workshops for university and school-based faculty on evaluating teacher candidates using the edTPA, and conferences and workshops for P-12 teachers in partner schools. The unit has also begun focusing professional development opportunities on areas of special importance in the region, such as technology.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Since the last site visit, the unit has taken a number of steps to sustain and enhance faculty qualifications.

The unit has expanded professional development opportunities not only for full-time and part-time faculty, but also for P-12 partners. Recent efforts have included training in the co-teaching model being implemented in some student teaching settings, and orientation and training in administration and scoring of the edTPA, which is required for all initial teaching candidates.

Faculty members also conduct conferences and workshops for P-12 teachers in partner schools and elsewhere in science, math, and language arts. The unit has also recently received external funding for professional development research from the National Science Foundation, National Geographic Foundation and NASA.

In 2011, the College of Education also initiated a seed grant program, which is designed to provide critical support to faculty in developing the necessary pilot data for larger extramural proposals and to encourage collaboration with school partners on issues relating to P-12 student learning.

Another step was recognition and clarification of the role of clinical faculty who have practicum, laboratory, or classroom teaching responsibilities. Clinical faculty members may be appointed and/or

promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. This was done to let tenure-line faculty focus on teaching and scholarship, and to allow clinical faculty to engage in teaching and service while still having a defined career track.

In response to the realities of diminishing state budget support, the unit has also engaged in streamlining of operations in order to make best use of faculty resources. The career and technical education program was merged into the Curriculum and Instruction Department, and several programs were closed or placed on hold, including school psychology, school counseling, and undergraduate special education.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFI's have been removed?

AFI	AFI Rationale
The unit does not provide systematic professional development for part-time and P-12 faculty. (ITP, ADV)	The unit has expanded professional development opportunities for part-time and P-12 faculty and has aligned many of these activities with unit priorities. (ITP & ADV)

5.3.b What AFI's are continued from last visit?

AFI	AFI Rationale
N/A	

5.3.c What new AFI's are recommended?

AFI	AFI Rationale
N/A	

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The College of Education (COE) at the University of Idaho is the designated governing body charged with the authority to plan, deliver, and operate the education program at both the initial and advanced levels, at different locations, and in multiple venues including online and hybrid formats. The dean of the COE serves as the head of the professional education unit and as chair of the education faculty. The dean also serves as the non-voting chair of the Teacher Education Coordinating Committee (TECC) and is responsible for ensuring that candidates are prepared to meet national, state, and university standards. Interviews with central administration, faculty and P-12 partners provided consistent testimony that unit leadership provided effective and collaborative leadership.

The Teacher Education Coordinating Committee is the body responsible for determining policy for all educator preparation programs. Membership includes faculty from each program in the unit, faculty from other academic disciplines (communication, humanities, social sciences, mathematics, and natural sciences), four candidates, and three representatives from the P-12 community (a superintendent, principal, and elementary/secondary teacher). In addition, this group represents at least three different program venues to provide multiple perspectives. Interviews with the dean, members of the TECC governing committee, advisory board members, faculty, and P-12 partners confirmed that the TECC operate effectively, although some faculty expressed concern that P-12 representatives on the committee were often not present, possibly because many TECC discussions focus on technical issues such as course changes that are not of direct interest to P-12 partners. Interviews with faculty and P-12 partners did indicate that additional departmental advisory committees engage in valuable discussions with P-12 partners on a variety of design, implementation, data, and evaluation issues. Actions related to courses and policy changes from these groups are forwarded to the TECC group for final approval. Faculty most involved with P-12 partners believed that the dean would undoubtedly delay any decision at the TECC level if additional P-12 input were needed to make a quality decision.

P-12 members of the department advisory committees agreed that their involvement has increased significantly in recent years. Minutes and interviews with P-12 members of the Curriculum and Instruction, Music and Agriculture advisory committees indicated that at least half of the invited members were P-12 practitioners. The discussion suggested that input from P-12 was highly valued, shared with department faculty, and used in decision-making. Faculty indicated that even more communication with and involvement of P-12 partners is desired as educational issues and regulations at both levels continue to emerge. The unit has a structure for engagement at this governing level that is actively serving the need for guidance from the field.

Through interviews, the onsite visit confirmed that changes in the departments and program offerings resulted in efficiencies that enabled expansion of programming and staffing. Since the last visit, the unit has increased the number of tenure-track faculty. By formalizing the status and role of clinical faculty, the unit has been able to provide pathways for qualified adjunct and temporary faculty to gain promotable positions. Interviews with faculty confirmed that the faculty and staff are actively involved in collaborative decisions that focus on candidate success.

Interviews with university administrators provided background information, budget documentation, university plans, funding expectations and intentional support of the unit to ensure candidates are successful. They commended the accomplishments of the unit, especially in the areas of restructuring, partnerships with other colleges, and grant funding resulting in the refocusing and generation of resources. The university also has established hiring protocols that encourage interdisciplinary efforts within the university. State funding for the university, which ranks around 48th in the United States, provides an in-state tuition rate of \$4230 per year. Comparisons of revenue distributions across colleges show that the COE's funding from state-appropriated funds results in 36 percent of its revenue sources. In terms of dollars per credit hour, the unit ranks third from the bottom of nine colleges in the university, but ranks second for external funding from grants and contracts. Over \$8,500,000 was accrued in 2011-12 for the COE, with the majority of these funds resulting from efforts of faculty in the Curriculum and Instruction Department, which serves most of the candidates.

The drop in enrollment noted in the offsite report has impacted resources, but interviews with the dean, faculty, staff, and P-12 practitioners concluded that their funding levels appear to be sufficient and are not negatively impacting their ability to serve the needs of the candidates. University administrators indicated recognition of the unit's needs and continue to seek alternative ways to support the unit. Examples include waivers for faculty to take education classes and budget adjustments to provide more stability during fluctuating enrollments.

Concern for the technology and other upgrades needed in the COE building was addressed satisfactorily in this onsite visit. Unit leadership and university administrators confirmed that extensive discussions with state officials were nearing final approval for major renovation of the building. The legislature recently allocated over \$3 million for this renovation, which will be coupled with \$9.5 million from university facility allocations and additional resources through bonding. The education building is of sound structure and will be renovated from the roof to the basement to provide an asbestos-free environment that is equipped with the infrastructure for updated and versatile technology connections and equipment. Unit leadership is seeking alternative classroom placements in other university facilities so the renovation can begin promptly to meet the completion timeline in 2015-2016.

University administrators also recognized the unit for its leadership in the university for using distance learning and online approaches to instruction for candidates and students, as well as leadership activities. Multiple evidences were observed, as reported through interviews with the dean, faculty, staff, candidates, and practitioners. Several interviews included telephone involvement from faculty and P-12 partners around the state. The use of technology assisted them in conceptualizing the process for teaching/learning.

Interviews with faculty and administration concluded that the workload is generally sufficient. Variability occurs to address the unique responsibilities of faculty. While there were a few areas where the faculty-advisee ratios were reported as higher than the university standard, faculty generally found they were able to meet expectations. Comparison of 2011-12 and 2012-13 faculty-student ratios documents reductions in these ratios. Recent changes and increases in staffing, programs, and restructuring within the college and departments, as well as current efforts to provide promotion

opportunity for clinical and adjunct staff, substantiated a reduction in the overall workload of the faculty. Scholarship and professional service were strong especially in the Curriculum and Instruction Department where the majority of education candidates reside. Outreach activity was significantly strong in the Movement Sciences Department.

The registrar's report of current classes suggests that most faculty are within the expected range and that no students are on a wait list; in fact, the report indicated that faculty increased class size for a few candidates to address their instructional planning needs. A review of the course schedules with faculty confirmed that there is a sufficient number of tenure-line faculty to implement its programs. In summary, there was insufficient corroborating evidence to suggest that funding, tenure-line teaching, and/or workload were negatively impacting the performance of faculty and/or candidates.

Interviews with the dean and faculty described efforts focused on retention of candidates. Data on retention of candidates per faculty advisor will be used to identify effective strategies. Recruitment of new students through efforts on various campuses, through online communication, and through outreach experiences is intentionally being sought to reach strategic plan goals. University administrators recognized the unit's efforts to increase advanced candidates from faculty from other Idaho universities. Public recognition of changes in technology and building upgrade are likely to increase interest in attending the university.

Unit publications serve to publicize the initiatives and honors bestowed on the faculty. Brief flyers were available in the COE office areas. Flat screens located throughout the COE served to feature the accomplishments of the faculty.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

As evidence to address additional resources to enhance candidate learning and stimulate educational research, the unit recently received a \$3 M grant to develop the Doceo Center for Innovation and Learning from the J.A. and Kathryn Albertson Foundation. Research on the effectiveness of the latest educational hardware and software will enable faculty and candidates to use the best practices for student learning. This grant is designed to provide candidates with the effective technology to become skillful in using a blended learning model.

Multiple examples were observed and described during interviews showing the active use of technology systems, such as Blackboard Collaborate. Both classes and meetings are enhanced and appear to be more effective using this system. In online classes, faculty can observe candidates and ask them to respond individually; documents are accessible to candidates for reference later; and candidates can

access the learning in multiple places, including their phone and at a later date if needed. Faculty and committee meetings can be more efficient using this technology and can involve faculty from other campuses and locations. Effective use of such technology provides for both efficiency and effectiveness in learning and unit operations.

The unit's memo of understanding for access to a team of IT specialists is having significant and impactful results in teaching and learning. Interviews with IT managers noted that their active involvement in the unit's operation has provided the unit with feedback on hiring, as well as providing the IT team with an increased understanding of the instructional needs of the unit. No other college at the university has involved IT as a collaborative partner at these levels.

Likewise, adding staffing in the COE's Instructional Media and Technology Center (IMTC) has greatly enhanced the candidates' use of the print and technology resources. Interviews with candidates and staff concluded that immediate access to information for candidates using the IMTC is highly valued. Similarly, interviews with university administrators also concluded that having university media staff that better understood the media and technology needs of the unit has positively impacted changes at the university level.

By adding its own Office of Student Services, the unit has enhanced its candidates' access to personalized service and information. Interviews and observations documented increased personalized assistance for candidates with issues ranging from simple to complex. This priority on candidates is showing positive results and, by being located in the COE, has increased the visibility and relationships between the faculty, staff, and candidates. It is believed that this service will assist in retention efforts.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

N/A

Criteria for Movement Toward Target

Target	Moving Toward Target	Insufficient Progress
Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in all elements of the standard.	Clear, convincing and sufficient evidence was presented to demonstrate that the unit is performing at target level in some components and/or elements of the standard with plans and timelines for attaining target level in all elements of the standard.	Insufficient evidence was provided to demonstrate that the unit is moving toward target level with plans and timelines for attaining target level for the standard.

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
1. The unit does not effectively engage P-12 practitioners in governance structures related to the design, implementation, and/or evaluation of the unit and its programs.	The unit formally involves P-12 practitioners in deliberations regarding the design, implementation, and evaluation of unit programs through participation on governance committees and advisory boards.
2. The unit lacks sufficient numbers of tenured and tenure-track	The evidence indicated that the unit has enhanced its ability to implement programs consistently by increasing the numbers of

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faculty to implement its programs consistently.	tenured and tenure-track faculty and establishing internal pathways leading to tenured status.
---	--

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
N/A	

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
N/A	

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

--

Persons Interviewed

--

Please upload sources of evidence and the list of persons interviewed.

UI--List of exhibits.docx
List of persons interviewed.docx

See **Attachment** panel below.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

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Don Burnett
University of Idaho
Page 1

November 8, 2013

Don Burnett
Interim President
University of Idaho
875 Perimeter Drive
Moscow, ID 83844-3151

Dear President Burnett:

I am pleased to inform you that the Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP) at its Oct 21-23, 2013 meeting in Bethesda, Maryland, decided to continue the NCATE accreditation of the College of Education at the University of Idaho at the initial teacher preparation and advanced preparation levels. This accreditation decision indicates that the provider and its programs meet rigorous standards set forth by the professional education community. A certificate that acknowledges the educator preparation provider's accomplishment is enclosed with the copy of this letter that has been sent to the head of your educator preparation provider. The Commission also made a distinct decision to recognize that the educator preparation provider is moving toward target on Standard 1.

Details of the Commission's findings are provided in the enclosed accreditation action report. You are welcome to use the information provided in this report, as well as that contained within the Board of Examiners' report as you see fit.

The next accreditation visit – using the Council for the Accreditation of Educator Preparation (CAEP) standards – is scheduled for **Spring 2019**. As the transition to CAEP progresses, you will receive more information. In the meantime, institutions are asked to complete the CAEP annual report each year during the accreditation period. You are required to report specifically on progress toward correcting areas for improvement cited in the action report. In addition, we ask that you keep us informed of your provider's efforts to assure that you continue to meet expectations of the standards.

Also for your information, enclosed is a copy of our Policies on Dissemination of Information, which describe the terms and dates by which your current accreditation action becomes a matter of public record. This document also indicates organizations that will be notified of accreditation action. If your state has a partnership agreement, the state agency with program approval authority has access to these documents online through CAEP's Accreditation Information Management System (AIMS).

To celebrate your accreditation, I encourage you to use the online resources available at <http://goo.gl/9nym3>. The press packet includes a sample press release announcing an educator preparation provider's accreditation status to the media, as well as samples of announcements that can be sent to P-12 schools, foundations, businesses, policymakers, and other stakeholders in your area. Other strategies are also included for garnering media attention throughout the year. In addition, because the educator preparation provider is professionally accredited, we encourage you to use the NCATE logo on print materials such as brochures and catalogs, as well as on your educator preparation provider's website.

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Don Burnett
University of Idaho
Page 2

Congratulations again on this accomplishment. Should you have any questions regarding Commission's action or the items reported herein, please do not hesitate to contact Patty Garvin, Director of Accreditation for Continuous Improvement and Transformation Initiatives at patty.garvin@caepnet.org.

Sincerely,



James G. Cibulka
President

Enclosures

cc: Dr. Corinne Mantle-Bromley, College of Education
Mr. Daniel Campbell, College of Education
Dr. Paul Gathercoal, College of Education
Ms. Christina Linder, Idaho State Department of Education
Ms. Katie Rhodenbaugh, Idaho State Department of Education
Board of Examiners Team

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014**

SUBJECT

University of Idaho; proposed 2 + 2 program of Career & Technical Education - Engineering and Technology Education Option.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The University of Idaho's (UI), College of Education's (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program's B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI's cutting edge technology will be used to prepare students for the 21st century workforce.

UI's CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide the UI with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other

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post-secondary institutions across the state including North Idaho College (NIC), Lewis-Clark State College (LCSC), Eastern Idaho Technical College (EITC), and College of Western Idaho (CWI) to determine the prospects of similar collaborative agreements.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by the University of Idaho. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Professional Technical Education- Engineering and Technology Education Teachers would be met and/or surpassed through the proposed program.

During its October 2013 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed (2 + 2) program of Career & Technical Education - Engineering and Technology Education option offered through the University of Idaho and College of Southern Idaho. With the conditionally approved status, candidates may be admitted to the (2 + 2) program of Career & Technical Education - Engineering and Technology Education, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, University of Idaho must have all new programs reviewed for State approval.

ATTACHMENTS

Attachment 1 – University of Idaho 2 + 2 Career & Technical Education - Engineering and Technology Education Program Proposal. Page 3

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the proposed (2 + 2) program of Career & Technical Education - Engineering and Technology Education option offered through the University of Idaho and College of Southern Idaho as an approved program for teacher certification,

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014
Proposed K-12 Technology and Engineering Education Program of Study
University of Idaho**

Submitted by:
Paul Gathercoal, Ph. D.
Professor and Department Chair
gatherco@uidaho.edu
208-885-5707

The Department of Curriculum and Instruction at the University of Idaho requests approval to relocate the K-12 Engineering and Technology Education Endorsement at the College of Southern Idaho (CSI). The Technology and Engineering Education Endorsement includes a series of courses that provide the student teacher with knowledge and practice in the five core areas of Engineering and Technology Education: construction, manufacturing, communications, energy and power, and transportation. This program of study is an additional endorsement to our Secondary certification programs. The following courses below allow students to develop the necessary knowledge, skills and dispositions and to gather artifacts as evidence of competency include the following (with their descriptions)

Technology and Engineering Education Endorsement requirements

This includes a minimum of Twenty (20) semester credit hours in the areas of communication technology, transportation technology, manufacturing technology, energy and power and construction technology and computer aided drafting and designing. These courses are in addition to foundational technology courses taken at CSI.

EDUC 105 CAD Engineering and Design 3 crs

Develop skills in engineering graphic communication using freehand sketches and computer aided drawing and designing.

EDUC 108 Introduction to Welding Instruction 2 crs

This course is intended to introduce the basic skills necessary for teaching welding as a secondary educator. Students will learn welding theory and the techniques needed to properly set up and use SMAW GMAW FCAW & GTAW welding equipment

EDUC 111 Introduction to Manufacturing 3 crs

This course is designed to impart technical knowledge and skills for use of manufacturing equipment and procedures

EDUC 107 Computer Operating Systems 3 crs

This course will provide basic instruction in computers and computer operating systems.

CTE 130 Introduction to Electricity and Electronics (3 cr)

This introduction to electricity and electronics includes properties of resistors, capacitors, and inductors in electrical circuits; basics of power distribution systems and house wiring; and the use of meters and oscilloscopes in lab. Three 1-hr lec and one 2-hr lab a wk.

CTE 353 Manufacturing Systems (3 cr)

In-depth examination and implementation of manufacturing theory and processes including research and development, product planning and controlling. Topics, such as Lean Manufacturing, Kanban, relating to manufacturing facilities and management of manufacturing processes will be discussed, studied and implemented in the manufacture of a designed product in quantity.

CTE 310 Lab Safety, Management, and Liability (3 cr)

Overview of operations, use, and maintenance of laboratory tools and equipment, laboratory management and liability concerns.

CTE 354 Construction Technology (3 cr)

Teaching techniques and methods of instruction for a systems approach to construction technology including residential, commercial, and civil. Recommended Preparation

CTE 370 Power, Energy & Transportation (3 cr)

Exploration of new and emerging technologies and energies and transportation technologies with focus on social, cultural, economic, and political considerations.

CTE 410 Technology and Society (3 cr)

In-depth examination and implementation of the relationship between technology and social change; previous course work in technology is not essential.

CTE 462 Communication Technology (3 cr)

Investigation and laboratory activities associated with of a variety of communication technologies, including interpersonal, human to machine and machine to machine, through contemporary devices and materials.

CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)

In-depth examination and implementation of advanced computer aided drafting, 3D solids modeling, computer numerical control, basic and advanced toolpath generation, virtual machining environments, and robotics applications. Enrollment per section limited to lab stations available.

CTE 494 Senior Project (3 cr)

In the last year of study, students select an individual design project related to their area of specialization within technology education. Some students may have the option of joining a Senior Design Team in the College of Engineering.

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Institution: <u>University of Idaho</u> Program: <u>Engineering and Technology Education Endorsement</u>			
<u>Framework for Teaching Domain # 1: Planning and Preparation</u> (Correlated to Idaho Core Teacher Standards 1, 2, and 7)			
<div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Selecting instructional goals <ul style="list-style-type: none"> Demonstrating knowledge of resources Designing coherent instruction Assessing student learning </div>			
<p><i>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.</i></p>			
Idaho Content Area Standards For: <u>Engineer and Technology Education Endorsements</u> (Insert appropriate language from content area " Knowledge " standards)	Coursework and/or Equivalent Experience (List the required coursework and/or verified equivalent experience)	Key Indicators Specific to Content Competencies (Insert language from content area " Performance " standards that demonstrate key indicators)	Artifacts & Performance Assessments (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
<p>#1: Knowledge of Subject Matter (Insert appropriate language from content area "Knowledge" standards)</p> <p><i>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.</i></p>	<p><i>EDUC 105 CAD Engineering and Design 3 crs</i> 1.1; 1.2; 1.3 – Weekly in class CAD activities, Design Portfolio, Quizzes, CADD project</p> <p><i>EDUC 108 Introduction to Welding Instruction 2 crs</i> 1.1; 1.2; 1.3 – Weekly in class and laboratory activities, quizzes test, welding projects</p> <p><i>EDUC 111 Introduction to Manufacturing 3 crs</i> 1.1; 1.2; 1.3 – Weekly in class assignments, Portfolio, Projects, quizzes and exams</p>	<p>The candidate knows and is able to:</p> <p>Performance</p> <p>1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.</p> <p>2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.</p>	<p><i>EDUC 105 CAD Engineering and Design 3 crs</i> 1.2; 1.3 – Portfolio, CADD Project.</p> <p><i>EDUC 108 Introduction to Welding Instruction 2 crs</i> 1.1 – Laboratory assignment, Welding Project.</p> <p><i>EDUC 111 Introduction to Manufacturing 3 crs</i> 1.1 – Portfolio, laboratory Assignments, Projects.</p>

**STATE DEPARTMENT OF EDUCATION
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<p>Knowledge</p> <p>1. The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.</p> <p>2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.</p> <p>3. The teacher understands the principles and concepts of technology and the related mathematics concepts associated with them.</p> <p>4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.</p>	<p><i>EDUC 107 Computer Operating Systems 3 crs</i></p> <p>1.1 – Weekly in class/ laboratory assignments, quizzes, midterm and final exam</p> <p><i>CTE 130 Introduction to Electricity and Electronics (3 cr)</i></p> <p>1.1; 1.2; 1.3 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><i>CTE 353 Manufacturing Systems (3 cr)</i></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><i>CTE 310 Lab Safety, Management, and Liability (3 cr)</i></p> <p>1.1; – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook</p> <p><i>CTE 354 Construction Technology (3 cr)</i></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook, Portfolio, Construction project</p>	<p>3. The teacher demonstrates architectural and mechanical drafting and developmental skills.</p>	<p><i>EDUC 107 Computer Operating Systems 3 crs</i></p> <p>1.1; 1.3 - Laboratory assignments exams</p> <p><i>CTE 130 Introduction to Electricity and Electronics (3 cr)</i></p> <p>1.1 – Lesson plan for mini lesson, laboratory Assignments, EdTPA. Engineering notebook</p> <p><i>CTE 353 Manufacturing Systems (3 cr)</i></p> <p>1.1 - Laboratory projects, lesson plan for mini lesson, EdTPA, Engineering notebook.</p> <p><i>CTE 310 Lab Safety, Management, and Liability (3 cr)</i></p> <p>1.1 Laboratory projects, lesson plan for mini lesson, EdTPA, Engineering notebook</p> <p><i>CTE 354 Construction Technology (3 cr)</i></p> <p>1.1; 1.3 - Laboratory projects, EdTPA, Engineering notebook</p> <p><i>CTE370 Power, Energy & Transportation (3 cr)</i></p> <p>1.1 – Lesson plan for mini lesson, laboratory Assignments, Team Project. Engineering notebook</p>
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	<p><i>CTE370 Power, Energy & Transportation (3 cr)</i></p> <p>1.1; 1.2; 1.4 – In class laboratory activities, team building and problem solving in lab Concept mini lesson, Reflective writing in engineering notebook, Portfolio, design project</p> <p><i>CTE 410 Technology and Society (3 cr)</i></p> <p>1.4 — Quizzes, exam, topical paper, final project</p> <p><i>CTE 462 Communication Technology (3 cr)</i></p> <p>1.1; 1.4 – Geocaching assignment, sketching assignments, video production project, outreach project, reflective writing.</p> <p><i>CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)</i></p> <p>1.1; 1.3; 1.4 – In class laboratory activities, team building and problem solving in lab, Portfolio Reflective writing in engineering notebook</p> <p><i>CTE 494 Senior Project (3 cr)</i></p> <p>1.1; 1.2; 1.3; 1.4 – Design proposal, team building and problem solving in lab, final design project, design notebook</p>		<p><i>CTE 410 Technology and Society (3 cr)</i></p> <p>1.1—Topical papers, exam, final project</p> <p><i>CTE 462 Communication Technology (3 cr)</i></p> <p>1.1; 1.2— Video production, outreach project, reflective writing</p> <p><i>CTE 481 Computer-Integrated and Robotics Manufacturing Technologies (3 cr)</i></p> <p>1.1; 1.2— Portfolio, laboratory project, EdTPA, Engineering notebook</p> <p><i>CTE 494 Senior Project (3 cr)</i></p> <p>1.1; 1.2; 1.3 – Design project</p>
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STATE DEPARTMENT OF EDUCATION
FEBRUARY 27, 2014

FEBRUARY 27, 2014

Institutional Tracking No. EDU (7) FY2012-13

Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education


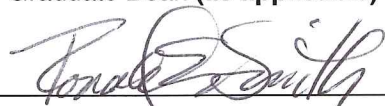
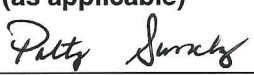

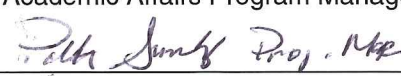


Date of Proposal Submission:	October 11, 2012
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education
Name of Department(s) or Area(s):	Department of C & I, CTE Program, Engineering and Technology Education Option Area

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

Title:	Career & Technical Education - Engineering and Technology Education Option		
Degree:	B.S. Ed.		
Method of Delivery:	Multi-modal: Face to Face, Hybrid, Online		
CIP code (consult IR /Registrar)	13.1319		
Proposed Starting Date:	Summer 2013		
Indicate if the program is:	X	Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

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

 College Dean (Institution)	11-30-12 Date	N/A Vice President for Research (as applicable)	Date
N/A Graduate Dean (as applicable)	Date	State Administrator, SDPTE (as applicable)	Date
 Chief Fiscal Officer (Institution)	12-1-12 Date	 Academic Affairs Program Manager	4/15/13 Date
 Chief Academic Officer (Institution)	12-30-12 Date	 Chief Academic Officer, OSBE	4/15/13 Date
 President	12-12-12 Date	 SBOE/OSBE Approval	4/15/2013 Date

March 16, 2012

Page 1

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Institutional Tracking No. EDU (7) FY2012-13

Idaho State Board of Education

Revised 4/9/13

Proposal for Other Academic Program Activity and Professional-Technical Education

Date of Proposal Submission:	October 11, 2012
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Name of College, School, or Division:	College of Education
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Proposed Starting Date:	Summer 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 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 checked="" type="checkbox"/> New Instructional/Research Unit | <input checked="" type="checkbox"/> Expansion of an Existing Program |
| <input type="checkbox"/> Contract Program/Collaborative | <input type="checkbox"/> Other |

Cori Mantli-Baugh 11-30-12
College Dean (Institution) Date

N/A
Vice President for Research (as applicable) Date

N/A
Graduate Dean (as applicable) Date

State Administrator, SDPTE (as applicable) Date

Tonahill Smith 12-1-12
Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

Payton 12-30-12
Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

McNell 12-12-12
President Date

SBOE/OSBE Approval Date

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FEBRUARY 27, 2014**

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

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

The University of Idaho's (UI), College of Education's (CoE), Department of Curriculum and Instruction (C&I) is requesting that the Career and Technical Education (CTE) program's B.S.Ed. in secondary education, Engineering and Technology Education (ETE) Option, be expanded from the University of Idaho, Moscow campus to include a collaboration with the College of Southern Idaho (CSI). Together, the UI and CSI propose a collaborative 2+2 program. CSI will offer content courses equivalent to an AS degree which satisfies the State Board Core requirements and much of the Education Core requirements for teacher certification; and the UI will provide upper-division courses, practicum, and internships that complete the requirements for a B.S.Ed. in Secondary Education in CTE with ETE Option.

CSI is able to offer introductory courses and to meet requirements for meeting the State Board Core and houses the cutting-edge facilities to provide education in Engineering and Technology Education content areas. CSI's cutting edge technology will be used to prepare students for the 21st century workforce.

UI's CTE faculty members are currently located in Moscow and Boise. The UI will be advertising for an ETE faculty person who will be based in Twin Falls and who will teach, advise, and recruit students into the new 2+2 ETE Option. This faculty hire will be replacing the current non-tenure track instructor in ETE in Moscow. The hire will provide us with one tenure-track ETE faculty person in Moscow and one clinical ETE faculty person in Twin Falls. The location of faculty across the state allows CTE courses to be delivered in multi-modal format, such as hybrid, a combination of face-to-face and on-line courses. The 2+2 partnership will provide a larger population of students with an opportunity to complete a bachelor of education program.

Students who are currently enrolled in the program on the Moscow campus will be taught out to the completion of their degree and certification. These students will receive pedagogical and content courses from CTE faculty in Moscow, Boise, and Twin Falls. Since CTE courses can be delivered in multi-modal format, this plan provides students the opportunity to complete their program at a distance.

→ The first two years of the CTE program will not be offered by the UI following the teach out period. It is the intention of UI faculty to initiate conversations with other post-secondary institutions across the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements.

- 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.*

The objectives of the 2+2 collaborative CTE program, ETE Option, between the University of Idaho and the College of Southern Idaho are to:

Prepare secondary Engineering and Technology Education teachers to;

1. Provide an engaging curriculum which emphasizes the relevance of Science, Technology, Engineering, and Math to real world problems and applications;
2. Provide opportunities for a bachelor's degree to a population which typically do not pursue

This program will not be offered on the Moscow campus in the traditional sense if the proposal is approved.

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- beyond a two year associates degree;
3. Help students to connect education to STEM career pathways; and
 4. Leverage existing resources of the University of Idaho (professional teaching faculty) and CSI (industry certified content faculty); and
 5. Capitalize on cutting edge, industry relevant facilities of CSI such as access to renewable energy laboratories.

Student learning outcomes are consistent with the Idaho Standards for Initial Certification of Professional School Personnel and they are articulated in Appendix 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.*

The Engineering and Technology Education Option will continue to be a part of the University of Idaho's teacher preparation program. UI teacher preparation programs are evaluated and accredited by NCATE. The ETE Option will also be evaluated as part of the Career and Technical Education Program by the Idaho Division of Professional-Technical Education. The CTE program receives external funding from IDPTE. The C&I department provides resources that are dedicated to comprehensive program evaluation.

A summary of C&I department's evaluation system is included in Appendix B.

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.*

This is a 2+2 proposal. Students will pursue the State Board Core their first two years while completing the requirements for an Associate of Science degree from CSI. Students will be admitted into the University of Idaho CTE teacher education program, Engineering and Technology Option, where they will complete the requirements for a Bachelor of Science in Education degree and a recommendation from the UI for a Idaho secondary teaching certificate with an endorsement in Engineering and Technology Education. No new courses will be developed, but equivalent courses from CSI will be part of the study plan for first 2 years, see appendix C.

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

Credit hours required in EDCI core	18
Credit hours required in CTE core	24
Credit hours required for ETE Cert	21
Credit hours in institutional general education or core curriculum:	36
Credit hours in required electives:	30
Total credit hours required for degree program:	129

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.

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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	BS Ed	None	None

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.*

The Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, Steve Rayborn, has indicated that the job market needs for careers related to Engineering and Technology Education and projected needs for secondary teachers holding the ETE endorsement is in need of qualified and skilled workers and teachers who can prepare their students for careers in engineering and technology.

This 2+2 program will not only provide secondary teachers for Idaho Engineering and Technology classrooms, but it will also provide teachers throughout the region and the nation. The UI has been preparing teachers for other states. This proposal has the potential to strengthen this process.

The UI CTE program will enter into discussions with other post-secondary institutions in the state (NIC, LCSC, CWI, and EITC) to determine the prospects of similar collaborative agreements. As mentioned earlier this proposal will provide a pathway to a Bachelor of Education degree for students who have earned an Associate of Science and Associate of Applied Science. These are populations who traditionally have not pursued a higher degree.

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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 Fall 2012	Year 1 Previous Fall 2011	Year 2 Previous Fall 2010	Current Spring 2012	Year 1 Previous Spring 2011	Year 2 Previous Spring 2010	
BSU							
CSI							
CWI							
EITC							
ISU							
LCSC							
NIC							
UI	6	10	4	9	3	4	

The CTE program was recently aligned with the C&I department when the CoE reorganized in 2010. Before that time it was part of the Adult, Career and Technical Education department (ACTE). The reorganization brought the CTE program with options in ETE, Business & Marketing, and Occupational Education to C&I. Please see Appendix D for enrollment and graduation numbers.

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.*

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.*

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	Year 1	Year 2	Year 3	Total
Region	See Note Below			
State				
Nation				

According to Steve Rayborn, Idaho Division of Professional-Technical Education Engineering and Technology Education Program Manager, the number of Idaho ETE programs has fallen from 81 in 2008 to 66 in 2012. The most referenced reason for program closure has been lack of qualified teachers available. The state division has surveyed existing ETE teachers and determined that approximately 12 ETE teachers will retire and 15 will leave the teaching profession over the next five years.

In the engineering and engineering technicians disciplines that these programs teach to, i.e., civil, computer, electrical, general engineering, industrial, nuclear and physical scientists, on average there will be an increase in demand for employees of approximately 18.4% between now and 2018 or an increase of about 3250 employees needed to fill available positions. (from Idaho Department of Labor website: <http://labor.idaho.gov/dnn/Default.aspx?alias=labor.idaho.gov/dnn/idl>).

- a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as **Appendix C**.

The projected job openings noted, above, was provided by the Idaho Division of Professional-Technical Education, Engineering and Technology Program Manager

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Graduates who are certified to teach secondary Engineering and Technology Education will help to prepare skilled workers careers in STEM fields. Idaho leaders have demanded that Idaho students be prepared with stronger skills in the STEM areas. This proposal will help to provide highly qualified teachers to Idaho's secondary schools, thus strengthening STEM skills and in the long run strengthening the workforce.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program will prepare highly qualified Engineering and Technology teachers, which in turn will provide secondary students with the opportunity to strengthen skills in the STEM areas, thus improving student academic achievement.

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.*

Courses and experiences will be provided through a variety of delivery means, which includes distance technology through online and hybrid methodology. Faculty from the Moscow campus and centers such as Boise and Coeur d'Alene will be utilized to teach courses delivered at a distance.

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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.*

This proposal is consistent with the State Board of Education's strategic plan and the University of Idaho's mission through the following:

1. strengthens the STEM pipeline;
2. demonstrates a commitment to workforce development;
3. facilitates access to post-secondary education to a wider population; and
4. further the University of Idaho's statewide Land Grant mission through a collaborative effort with the College of Southern Idaho.

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1, Objective A, #6: Apply emerging technologies to increase access and respond to the needs of local and global learners.	Through collaboration with CSI, students will engage with and learn about new and emerging technologies for STEM teaching and learning, as well, students will learn via distance delivery of instruction and innovations in teaching and learning with, through and about technology.
Goal 2, Objective B, #5: Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.	We will collaborate with the faculty and utilize physical resources and cutting-edge technologies at CSI.
Goal 3, Objective B, #1: Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.	CTE faculty, across the state and in Twin Falls, will work together in schools and business to provide a blend of theory and practice that will enhance students' understanding of the craft of teaching and learning in ETE.
Goal 4, Objective C, #1, 2, 4: Reward individuals and units that aim high, work across boundaries, and capitalize on strengths to advance the overall strategic direction, vision, and values of the institution; Develop and promote activities to increase collaboration with new and unique partners; and, Create efficiencies through innovative collaboration, shared goals, and common experiences.	This will be a pioneering program to align curriculum at CSI with upper-division work at UI – a model that can extend to other options in CTE. It will make the best use of physical resources and be place-based where CTE can recruit qualified and interested students to teach in secondary schools in STEM areas.

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

Yes X No

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

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- 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?**

The University of Idaho, College of Education is committed to investing in marketing for this initiative. The College of Southern Idaho will provide opportunities for students to learn about the program through the advising to students who are seeking an Associate's degree.

- 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 will be no additional costs – see Appendix E.

Appendix A

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.

** 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 has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; and computer systems.
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 technology and the related mathematics concepts associated with them.
4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; and computer technology.
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.

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 Teachers, or (5) Idaho Standards for Technology Education Teachers.

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 knows 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 knows pertinent terminology, logistics, and procedures for the occupational area.
4. The teacher knows industry trends and workforce needs.
5. The teacher knows workplace leadership models.
6. The teacher understands the philosophical principles and the practices of professional-technical education.
7. The teacher recognizes the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continuous improvement.
2. The teacher demonstrates specific occupational skills necessary for employment.
3. The teacher uses current terminology and logistics for the occupational area.
4. The teacher exhibits and promotes leadership skills in 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 relates 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 knows the entry-level skills in the occupation.
2. The teacher knows workplace culture and ethics.
3. The teacher understands how to provide students with simulated occupational 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 knows how to integrate academic skills into technical content areas.
7. The teacher understands the role of entrepreneurship in the workplace.
8. The teacher knows policy and regulation concerning occupational content areas.

Performance

1. The teacher demonstrates 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 occupational applications of course content.
5. The teacher uses practitioners 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.
7. The teacher discusses the entrepreneurial role in the workforce.

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

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1. The teacher recognizes the scope and sequence of content across high school and postsecondary technical curricula.

Performance

1. The teacher designs a technical curriculum that aligns with high school and postsecondary technical curricula.
2. The teacher designs curriculum 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.

Performance

1. 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 continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher develops a professional development plan.
2. The teacher evaluates his or her educational and occupational professionalism.

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.
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 develop articulation agreements.
6. The teacher understands the structure of student organizations.

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 constructs articulation agreements.
6. The teacher describes how to organize an active professional-technical student organization.

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 knows 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 knows safety requirements necessary to conduct laboratory and field activities.
6. The teacher knows time and organizational skills in laboratory management.
7. The teacher is aware of safety regulations at school and work sites.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.
2. The teacher uses safety procedures and documents safety instruction.
3. The teacher demonstrates good classroom/lab management skills (e.g., time management skills, budgeting skills, organizational skills, individualized instruction, and stress management).
4. The teacher reinforces effective work and safety habits.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

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1. The teacher understands workplace issues (e.g., diversity, productivity, and human resource law and policy).
2. The teacher understands how to help students balance work and personal life.
3. The teacher knows how to promote career awareness.

Performance

1. The teacher designs instructional strategies that address workplace issues (e.g., diversity, productivity, human resource law and policy).
2. The teacher prepares students to cope with competing demands between work and personal life.
3. The teacher provides opportunities for career awareness.

IDAHO CORE TEACHER 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. 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 Idaho Student Achievement Standards in his/her discipline(s).
2. The teacher understands the role of the discipline in preparing students for the global community of the future.
3. The teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline taught.
4. The teacher understands the relationship of disciplinary knowledge to other subject areas and to

real-life situations.

5. The teacher understands the relationship between the discipline and basic technology operations and concepts.

Performance

1. The teacher utilizes the Idaho Student Achievement Standards to identify appropriate content.
2. The teacher presents information that is accurate and relevant.
3. The teacher effectively links discipline concepts to students' prior learning and makes connections to everyday life and the global community.
4. The teacher presents differing viewpoints, theories, ways of knowing, and methods of inquiry in his or her teaching of subject matter.
5. The teacher evaluates teaching resources and curriculum materials for their accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts.
6. The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
7. The teacher develops and uses curricula that encourage students to recognize, question, and interpret ideas from diverse perspectives.
8. The teacher creates and implements interdisciplinary learning opportunities that allow students to integrate knowledge, skills, and methods of inquiry.
9. The teacher integrates content representing a diversity of cultures, ethnic backgrounds, family lifestyles, and disabilities.
10. The teacher models new technologies and integrates them into instruction.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands multiple perspectives on how learning occurs.
2. The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and instructional decisions.
3. The teacher knows progressions and ranges of individual variation within physical, social, emotional, moral, and intellectual development and their interrelationships.
4. The teacher understands how students' conceptual frameworks and misconceptions regarding an area of knowledge can influence their learning.

Performance

1. The teacher assesses individual and group performance in order to design instruction that meets all students' needs.
2. The teacher stimulates student reflection and teaches students to evaluate and be responsible for their own learning.
3. The teacher identifies levels of readiness in learning and designs lessons that are developmentally appropriate.
4. The teacher creates a positive learning environment that supports students' self-confidence and competence across all developmental areas.

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 and knows how to identify differences in approaches to learning and performance and how to design instruction that considers students' strengths and needs as a basis for growth.
2. The teacher knows about areas of exceptionality (e.g., learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness).
3. The teacher knows strategies to support the learning of students whose first language is not English.
4. The teacher understands how students' learning is influenced by individual experiences, and prior learning as well as by language, culture, family and community values, and socioeconomic background.

Performance

1. The teacher identifies and designs instruction appropriate to students' stages of development, strengths, needs, and cultural backgrounds.
2. The teacher makes modifications to lessons for individual students who have particular learning differences or needs.
3. The teacher accesses appropriate services or resources to meet students' needs.
4. The teacher uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
5. The teacher creates a learning community in which individual differences are respected.
6. The teacher persists in helping all students achieve success.

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 instructional strategies impact processes associated with various kinds of learning.
2. The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives, and sheltered English).
3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.
2. The teacher uses multiple teaching and learning strategies to engage students in learning.
3. The teacher uses a variety of instructional tools and resources (e.g., computers, audio-visual technologies, new technologies, local experts, primary documents and artifacts, texts, reference books, literature, and other print documents).

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 principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).
2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.
3. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.
4. The teacher knows the components of an effective classroom management plan.
5. The teacher understands how social groups function and influence individuals, and how individuals influence groups.
6. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

7. The teacher understands the relationship between classroom management, school district policies, and building rules and procedures governing student behavior.

Performance

1. The teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school as a whole.
2. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities and by clearly communicating curriculum goals and objectives.
3. The teacher utilizes a classroom management plan consistent with school district policies and building rules and procedures governing student behavior.
4. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.
5. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.
6. The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).
7. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Knowledge

1. The teacher understands communication theory and the role of language in learning.
2. The teacher understands the communication needs of diverse learners.
3. The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.
4. The teacher understands strategies for promoting student communication skills.

Performance

1. The teacher is a thoughtful and responsive listener.
2. The teacher adjusts communication so that it is age and individually appropriate.

3. The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.
4. The teacher supports and expands student skills in speaking, writing, reading, and listening, and in using other mediums.
5. The teacher demonstrates the ability to communicate effectively orally and in writing.
6. The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).
7. The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.

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 subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.
2. The teacher knows how to take into account such elements as instructional materials; individual student interests, needs, and aptitudes; and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.
3. The teacher knows when and how to adjust plans to maximize student learning.
4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.
2. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.
3. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.
4. The teacher establishes student assessments that align with curriculum goals and objectives.
5. The teacher develops instructional plans based on student assessment and performance data.

6. The teacher integrates multiple perspectives into instructional planning with attention to students' personal, family, and community experiences and cultural norms.
7. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

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 purposes of formative and summative assessment and evaluation.
2. The teacher knows how to use multiple strategies to assess individual student progress.
3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.
4. The teacher knows how to use assessments in designing and modifying instruction.
5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students and their learning outcomes (e.g., Direct Writing and Math Assessments, end of course assessments, ISAT).
6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.
7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and others.
8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.

Performance

1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, and tests written in primary language) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.
2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.
3. The teacher evaluates the effect of instruction on individuals and the class as a whole using a variety of assessment strategies.
4. The teacher appropriately uses assessment strategies to allow students to become aware of their

strengths and needs and to encourage them to set personal goals for learning.

5. The teacher monitors student assessment data and adjusts instruction accordingly.
6. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and others.
7. The teacher utilizes technology to facilitate a variety of effective assessment and evaluation strategies.

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 Code of Ethics for Idaho Professional Educators.
2. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.
3. The teacher is aware of the personal biases that affect teaching and know the importance of presenting issues with objectivity, fairness, and respect.
4. The teacher knows where to find and how to access professional resources on teaching and subject matter.
5. The teacher understands the need for professional activity and collaboration beyond the school.
6. The teacher knows about professional organizations within education and his or her discipline.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.

6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy.
8. The teacher uses technology to enhance productivity and professionalism.

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 relationships between schools, families, and the community and how such relationships foster student learning.
2. The teacher knows the structure and the historical and political context of local, state, and national educational systems and the role of education in society.
3. The teacher knows that factors other than the formal education system (e.g., socioeconomic status, culture, and family) influence students' lives and learning.
4. The teacher knows how to plan for the effective use of professionals, paraprofessionals, volunteers, and peer tutors.
5. The teacher understands laws related to students' rights and teachers' responsibilities.
6. The teacher knows how to respond respectfully to a parent, community members, or another educator in conflict situations.
7. The teacher understands the importance of interacting in a professional manner in curricular and extracurricular settings.
8. The teacher knows signs of emotional distress, child abuse, substance abuse, and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.
9. The teacher understands the social, ethical, legal, and human issues surrounding the use of technology in schools.

Performance

1. The teacher uses information about students and links with community resources to meet student needs.
2. The teacher actively seeks to develop productive, cooperative, and collaborative partnerships with parents/guardians in support of student learning and well-being.

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3. The teacher effectively uses professionals, paraprofessionals, volunteers, and peer tutors to promote student learning.
4. The teacher respects the privacy of students and the confidentiality of information.
5. The teacher works with colleagues, other professionals, parents, and volunteers to improve the overall school learning environment for students.
6. The teacher develops rapport with students (e.g., talks with and listens to students and is sensitive and responsive to clues of distress).
7. The teacher acts as an advocate for students.
8. The teacher applies an understanding of the social, ethical, legal, and human issues surrounding the use of technology in schools.

Appendix B

Assessment Plan

Development and Description of the Assessment Plan

The assessment plan is designed to select and monitor the development of the best possible candidates to work in P-12 public schools. It provides current and planned data collection activities and a description of current and planned processes for using the data for program improvement. It was designed with six objectives in mind:

1. Alignment with the University student outcomes, the vision/mission of the College of Education, the Conceptual Framework (CARE), the Danielson Framework for Professional Practice, and the Idaho State Core Standards for Teacher Education
2. Based on input concerning elements of the system from faculty, professional community members, and advisory professionals
3. Where possible, integrated with existing, valid, and reliable instruments and procedures
4. Anchored with multiple, validated instruments and procedures explored in pilots before installation
5. Systematic and flexible to allow examination of unique program goals;
6. Focused for program development and improvement.

The plan involves important points in each candidate's program and includes assessments, timelines, plans for creation of future instruments, integration of technology such as TaskStream System, and reporting of student academic and performance achievement regarding standards and dispositions. In addition, it identifies six main transition points or benchmarks at the program level:

1. Admissions
2. Completion of Course Work
3. Field Experience
4. Teaching Credential
5. Program Exit
6. Employment

The technological tools for maintenance of the assessment system consist of:

- The University of Idaho's administrative computing system
- The University of Idaho Assessment and External Program Review system,
- The University of Idaho College of Education's assessment system for standards and dispositions
- Professional folio system housing signature assignments, student artifacts and assessments.

These systems offer many currently existing and possible future ways to maintain data. Most recently,

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an Internship Placement System has been developed and is ready for use in the UI College of Education's assessment system. In addition, the global rubrics in the Professional folio system permit examining candidate progress on specific assignments, tests, and dispositions through responses to signature assignments and professional dialog with professors. Each of these can be linked to the conceptual framework, program goals, and standards.

Aspects Addressing Program Operations

Program operations are addressed at each benchmark. Selected information is used to assess candidates and candidate outcomes. The plan addresses a number of concerns including:

- Quality of instruction
- Effectiveness of field supervision
- Candidates' and graduates' perceptions of the quality of their preparation
- Employers' evaluations of graduates in terms of the overall program quality in comparison to graduates of other institutions
- Employers' evaluations of graduates in terms of program goals and the conceptual framework

The plan includes a variety of data collected on an established schedule. The data are generally collected—either by semester or annually—and reviewed annually. Full implementation of this process of feedback and use of data is ongoing. Data from candidates' course evaluations is used to monitor the quality of instruction. Program administrators and faculty review each set of evaluation forms and counsel instructors who are not maintaining high instructional quality. Assistance is provided where needed. The assessment design specifications provide common procedures and guidelines for the collection, analysis, summarization, and use of the assessment data. Multiple assessments are used throughout the program in order to ensure program quality, high standards, consistency, and clear procedures.

The system serves four functions:

1. To determine the quality of applicants and appropriate fit with the program
2. To determine the quality of candidates throughout their programs in terms of expected knowledge, performance and dispositions inherent in the conceptual framework
3. To determine whether candidates have met the standards set by the Idaho State Department of Education
4. To continually improve the quality of our programs and the unit's performance.

The assessment system is also used for department and college monitoring and improvement. It includes embedded data sources and information obtained from graduates and employers.

Assessment System Data Collection Activities and Instruments

ADMISSIONS

Assessment Activity	Assessment Evidence	Schedule	Instrument(s)
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GPA & required course verification	Transcripts, Admissions Checklist, Database	By Semester	Transcripts, Admissions Checklist
(Advanced Programs) Degree verification (BA/BS or MA/MS)	Transcripts, Admissions Checklist, Database	By Semester	Transcripts, Admissions Checklist
Professional Experience	Initial interview	By Semester	Admissions Checklist, Initial Advisement interview, Personal Statement Form or Letter of Interest
Professional Recommendations	Letters and recommendations in prospect's admission file, Admissions Checklist, Database	By Semester	Admissions Checklist, Professional Letter of Recommendation form
Background Check (credential programs)	Background Check verification	By Semester	Finger Print Analysis by the State
Personal Interview (if required)	Interview forms and rubric, Admissions Checklist	By Semester	COE initial and secondary interview form
Writing Sample	Writing Sample (Advanced Programs) Letter of Interest (Initial Teacher Preparation)	By Semester	Overall Rating Form rubric
Exceptions to Admission Criteria	Petition	By Semester	Petition's Committee Assessment Form
Final Admissions Decision	Admission Checklist Score and Faculty Approval Form	By Semester	COE Admissions to Teacher Education Evaluation Summary Program Faculty Approval Form

COMPLETION OF COURSE WORK

Assessment Activity	Assessment Evidence	Schedule	Instrument(s)
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Successful completion of course work with a minimum 3.0 GPA (Advanced Programs) and 2.75 Overall GPA (Initial Teacher Preparation)	Transcript	By Semester	Transcript
Demonstration of content and pedagogical knowledge, skills and dispositions through assessment of program goals and CARE elements	Candidate Professional folio assessment signature assignment scores, Academic Exits	By Semester	Program Advising form, Professional folio course signature assignment assessments, Initial Teacher Preparation academic exit protocol
Subject Matter Competence (Initial Teacher Preparation)	PRAXIS II, Verification of Subject Matter Competency	By Semester	PRAXIS II, Subject Matter Competency verification
Demonstration of Readiness for Early Student Teaching Experiences (Initial Teacher Preparation)	Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Professional folio course and practicum signature assignment assessments
Demonstration of Readiness for Field Study or Internship	Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Professional folio course and practicum signature assignment assessments

FIELD EXPERIENCES

Assessment Activity	Assessment Evidence	Schedule	Instrument(s)
Location approved by the Director for Field Placements	Signed Field Study Approval Form	By Semester and Annually	Field Study Approval form

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Completion of Early Field Experiences	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Completion of Initial Internship I or Field Experience I	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Completion of Internship II or Field Experiences II	Student Logs, University and Site Supervisor Observations and Ratings, Passage of Elementary and Secondary Methods Courses and Practicum (Initial Teacher Preparation)	By Semester	Fieldwork Evaluation forms, Professional folio course and practicum signature assignment assessments
Teaching Performance Assessment (TPA)	Passing score on the TPA (Initial Teacher Preparation)	Semester	National Teaching Performance Assessment for Elementary (Literacy or Math); Secondary (Math, Social Science, Science, English, Music, PE, Career Technical Education, or Agriculture); Special Education; or Early Childhood.

PROGRAM EXIT/CREDENTIAL

Assessment Activity	Assessment Evidence	Schedule	Instrument(s)
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Final Evaluation of Field Experience or Internship	Final Experience form sign-off by Site Supervisor and University Supervisor (Initial Teacher Preparation)	By Semester	University and Site Supervisor Rating forms
Completion of Thesis or Non-Thesis Project	Final Presentation, Completion Form	By Semester	Final Presentation, Completion Form
Professional folio Defense	Professional folio defense rubric score	By Semester	Professional folio Defense rubric
Completion of Final Academic Exit Interview	Exit Interview Protocols	By Semester	Exit Interview Protocols and Response Form
Completion of Exit Survey	Exit Survey form	By Semester	Exit Survey Responses
Graduation Check of all Program Requirements	Transcript, Degree Audit	By Semester	Transcript, Degree Audit
Final Verification for Eligibility - Recommendation for State Certification	Credential Application checklist	By Semester	Credential Application checklist

EMPLOYMENT

Assessment Activity	Assessment Evidence	Schedule	Instrument(s)
Alumni Survey completion	Survey of Program Alumni	Bi-annually	Alumni Surveys
Employer Survey completion by employer	Survey of Employers	Bi-Annually	Employer Surveys

Appendix I:

The Idaho Core Standards for Teacher Preparation Programs

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.

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 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.

Appendix II:

Danielson Framework Domains

Framework Component	Description of Teacher Performance
Domain 1	Planning and Preparation
1a	Demonstrates knowledge of content and pedagogy
1b	Demonstrates knowledge of students
1c	Sets instructional outcomes
1d	Demonstrates knowledge of resources
1e	Designs coherent instruction
1f	Designs student assessments
Domain 2	The Classroom Environment
2a	Creates an environment of respect and rapport
2b	Establishes a culture for learning
2c	Manages classroom procedures
2d	Manages student behavior
2e	Organizes physical space
Domain 3	Instruction
3a	Communicates with students
3b	Uses questioning and discussion techniques
3c	Engages students in learning
3d	Uses assessment in instruction
3e	Demonstrates flexibility and responsiveness
Domain 4	Professional Responsibilities
4a	Reflects on teaching
4b	Maintains accurate records
4c	Communicates with families
4d	Participates in a professional community
4e	Grows and develops professionally
4f	Shows professionalism

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Appendix C

**College of Southern Idaho - University of Idaho
Curriculum Plan**

Bachelor of Science in Education--Engineering & Technology Education

Successful completion of the requirements of the 2013-14 Catalog year articulation agreement will lead to an A.S. in Secondary Education--Engineering and Technology at the College of Southern Idaho and lead to a B.S.Ed. in Engineering & Technology Education from the University of Idaho.

Freshman Year at College of Southern Idaho											
Fall Semester			CSI Credit	UI Equivalent Course		Spring Semester			CSI Credit	UI Equivalent Course	
COMM	101	Fundamentals of Oral Communication	3	COMM	101	ART	101	Art History 1	3	ART	100
EDUC	201	Foundations of Education	3	EDCI	201	EDUC	204	Families Communities & Culture	3	EDCI	000
EDUC	202	Field Experience	1	EDCI	000	ENGL	102	English Composition 2	3	ENGL	102
ENGL	101	English Composition 1	3	ENGL	101	Gen Ed		Social Science (2nd discipline)	3		
WELD	107	Applied Leadership & Safety	1	ASM	202	WELD	XXX	Beginning Welding	2	ASM	107
MATH	147	Precalculus	5	MATH	143 & 144	PSYC	101	General Psychology	3	PSYC	101
Total			16	Total			Total			17	

Sophomore Year at College of Southern Idaho											
Fall Semester			CSI Credit	UI Equivalent Course		Spring Semester			CSI Credit	UI Equivalent Course	
EDUC	205	Dev/Individual Differences	3	EDSP	300	EDUC	215	Educational Technology	3	EDCI	000
ENGL	202	Technical Communication	3	ENGL	317	EDUC	290	Education Exit Seminar	1	EDCI	000
MANT	105	CAD Engineering and Design	3	CTE	267	CISS	107	Computer Operating Systems	3	CTE	111
PHYS	111	General Physics 1 & Lab	4	PHYS	111	Gen Ed		Any Gen Ed	2		
MANT	111	Intro to Manufacturing	3	CTE	152	PHIL	202	Ethics	3	CORE	131
Total			16	Total			Total			16	

Junior Year at University of Idaho											
Fall Semester			Credit	Spring Semester			Credit				
CTE	130	Intro to Electricity & Electron	3	CTE	353	Manufacturing Systems	3				
CTE	354	Construction Technology	3	CTE	410	Technology and Society	3				
*CTE	351	Principles and Phil of PTE	3	EDCI	302	Teachinh Cultr. Diverse learners	4				
EDCI	301	Learning Develop & Assess	3	*CTE	426	Occupational Anal & Cur Dev	3				
CTE	462	Communication Technology	3	*CTE	464	Career Guidance & Coop Ed	3				

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Total

15

Total

16

Senior Year at University of Idaho

Fall Semester				Spring Semester			
CTE			Credit				Credit
CTE	310	Lab Safety, Manag & Liabil	3	*CTE	484	Internship in CTE Teaching	10
CTE	370	Power, Energy & Transportation	3	CTE	494	Senior Project	3
EDCI	463	Literacy Methods for Content Lrn	3	*CTE	430	Leadership and Student Organizations	2
*CTE	417	Teaching Through STEM Ed	3	*EDCI	401	Internship Seminar	1
CTE	481	Comp. Integ. Manuf & Robotics	3	CTE	431	Supervising CTE Student Organizations	1
EDCI	453	Phonics, Fluency, Assessment	1				

Total

16

Total

17

Total Credits 129

Appendix D

Resulting From SZRGRAD Report:

No. of

Graduating

Students Name College Degree Major

Fall 2010 / GR / UG / COE (12) 2

Trevor Eugene Nelson Education B.S.Ed. PTTE-Technology Ed Opt

Ryan Strand Norland Education B.S.Ed. PTTE-Technology Ed Opt

Fall 2011 / GR / UG / COE (12) 3

Christopher David Cay Education B.S.Ed. PTTE-Technology Ed Opt

Eric Mann Education B.S.Ed. PTTE-Technology Ed Opt

Travis John Phillips Education B.S.Ed. PTTE-Technology Ed Opt

Fall 2012 / EX / UG / COE (12) 4

Andre Corpus Education B.S.Ed. PTTE-Technology Ed Opt

Tyler Patrick Gilligan Education B.S.Ed. PTTE-Technology Ed Opt

Jens Karl Olson Education B.S.Ed. PTTE-Technology Ed Opt

Daniel Robert Tudor Education B.S.Ed. PTTE-Technology Ed Opt

Spring 2010 / GR / UG / COE (12) 2

Kaleb Navarro Education B.S.Ed. PTTE-Technology Ed Opt

James Record Pullen Education B.S.Ed. PTTE-Technology Ed Opt

Spring 2011 / GR / UG / COE (12) 0

NONE

Spring 2012 / GR / UG / COE (12) 5

Nick Gregory Biggs Education B.S.Ed. PTTE-Technology Ed Opt

Chase Lawrence Ervin Education B.S.Ed. PTTE-Technology Ed Opt

Andrew Thomas McAteer Education B.S.Ed. PTTE-Technology Ed Opt

David Jordan Messenger Education B.S.Ed. PTTE-Technology Ed Opt

Samuel Jacob Smith Education B.S.Ed. PTTE-Technology Ed Opt

Sample Log of Reports Used to Gather Data on Technology Ed Graduates

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Oracle Fusion Middleware Forms Services: Open > GJAPCTL - GJIREVO

File Edit Options Block Item Record Query Tools Help

Saved Output Review GJIREVO 8.4.2UI (* PROD *) TMILLION banneraps

SZRGRAD Graduation Listing

14914396 prod_tmillion_szrgrad_14914396.

Parameters Entered for SZRGRAD

#	Parameter Description	Value
01.	Term to Report on:	201110
02.	Grad Status (EX, GR, WA or MR)	GR
03.	Level (GR, LA, UG, % for all)	UG
04.	College (% for all)	12
05.	Sort Order(AA, AC)	AA
06.	Commencement Loc. (OC, etc, %)	%
07.	Suppress Honors (Y/N)	N
08.	Suppress Commence. Loc. (Y/N)	N
09.	Resident Campus:	
10.	Department Code:	
11.	Email (Y or N)	N
12.	Excel Output (Y or N)	Y
99.	Line Limit	65

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Appendix E

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

A. REVENUE

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

B. EXPENDITURES

	FY		FY		FY		Cumulative Total	
	On-going	2013-14 One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel							\$0.00	\$0.00
2. Operating							\$0.00	\$0.00
3. Equipment							\$0.00	\$0.00
4. Facilities							\$0.00	\$0.00

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5. Other
(Specify)

							\$0.00	\$0.00
Total Expenditures	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
Net Income (Deficit)	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		<u>\$0.00</u>

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

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