STATE BOARD OF EDUCATION MEETING
April 15-16, 2015
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

Wednesday, April 15, 2015, 9:00 a.m., Bruce M. Pitman Center, International Ballroom

BOARDWORK

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

WORK SESSION

A. BUSINESS AFFAIRS & HUMAN RESOURCES

Student Tuition & Fee Rates (Academic Year 2015-2016)
1. Idaho State University – Student Tuition & Fee Rates
2. Eastern Idaho Technical College – Student Tuition & Fee Rates
3. Lewis-Clark State College – Student Tuition & Fee Rates
4. University of Idaho – Student Tuition & Fee Rates
5. Boise State University – Student Tuition & Fee Rates

B. PLANNING, POLICY & GOVERNMENTAL AFFAIRS

Institution, Agencies, Special/Health Programs Strategic Plans

EXECUTIVE SESSION

Office of the State Board of Education
1. Pursuant to section 67-2345(1)(b), Idaho Code, to consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent.

Thursday April 16, 2015, 8:00 a.m., Bruce M. Pitman Center, International Ballroom

OPEN FORUM

CONSENT AGENDA

IRSA

1. Idaho EPSCoR Appointment

PPGA

2. President Approved Alcohol Permits Report
3. Boise State University – License Plate Design
4. Idaho State Rehabilitation Council Appointments
5. University of Idaho – Constitution and Bylaws – Faculty Senate

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. University of Idaho Annual Report
2. Presidents' Council Report
3. Idaho EPSCoR Annual Report
4. 2015 Legislative Update
5. Amendment to Board Policy – Section I.Q. Accountability Oversight Committee – First Reading
6. Amendment to Board Policy – Section III.C. Institutional Governance – First Reading
7. Amendment to Board Policy – Section I.O. Data Management Council – Second Reading
8. University of Idaho – Seed Certification Standards
9. Temporary/Proposed Rule – IDAPA 08.02.03.105, Rules Governing Thoroughness

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. WWAMI Update
2. Amendments to Board Policy – Section III. N. – General Education – First Reading
3. Amendments to Board Policy – Section III. V. – Articulation and Transfer – First Reading
4. Amendments to Board Policy – Section III.O. – Curriculum Equivalency Schedules – Repeal - First Reading
5. Amendments to Board Policy – Section III.S. – Developmental and Remedial Education – First Reading
6. Boise State University – Bachelor of Science in Games, Interactive Media and Mobile

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7. Boise State University – Bachelor of Science in Imaging Science
8. Boise State University – Discontinuation of the Department of Community and Regional Planning, the Master of Community and Regional Planning and Regional Planning and the Community and Regional Planning Graduate Certificate Program

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II.H. – Coaches and Athletic Directors - First Reading
2. Amendment to Board Policy – Section II – F., L., and M. – Second Reading
3. Amendment to Board Policy – Section II.R. – Retirement Plans Committee – Second Reading
4. University of Idaho – Vice President for Infrastructure

Section II – Finance

1. Amendment to Board Policy – Section V.T. – Fee Waivers – Second Reading
2. Intercollegiate Athletics – FY2016 Gender Equity Reports
3. FY2016 Appropriations
4. FY2017 Budget Development Process
5. Boise State University – 2015 Master Plan Update
6. Idaho State University – Expansion of Bengal Pharmacy Telepharmacy Services
7. University of Idaho - Gender Equity Limits Increase
8. Opportunity Scholarship
9. Waiver to Board Policy – V.R.3.a.x. - Online Program Fee
10. Boise State University – Authorization of 2015 Refunding Bonds

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Elementary Secondary Education Act Flexibility Request (Waiver)
3. Post Falls Excision/Coeur d'Alene Annexation
4. Idaho State University – Proposed K-12 Mathematics Consulting Teacher Endorsement Program
5. Lewis-Clark State College – Proposed Online Teaching Endorsement Program
6. Boise State University – Proposed Master in Teaching Special Education Endorsement Program
7. Teacher Preparation Program Standards – Computer Science and Engineering/Proposed Rule IDAPA 08.02.02.004, Rules Governing Uniformity
8. Proposed Rule IDAPA 08.02.03.115, Rules Governing Thoroughness, Data Collection

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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. The board meeting will commence at 9:00 am on Wednesday, April 15th, any items not addressed on Wednesday will carry over to Thursday April 16th. Time certain items will be addressed during the time listed on the agenda.

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1. Agenda Approval

   Changes or additions to the agenda

   BOARD ACTION

   I move to approve the agenda as presented.

2. Minutes Approval

   BOARD ACTION

   I move to approve the minutes from the February 11, 2015 special Board meeting, the February 18-19, 2015 regular Board Meeting, the March 5, 2015 special Board meeting, and the March 19, 2015, special Board meeting as submitted.

3. Rolling Calendar

   BOARD ACTION

   I move to set April 13-14, 2016 as the date and the University of Idaho as the location for the April 2016 regularly scheduled Board meeting.

DRAFT MINUTES
STATE BOARD OF EDUCATION
February 11, 2015
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held February 11, 2015 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 11:30 am Mountain Time. A roll call of members was taken.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Debbie Critchfield
Bill Goesling (joined at 11:34)
Dave Hill
Richard Westerberg
Sherri Ybarra, State Superintendent

Absent:

PLANNING, POLICY & GOVERNMETNAL AFFAIRS

Section I – Human Resources

1. University of Idaho – Proposed Legislation

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by the University of Idaho to proceed with proposed legislation to revise Idaho Code Section 41-40110(3) (and associated sections of Chapter 40) so as to reinstate the calculation of the trust fund reserve and surplus for the University to the calculations as they existed in 2012. A roll call vote was taken and the motion carried 8-0.

Mr. Kent Nelson, legal counsel for the University of Idaho (UI), provided a review of the item. He indicated the UI has operated a self-funded health plan since 2008 covering medical, dental and vision, contracting through various providers who bill the university based on the claims submitted. The plan includes a trust as required by law, and the trust receives all of the employee payroll deductions and other contributions including retiree and university contributions. The trust pays the claims as they are billed, as well as the operating expenses of the plan. When the plan was established, state law required that the plan keep a reserve calculated based upon incurred but not paid claims (IBNP). He pointed out state law also required a surplus equal to 30%, so essentially the university dealt with a balance of 130% in their trust. It assures there are funds available in the event the university chooses to stop self-insuring and return to a regular insurance product.

Mr. Nelson indicated that in 2013, a bill was sponsored that intended to create authority for private higher education institutions to create student health plans that are self-funded to deal with some problems institutions were having with the Affordable Care Act (ACA). The Department of Insurance made changes to the bill that went beyond addressing student health plans resulting in an impact to the university. One of the changes that goes into effect July 1 is to remove the 130% IBNP amount and replace it with a reserve based upon monthly contributions. The UI's actuary has calculated that change will add an additional $6 million to the trust beyond what the university pays each month. The effect of that is it would take $6 million out of unrestricted reserves for the institution. Mr. Nelson pointed out they do not see a financial benefit in doing that, and it has a negative impact on the institutions balance sheet.

Mr. Nelson reported they have been working with the Department of Insurance and legislative leadership on a proposal that the Department of Insurance also agrees with. That proposal would reestablish the 130% IBNP requirement amount for the university, and remove them from the new requirement. They are seeking permission to move forward with legislation that will reinsert the old 130% IBNP reserve calculation back into the statute, applying it only to higher education institution employee self-funded plans.

2. Legislative Update - PTE

M/S (Westerberg/Goesling): For the Board to support the concepts outlined in the draft bill, providing further alignment with the secondary and postsecondary PTE programs. A roll call vote was taken and the motion carried 8-0.

Dr. Rush from the Board Office introduced the item indicating it was precipitated by concerns over difficulty that high school students were having articulating tech prep credit to the postsecondary technical programs. He added there is continuing interest in the Legislature to smooth out the transfer of courses for students.

PTE Administrator Dwight Johnson provided an overview of the item which is in response to interest by Senators Thayn and Mortimer. The bill is intended to promote the alignment of the foundational professional-technical courses at Idaho public colleges and universities to achieve uniformity and transferability in the core requirements for like programs of study in professional-technical programs. The goal is to align at least the first semester professional-technical programs at each of the public postsecondary institutions. Mr. Johnson provided an example to help explain the difficulty some students are having. He clarified that a second piece to this is to expand professional-technical offerings on-line, particularly in rural settings. Mr. Johnson indicated there is a partnership developing with Idaho Digital Learning Academy (IDLA) and Idaho PTECH Network to develop professional-technical offerings on-line.

Ms. Atchley asked how it would affect accreditation at the secondary and postsecondary level. Dr. Rush responded it should not affect accreditation. Ms. Critchfield asked who at the K-12 level would be making sure the courses are aligned with the university programs. Mr. Johnson responded they would be working with the deans of the technical colleges and they will be working through the logistics together with administrators and faculty. Ms. Critchfield asked when this is anticipated to take place and how the alignment will work. Mr. Johnson responded they need horizontal alignment at the postsecondary schools for the first semester so that each one of the institutions have the same student outcomes for that program of study, that way the student will not have any problem with dual credit transfers. As for the timing, some areas should be ready this fall, and others will need possibly another academic year.

3. Legislative Update

Mr. Westerberg indicated that the Board agenda materials contain a list of Board supported legislation and general legislation, including action last taken. Mr. Westerberg asked Ms. Bent if there was anything specific she would like to provide an update on from the Board office. She noted that one of the bills listed under "other education" deals with the statewide assessment and use of the consortium. One other bill recently introduced is regarding allowing students to opt of the ISAT as a graduation requirement. Ms.

Bent indicated the Board would have more through discussion around those items next week at the regular Board meeting and a recommendation would be likely at that time. There were no other questions on the legislation at this time; the consensus was to have the broader discussion on the legislation next week.

OTHER BUSINESS

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

M/S (Hill/Critchfield): To adjourn the meeting at 12:00 p.m. The motion carried unanimously.

DRAFT MINUTES
STATE BOARD OF EDUCATION
February 18-19, 2015
Boise State University
Student Union Building
Boise, Idaho

A regularly scheduled meeting of the State Board of Education was held February 18-19, 2015 at Boise State University's (BSU) Simplot Ballroom in Boise, Idaho.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Dave Hill
Bill Goesling
Richard Westerberg
Debbie Critchfield
Sherri Ybarra, State Superintendent

Absent:

Wednesday, February 18, 2015

Board President Emma Atchley called the meeting to order at 1:00 pm. Ms. Atchley recognized and welcomed the new State Superintendent of Public Instruction, Sherri Ybarra, to her first meeting.

BOARDWORK

1. Agenda Review / Approval

BOARD ACTION

M/S (Lewis/Soltman): To approve the agenda as submitted. The motion carried unanimously 8-0.

2. Minutes Review / Approval

BOARD ACTION

M/S (Lewis/Hill): To approve the minutes from the October 15-16, 2014 regular

Board Meeting and the November 13, 2014, November 24, 2014, December 18, 2014, and January 22, 2015 Special Board meetings as submitted. The motion carried unanimously 8-0.

3. Rolling Calendar

BOARD ACTION

M/S (Lewis/Goesling): I move to set December 9-10, 2015 as the date and the College of Southern Idaho as the location for the December 2015 regularly scheduled Board meeting to set February 17-18, 2016 as the date and Boise State University as the location for the regularly February 2016 regularly scheduled Board meeting and o amend the location for the June 2015 regularly scheduled Board meeting to North Idaho College. The motion carried unanimously 8-0.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

A. Statewide Education Strategic Plan

BOARD ACTION

M/S (Hill/Goesling): To approve the 2016-2021 Idaho State Board of Education Strategic Plan as amended and to authorize the Executive Director to finalize performance measures and benchmarks as necessary. The motion carried unanimously 6-0. Mr. Lewis and Mr. Westerberg were absent from voting. Dr. Goesling recommended changing K-20 to P-20 throughout the Plan. There were no objections to this request.

Mr. Westerberg introduced the item, pointing out the hope is to amend the Strategic Plan (Plan) where necessary and approve it today to provide the institutions with a Plan to inform and guide them as they work on their own strategic plans. Ms. Tracie Bent from the Board office provided an overview of the Board's Plan and planning process for the benefit of the new Board members. A copy of the Plan was provided in the Board agenda materials. Mr. Carson Howell, Director of Research, assisted Ms. Bent with review of the performance measures and benchmarks of the Plan. She pointed out the Board's Plan is made up of four different areas required by statute to be in all agency and institution strategic plans. The Board's Plan is made up of three main goals with a number of objectives contained under each goal. It is reviewed and updated annually, but is on a five-year cycle where it is reviewed extensively at the conclusion of each cycle; this year was the year for that more extensive review. Also, representatives from each of the campuses worked together with staff to provide feedback on the strategic Board's Plan.

Ms. Bent highlighted the changes to the Plan starting with the Vision and Mission statements. There were a number of changes to Goal 1: A Well Educated Citizenry, and discussion on whether to change K-20 to P-20. Under Objective A: Access, changes were made to clarify access for all Idahoans. Mr. Howell pointed out new performance measures included unmet financial need, loan indebtedness, and average default rate. He reviewed benchmarks for those performance measures which are 15%, 85%, and 10% respectively. The loan indebtedness benchmark is also compared with peers. The benchmark for the percentage of high school graduates meeting placement test college readiness, for both the SAT and the ACT, is 60%. He pointed out Idaho is below that mark presently, but compared with other states it is in line and there has been some improvement. Dr. Goesling asked about undergraduate student debt (such as for WWAMI and law students) under the earlier performance measures. Mr. Howell clarified those benchmarks are for the bachelor's degree level. Dr. Goesling suggested clarifying that benchmark.

Ms. Bent indicated under Objective B: Adult Learner Re-Integration, the group made no changes other than reordering. Mr. Howell reviewed the performance measures and benchmarks. Ms. Bent indicated the next objective, C: Higher Level of Educational Attainment, contains merged language from the *Higher Level of Educational Attainment* and *Transition* sections. It focuses on the transition of students in the educational system. Mr. Howell reviewed the benchmarks. For the 60% goal, we are between 41% and 42% percent toward that goal. There were a few new performance measures added to this section.

Ms. Bent indicated under the Quality Education objective, it is similar to an objective that was previously under Goal 2 that was moved to this section. Mr. Howell indicated the benchmarks in this section were mostly held over from the prior version of the Plan. Under Objective *Education to Workforce Attainment*, its intent is to deliver education that meets the needs of Idaho and the region. Ms. Bent pointed out the majority of the performance measures in this section are existing measures. Mr. Howell indicated the ratio of STEM to non-STEM baccalaureate degrees conferred in STEM fields benchmark is 1:4 which brings Idaho in line with other WICHE states. Mr. Soltman recommended removing the word "Boise" from the measure for the Boise Family Medicine Residency Program to say just "Family Medicine Residency". Mr. Howell acknowledged that change.

There was discussion about the percent of students who enroll in postsecondary education (the go-on rate) within 12 months. It was recommended to look at it in 12 months, three years, then possibly in five years which would provide a more thorough sense of who is going to college and why. Mr. Howell indicated they intend to look at the three year rates, but don't have enough data presently to look at a five year rate.

Returning to Objective E, Dr. Goesling suggested looking at the number of WWAMI and University of Utah students that stay in Idaho as a measure. There was additional discussion relating to the number of medical graduates that return or stay in Idaho.

Mr. Westerberg requested unanimous consent to include an additional measure to show the number of medical school graduates returning to Idaho. The tracking would include graduates of WWAMI, the University of Utah, and the residency program. There were no objections and President Atchley directed staff to include that measure. Additionally, staff will add a three year measure to Goal A, Objective A, related to the go-on rates as previously discussed. There were no objections to adding that measure.

Ms. Bent clarified that Goal 2 was originally *Critical Thinking and Innovation* and was renamed to *Innovation and Economic Development.* The new goal describes how education translates to that area. Objective A: Workforce Readiness looks at preparing students to efficiently and effectively enter and succeed in the workforce. Mr. Howell reviewed the performance measures and that they show the quality of education preparation for the workforce. Benchmarks for students participating in internships and undergraduate research were held over from the previous Plan. Mr. Lewis asked about the relevancy of the benchmark numbers for internships and undergraduate research to the Board's efforts. Ms. Bent clarified the existing measures were specifically asked for by the Board who indicated they would like to continue to see data on internships and undergraduate research, adding that those benchmarks have been included in the Strategic Plan for about four years now. Mr. Lewis suggested clarifying the types of graduates in the Plan. Mr. Howell also explained some of the difficulties of determining if the graduate is employed in their field of study, which is why the performance measure is for "*graduates employed in Idaho*".

There was some additional discussion around accessing data on graduate placement. Mr. Westerberg felt there must be a way to figure out if graduates are getting jobs in Idaho and suggested adding a placeholder for that information. Dr. Rush pointed out the goal is workforce alignment within Idaho, and looking at how well the university majors match up with the economic needs of the state. Mr. Westerberg suggested leaving the Plan it the way it is, but to realize it needs additional work when more data is available.

Mr. Westerberg requested unanimous consent to make recommended changes in the Plan as follows: To leave this as a placeholder and include the idea that looking at the field of graduate employment has some merit. There were no objections. As a follow-up, Ms. Critchfield asked for the universities to provide the Board with information on how they know where students are placed after graduation, and how they gather that information.

Ms. Bent indicated Objective B: Innovation and Creativity is much the same as the previous version. Mr. Howell pointed out the benchmarks are holdovers from the previous Plan. There was one change for the benchmark measure of production of intellectual property which was a 10% increase to keep in line with the other benchmarks. There was discussion about the objective and that the Board should be evaluating the institutions on this area.

Ms. Bent reported that Objective C: Economic Growth, is a new objective, and asked the Board if it is one they would like included in the Plan because it is a bit of a stretch on the things the Board can actually impact. Its description is to support retention and recruitment of businesses to the state and region. Mr. Lewis felt it is a very important area but it might be difficult to report on, and felt a group should be gathered to review the item. Mr. Howell will continue to work with the institutions and agencies to develop the measure. Mr. Lewis suggested descriptive wording for this section might be more about the growth of partnerships and nurturing start-ups, rather than in recruiting businesses to come to the region. Mr. Westerberg recommended leaving Objective C as *Economic Growth* and striking its description until it is further developed.

Ms. Bent indicated Goal 3 is mostly the same as in the previous Plan but slightly expanded. She clarified there will be a performance measure in October to go along with Objective A. Mr. Howell discussed Objective B: Quality Teaching Workforce, which looks at teacher preparation programs at the campuses. Ms. Ybarra asked for some clarification on Goal 3: Objective A related to data. Ms. Bent clarified the data is used to inform policy makers and institutions and is not a general accessibility to data. Dr. Rush recommended adding the words "security" of data in this section. Ms. Atchley recommended clarifying the type of data and its uses for this section. Mr. Lewis recommended removing the words "and accessibility" for it to read "…quality, thoroughness, and security of data. . . ". Under Goal 3: Objective B, Dr. Goesling felt the ACT/SAT benchmark should be increased to improve the quality of teachers. Ms. Atchley responded that grade point and the ability to pass the professional tests may be a better measure. Ms. Bent asked if they wanted to change the benchmark to GPA. There was further discussion about the benchmark and what to use as a measure, or none at all. Discussion indicated the measures need more work. Ms. Bent asked if it would be acceptable to the Board to leave the current measures as placeholders and propose different measures in October. There was no objection and Ms. Atchley directed staff to work on it accordingly.

Ms. Bent discussed Objective C: Alignment and Coordination which is to facilitate and promote the articulation and transfer of students throughout the education pipeline. It is a new measure. Mr. Howell reviewed the performance measures. Under Objective D: Productivity and Efficiency, the institutions recommended including the principles of program prioritization in the Strategic Plan. Ms. Atchley recommended clarifying when looking at graduates per $100,000, it is on an annual basis. Dr. Goesling recommended including some data about dual credits either under Objective C or D. Dr. Rush recommended adding a measure under Objective C that captures how many dual credit students transfer. Ms. Atchley directed staff to work on another measure and benchmark under Goal 3: Objective C for dual credit students.

Ms. Bent reviewed Objective E: Advocacy and Communication. It is a new objective the purpose of which is to educate the public and their elected representatives by advocating the value and impact of the educational system. There are no performance measures at this time but they will be developed. Ms. Bent pointed out that all agencies and institutions are required to have *Key External Factors* included in their strategic plans, and some language has been included. Additionally, an element that is not required but is included is the area of *Initiatives,* which points to some of the main things the Board has accomplished.

B. Higher Education Research Council Strategic Plan/Annual Report

BOARD ACTION

M/S (Hill/Goesling): To approve the 2016-2020 Higher Education Research Strategic Plan as submitted in Attachment 1. The motion carried unanimously 6-0. Mr. Lewis and Mr. Westerberg were absent from voting.

Ms. Bent introduced Dr. Mark Rudin, Chair of the Higher Education Research Council (HERC), to present the HERC strategic plan and provide an update of HERC activities. Dr. Rudin started by reviewing HERC's organization. He said the committee felt there were some inconsistencies in HERC's strategic plan and that new metrics needed to be developed. Dr. Rudin reported the main changes were to the performance measures. Mr. Soltman recommended, in looking at the reports from institutions, to see more than a one year snapshot and suggested a report over time. Dr. Rudin acknowledged that recommendation. Ms. Bent pointed out that they have been collecting the research activity reports for about 5 years and staff could compile a more comprehensive report for the Board.

Dr. Rudin provided an update of HERC activities for the Board. He reviewed the scope and mission of HERC, he reviewed the composition of the HERC membership, and pointed out that despite the institutions being competitive they work very well together and collaborate by leveraging their talents and resources. Dr. Rudin expressed special thanks to Dr. Lori Stinson of LCSC for her good work.

Dr. Rudin reviewed various initiatives of HERC such as the HERC Research Infrastructure, the HERC Incubation Fund Grant Program, the Center for Advanced Energy Studies (CAES), and the NSF-EPSCoR (National Science Foundation) matching funds. One additional initiative is the HERC iGEM projects which amounts to $2 million allocated to HERC to develop projects. There were three main projects funded at various levels: The UI Cyber Security Faculty Cluster, ISU Production of 67CU (Copper 67), and the BSU Computer Science Expansion in an effort to produce more computer science graduates to support local and state-wide industry demands. Dr. Rudin summarized each of the three projects and their accomplishments to date.

C. Legislative Update

BOARD ACTION

M/S (Goesling/Hill): To postpone the discussion on SB 1085 until tomorrow. The motion carried 5-1. Mr. Soltman voted nay on the motion.

M/S (Goesling/Hill): To oppose SB S1085. There was not action taken on this motion.

M/S (Lewis/Westerberg): To table the previous motion and take no further action on it. The motion carried unanimously 8-0.

M/S (Critchfield/Soltman): To support HB 0110. The motion carried unanimously 6-

0. Lewis and Westerberg were absent from voting.

Ms. Bent provided a legislative update for the Board and that the Board may want to take action to support HB 0110 as it is in alignment with the Governor's Task Force Recommendation on Mastery Based Education.

Dr. Goesling asked about SB 1085. Ms. Bent responded it requests the Superintendent remove Idaho from the Smarter Balanced Assessment Consortium (SBAC), and prohibits students from taking any test or test question developed by such consortium as a graduation requirement. It has not had a bill hearing yet. There was some discussion about graduation requirements and Ms. Bent clarified the current graduation requirements along with the process if SB 1085 passes. Dr. Goesling urged postponing discussion on HB 1085 until Board members Westerberg and Lewis could participate.

Dr. Goesling asked for an explanation of SCR 105 and 106. Ms. Bent responded those are Senate Concurrent Resolutions and they do not act as law, but direct and agency or department to an action. SCR 105 directs the Department and Board to convert the current Idaho Core Standards into more Idaho-specific standards in 2015. SCR 106 directs the Department to find an alternative to the Smarter Balanced Assessment Consortium.

Board President Atchley recessed the meeting at 4:14 pm MT.

Thursday February 19, 2015, 8:00 a.m., Boise State University, Simplot Ballroom, Student Union Building, Boise, Idaho.

Board President Atchley called the meeting to order at 8:00 a.m. MT for regularly scheduled business. Ms. Atchley welcomed the new Superintendent of Public Instruction Sherri Ybarra. Ms. Ybarra gave a brief introduction and shared her vision for the next four years at the Department, stating she will be the driving force for K-12 education going forward. Dr. Rush from the Board office introduced Blake Youde as the Board office's new Chief Communication and Legislative Affairs Officer.

OPEN FORUM

There were three requests to speak during open forum.

Mr. Bob Lokken from White Cloud Analytics addressed the Board about higher education's role in economic development. He discussed economic development and the BSU football team. He pointed out that the future and prosperity of the state relies on its economy. He described the significance of 77 and 15, explaining that over a six-year span the BSU football program's recruiting classes ranked 77th best in the country – in the bottom half. Over that six-year period, the program finished in the top 15 in the United States. Mr. Lokken said this is a perfect example of high performance, especially from a business perspective – where BSU is a good example of something that out performs on a regular basis. He highlighted that BSU has figured out how to compete with larger institutions with less resources but more creativity, risk taking, and innovation. He said that image reflects across the state and drew the correlation between the 77-15 example, economic development, and strong leadership.

Elaine Clegg – Requested to speak during open forum, but was absent.

Mr. Dean Gunderson addressed the Board regarding the Consent Agenda item on *Programs and Changes Approved by the Executive Director*. Mr. Gunderson introduced himself as a grad student at Boise State in the Community and Regional Planning Program (CRP), as well as a business owner, and participant in the Venture College at Boise State. Related to the referenced item on the Consent Agenda, he was opposed to BSU's program changes to the New School of Public Service where the CRP program is being discontinued. He felt it was a very unfortunate decision to discontinue the program and asked the Board to reconsider.

CONSENT AGENDA

BOARD ACTION

M/S (Lewis/Soltman): To approve the Consent Agenda as presented. The motion carried 8-0.

IRSA

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

This item was provided in the agenda materials as an information item.

2. University of Utah – Annual Report

This item was provided in the agenda materials as an information item.

3. EPSCoR Idaho Committee Appointment

BOARD ACTION

By unanimous consent to appoint Senator John Tibbits to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of the Idaho State Senate, effective immediately and expiring June 30, 2020.

PPGA

4. State Rehabilitation Council Appointment

BOARD ACTION

By unanimous consent to approve the appointment for Mike Hauser to the State Rehabilitation Council as a representative of a disability group for a term of three

years effective March 1, 2015 through February 28, 2018.

5. Indian Education Committee Appointment

BOARD ACTION

By unanimous consent to appoint Mr. Pete Putra, representing the Shoshone-Paiute Tribe and Mr. Will Fanning representing the College of Western Idaho to the Idaho Indian Education Committee, effective immediately.

6. Data Management Council Appointment

BOARD ACTION

By unanimous consent to approve the appointment to the Data Management Council for Matthew Rauch, Will Goodman, and Shari Ellertson.

7. Alcohol Permits – President Approved – Report

This item was provided in the agenda materials as an information item.

SDE

8. Correction of the Legal Description of the Inner Boundary of Trustee Zone One for the Homedale School District

BOARD ACTION

By unanimous consent to approve the request to correct the legal description of the Homedale School District boundaries for Trustee Zone 1 as submitted.

9. Professional Standards Commission Appointment

BOARD ACTION

By unanimous consent to approve Pete Koehler as a member of the Professional Standards Commission for a term of three years representing the Department of Education, effective February 19, 2015.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. Boise State University Annual Report

Boise State University (BSU) President Dr. Bob Kustra provided an annual report to the Board. He reviewed BSU's stats from 2007 until 2014 sharing that enrollment is up 18%, degrees are up 52%, research grants and contracts are up 39%, donors are up 131%, and foundation assets are up 59%.

Dr. Kustra remarked and reflected on the visit to the university by President Obama. He shared a couple of success stories about the faculty from the College of Engineering, and of the student, Ms. Camille Eddy, who introduced the president.

Dr. Kustra reported on BSU as a culture of innovation and indicated they are fully onboard with the teacher certification program. He reported on the Bridge to Career program and mentioned they are trying out three short courses geared at preparing students for the marketplace; they will be piloting the courses next Fall. He spoke about a concurrent enrollment program called “Sophomore Start”, reporting BSU is piloting the program in the West Ada, Nampa and Parma school districts this spring. He also reported that in spite of the gap in IPEDs data, BSU is still showing good progress with their retention and graduation rates.

Dr. Kustra spoke of the new College of Innovation and Design, and called attention to the recruitment of Dr. Gordon Jones as the new Dean for the college. Dr. Jones is from Harvard and created the Harvard Innovation Lab program better known as ILAB. Dr. Kustra reported BSU’s on-line programs and that they are developing fully on-line degrees. He reported on their football program, its importance to the university and to Idaho, and the focus on and off the field. He reported their APR status is in standing with institutions such as Clemson, Duke, Northwestern and Rutgers, and BSU athletes have some of the highest graduation rates in the region. Dr. Kustra pointed out that successful academic programs are built on the back of a successful athletics program.

Ms. Atchley at this time welcomed former Superintendent of Public Instruction, Tom Luna, as a guest. Mr. Luna served for eight (8) years as an Ex-Officio member of the Board. He was recognized on the national stage for his efforts and much of what is being worked on today is as a result of his efforts. She thanked him for his dedication and hard work to the Board and to the state of Idaho. Board member Lewis offered some heartfelt comments thanking Mr. Luna for his years of service and contribution.

2. Idaho Public Charter School Commission – Annual Report

Ms. Tamara Baysinger, Public Charter School Commission (Commission) Director, provided a report to the Board. Chairman Reid was not able to attend this meeting. Ms. Baysinger reported they have 35 schools presently, and the number of students attending is about 14,950. Ms. Baysinger identified the current members of the charter Commission, and reported Mr. Kelly Murphy as the newest member. She shared the Commission’s performance outcomes for schools which include academic, mission specific, operational, and financial goals.

Ms. Baysinger shared the outcomes from the first available reports to the Board. She pointed out the charter schools all have the opportunity to respond to the contents of their annual reports prior to publication. She indicated there are four accountability designations for the schools: honor, good standing, remediation, and critical. Schools in the top two categories will have their charters renewed. Schools in the remediation or critical standing face potential non-renewal and receive notices regarding their status. For the academic accountability section, 69% of the schools fell into the honor or good standing categories; 19% are in remediation, and 6% are critical. Charter schools are performing well on the SATs in reading, math and writing. Operational accountability designations show the schools doing quite well with none of them in the critical area. In the financial accountability designation, 69% of schools are in honor or good standing.

Ms. Baysinger reported the commission was audited this year by the National Association of Charter School Authorizers (NACSA) and the evaluation report states, “The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho.” Ms. Baysinger thanked the Board for their funding request to JFAC this year.

3. Idaho Digital Learning Academy (IDLA) Annual Report

Ms. Cheryl Charlton provided a report to the Board and was assisted by Mr. Ryan Gravette and Dr. Sherawn Reberry. Ms. Charlton provided a brief overview of the IDLA, and remarked on the number of partnerships they have with entities in the state. Dr. Reberry reported they have expanded their offerings to students through many of these partnerships and are enhancing opportunities for students, teachers and school districts. Their enrollment numbers have been increasing each year; and this year they have new advanced opportunities and dual credit courses available. Their courses are aligned help students to be college and career ready. An additional concept they are working on is virtual counseling for students. Their professional development website offers different training available throughout the state. Dr. Reberry also commented that Camille Eddy (the BSU engineering student who introduced President Obama) was also a student of IDLA in advanced math courses.

Dr. Reberry discussed the Idaho Computer Science Initiative for K-12 which is a partnership between Code.org, the Idaho Technology Council, IDLA, and Idaho school districts. Idaho is the first statewide partnership participating in this initiative.

Mr. Ryan Gravette reported on the technical support area of IDLA and the quality of support they strive to offer. He remarked on blended learning along with research and development projects with other institutions. He reminded the Board of IDTransfer.org where students can find out how their courses will transfer from institution to institution in Idaho by using this tool. There is also a college search engine that provides answers to the top 12 questions students are asking across the state. He commented on the importance of data security to IDLA and that they use the same technology banks are using for security.

Mr. Soltman asked about the impact from the loss of the Idaho Education Network (IEN). Mr. Gravette responded that bandwidth at school districts has changed and improved over the years because of the efforts of the IEN. He added there will be opportunities for expansion across the state because of the work of the IEN. Systems will still be available if there is an IEN outage; they don’t want students to be impacted by any disruption. Ms. Ybarra thanked the representatives from IDLA for their work.

4. Idaho Educational Services for the Deaf and Blind Annual Report

Administrator for the Idaho Educational Services for the Deaf and Blind (IESDB), Brian Darcy, provided a report to the Board. He identified the members of their Governor appointed board and shared IESDB's organizational chart. Mr. Darcy reported they have 31 teachers and currently serve around 1,800 students statewide, from birth to age 21, through seven regional educational centers. In-home education is a very important part of student development and is available to parents and children from birth to three years old. Mr. Darcy showed a comparison of caseloads from 2009 to 2015 for illustrative purposes, and also summarized the information by region. He reported since 2008 there has been a 60% increase in students. He said they struggle to be able to serve the amount of students in Idaho, pointing out there is a lack of qualified teachers. There are only three certified Brailleists in the state, and IESDB has two of them. Mr. Darcy pointed out they also offer short term programs for students who cannot attend on-campus which include working with parents and students separately, then together.

Mr. Darcy reported on their media and library services and that they work with all the school districts in the state. He reported on technology students have access to thereby enhancing their learning, and remarked on the collaboration with agencies and entities. Mr. Darcy shared some details of experiences and activities students get to participate in, such as skiing or dancing, and how the school helps students conquer challenges.

Mr. Darcy reported that their campus is an AdvancED Standards campus. He reported on facility development and their focus on safety and accessibility. They have added seven power doors and also have a new digital communications system. He reported that future requests include a redesign and automation of their irrigation system, resurface of parking lots and interior roads, new windows in some buildings, and renovation of their round building. He expressed deep appreciation for the Governor's request to increase this year's budget. Mr. Darcy reported on the strategic planning exercises they go through and their work to identify foreseeable barriers.

5. Amendment to Board Policy – I.O. Data Management Council – First Reading

BOARD ACTION

M/S (Westerberg/Soltman): To approve the first reading of Board Policy I.O. Data Management Council as presented in Attachment 1. The motion carried unanimously 8-0.

Mr. Westerberg indicated this revision changes the Data Management Council (DMC) policy to have a Board staff member chair the council.

6. Data Management Council – Policies and Procedures – Amendment

BOARD ACTION

M/S (Westerberg/Critchfield): To approve the Data Management Council policies and procedures as submitted in attachment 1. The motion carried unanimously 8-0.

Mr. Howell reported that the policy changes included additional clarification for specific agency data requests or those that must be approved by the DMC, that student level data can be shared with the original custodian of the data, and regarding the cell size for masking data that anything below ten (10) be masked.

7. Amendment to Board Policy – Bylaws – Second Reading

BOARD ACTION

M/S (Westerberg/Goesling): To approve the second reading of Board policy – Bylaws, adding a new subsection codifying the Boards athletic committee as submitted. The motion carried unanimously 8-0.

8. Lewis-Clark State College – Tenure and Promotion Policy Amendment

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request by Lewis-Clark State College to approve their Faculty Rank and Promotion Policy 2.106 and Tenure Policy 2.111 as submitted in attachment 1 and 2. The motion carried unanimously 8-0.

Dr. Lori Stinson, Provost of Lewis-Clark State College (LCSC), indicated changes to LCSC's Tenure and Promotion include clarification of definitions and minor language changes to ensure consistency between the Tenure Policy and the Promotion Policy. She pointed out each piece was carefully reviewed, debated, vetted and voted on by the LCSC faculty. The policies have also been approved by college administration.

9. Presidents' Council Report

Dr. Joe Dunlap, President of North Idaho College and current chair of the President's Council, provided a report on the Council's recent meetings. He said the institutions provided assistance with regard to the Board's strategic planning. They heard about two proposals from the Division of Professional-Technical (PTE) education; one is an opportunity to apply for apprenticeship grants with the Department of Labor; the second is a new technology platform being developed. Registrars and faculty will participate in future discussion on those items.

Dr. Dunlap reported on the National Association of System Heads (NASH) initiative focusing on issues related to college completion. Regarding the Postsecondary Institution Rating System (PIRS), the Department of Education is committed to using a rating system by Fall of 2015 to measure access, affordability, and college/university success, and will request legislation for partial funding for Pell grants by 2018.

Dr. Staben proposed lowering barriers to attending college by providing automatic admission of high school students who met admission requirements. Ms. Atchley recommended coupling this with the uniform application that is being developed.

Presidents agreed to solicit the opportunity for a president's panel to visit with high school administrators regarding college barriers. They discussed purchasing inflexibility and having to use the statewide contract rather than being able to use local vendors. Mr. Freeman from the Board office provided that under the law vendors on the state contract must be used first. He will research options and report back to the presidents.

On a separate note, Ms. Atchley respectfully requested that the institutions give serious consideration to the number of late items and special meetings requested lately, and encouraged institutions to review the calendar more thoroughly for deadlines.

10. Reconsideration of Pending Rules – Docket 08-0203-1401, Graduation Requirements and Docket 08-0203-1406, K-12 Data Elements

BOARD ACTION

M/S (/): To reject sections 105.06.e through g in Docket 08-0203-1401.

Mr. Westerberg requested unanimous consent to postpone this motion until the next special meeting. There were no objections to the request.

AND

M/S (Westerberg/Ybarra): To reject Docket 08-0203-1406. The motion carried unanimously 8-0.

Mr. Westerberg indicated this item is to reconsider some proposed rules. Ms. Bent reminded the Board of the rulemaking process and provided information on the rules being reconsidered. For the first rule regarding graduation requirements, the Board's Accountability and Oversight Committee reviewed the graduation requirement and is recommending the Board consider at this time to only require the college entrance exam for graduation purposes in grade 11. The committee's concerns centered on requiring the students to take both the ISAT and the college entrance exam in grade 11 and continued uncertainty at the district level during the transition from the old assessment to the new assessment.

Ms. Bent indicated the second rule deals with new data elements and requires any student specific data elements be approved by the Governor and legislature. The Department proposed eight (8) new data elements, but those elements were later found to not be necessary. Based on their recommendation, the Board is being asked to reconsider the rule. Ms. Bent pointed out that because of the rulemaking process, the germane committees have already received the rules and are holding them pending the Board's action today.

Ms. Ybarra commented that part of the concern on Docket 08-0203-1401 is to address parental concern related to over testing. There was discussion about the SAT, the SBAC, and over testing of high school students. Ms. Critchfield, who served on the Accountability and Oversight Committee, clarified this recommendation is not the removal of a requirement, but a change in the requirement moving from grade 11 to grade 10. Ms. Critchfield said there is a feeling in the region of an abundance of testing.

There was additional discussion regarding moving the test to the grade 10. Mr. Lewis felt there needed to be a transition time allowance and suggested rewriting the provisions rather than opposing them. Mr. Westerberg requested deferring the item until after the lunch hour. Ms. Bent pointed out that as a technical point, there isn't an opportunity to rewrite the rule at this point in time; adding that a pending rule could be proposed. Mr. Lewis felt the Board should not vote on the rule today. After additional discussion, the motion regarding Docket 02-0803-1401 was postponed until the next special meeting.

At this time during the meeting, the Board returned the discussion on the legislative item SB 1085 where the final motion was to take no further action on it.

AUDIT

1. Audit Committee Appointments

BOARD ACTION

M/S (Goesling/Soltman): To renew the appointment of Mark Heil as a non-Board member of the Audit Committee. The motion carried unanimously 8-0.

BOARD ACTION

M/S (Goesling/Hill): To approve the appointment of Brent Moylan as a non-Board member of the Audit Committee. The motion carried unanimously 8-0.

Dr. Goesling indicated staff requests reappointment of Mr. Heil to the Audit Committee. Mr. Heil has expressed his interest in continuing to serve the Board. Additionally, the Committee did a significant search for another non-Board member and was referred to Mr. Brent Moylan. The Committee reviewed Mr. Moylan's resume and voted unanimously to confirm his independence and recommend his appointment.

2. FY 2014 College and Universities' Net Position Balances

Dr. Goesling pointed out net position balances for the four-year institutions were provided as part of the agenda materials. The institutions are to maintain fund balances sufficient to stabilize their operating budgets and the Board has set a minimum target reserve of 5% of operating expenditures as a benchmark in its Strategic Plan.

Dr. Goesling asked why the University of Idaho (UI) was below the 5%. Mr. Ron Smith responded that last legislative session they were informed the reserve for their self-insurance plan would be increased by approximately $6 million from where it is now. Legislation was passed to reverse that, so the $6 million will come back and put UI at a ratio of 5.8%. Dr. Goesling asked ISU about their recommendations to other institutions to bring their net positions up. Mr. Fletcher commented on their work related to fiscal discipline and the importance of conducting monthly reviews in all areas; adding that they correct deficiencies immediately. Mr. Fletcher added that they work very hard to keep their faculty informed about the financial viability of the institution.

3. FY 2014 College and Universities' Financial Ratios

Mr. Freeman provided a review of the institutions' ratios for the newer Board members and pointed out that they are designed as a management tool to measure financial activity and trends. They do not lend themselves to comparative analysis. Mr. Freeman reported they look at four main ratios and that a weighted value is assigned to teach ratio. He provided an explanation of each of the ratios. He discussed the composite financial index (CFI) which shows a threshold of financial health with a score of at least three. When an institution falls below a CFI of three, it provides a long-term plan to address the issues. Mr. Soltman felt if a CFI of below three can be explained by an isolated incident, then a long range plan would not be necessary.

4. Lewis-Clark State College Foundation Operating Agreement

BOARD ACTION

M/S (Goesling/Soltman): To approve the revisions to the Operating Agreement between Lewis-Clark State College and the Lewis-Clark State College Foundation, Inc., as presented. The motion carried unanimously 8-0.

At this time the meeting recessed for lunch.

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. Amendment to Board Policy – Section II – Human Resources, First Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the first reading of proposed amendments to Board policy Sections II.F., II.L. and II.M., as presented. The motion carried unanimously 8-0.

Mr. Freeman introduced the item stating it has been reviewed with the Vice Presidents of Finance and Human Resource directors at the institutions. The proposed amendments will make Board policies internally consistent with respect to finality of employment decisions by institutions and agencies; and clarify the circumstances under which payments in addition to fixed salaries may be authorized.

2. Boise State University – Multi-Year Employment Agreement – Football Head Coach

BOARD ACTION

M/S (Lewis/Westerberg): To approve the request by Boise State University to enter into a five-year employment agreement with Bryan Harsin, Head Football Coach, with a retroactive effective date of January 11, 2015 and terminating on January 10, 2020, at a base salary of $800,000, and such base salary increases and supplemental compensation provisions as submitted. The motion carried 7-1. Dr. Goesling voted nay on the motion.

BOARD ACTION

M/S (Lewis/Soltman): To approve amendments to the license agreement between Boise State University and Bryan Harsin Enterprises, LLC, to provide a monthly royalty payment of $16,667, as submitted. The motion carried unanimously 8-0.

Mr. Kevin Satterlee, legal counsel for BSU, indicated the university is requesting approval for a new five year contract with Head Football Coach Bryan Harsin, and outlined the changes to the contract. He mentioned the contract has been discussed in the Athletics Committee on two occasions.

Mr. Westerberg suggested a review of best practices relative to liquidated damages. Dr. Goesling expressed concern with the signing bonus, the change in number of games from 9 to 8, and concern over the liquidated damages. Mr. Satterlee responded those concerns should be taken into context with the negotiation that takes place and this is where they ended up in the negotiations. Ms. Atchley questioned the frequency of amending these types of contracts. Dr. Kustra responded that there are competitive pressures and marketplace demands placed on coaches and athletics directors. He added that the reality of a post-season victory is there is an agent pressuring the Athletics Director to amend the contract. He pleaded with the Board to support this program and to try to understand the program dynamics and its radical changes. He also remarked BSU is completely in synch with the way liquidated damages in coaches' contracts are handled. Dr. Kustra indicated BSU would provide the liquidated damages data to the Board for their review. Mr. Lewis did recognize that these coach contract reviews are part of a cycle that occur with end of season games and the Board is understanding of it.

Mr. Satterlee pointed out the coach salary is paid out of Athletics Department revenues and that no state funds are used. Dr. Kustra also pointed out that the other athletics programs are largely supported by the football program revenues which has become a fact at many institutions.

Mr. Lewis also made a point to vocalize the Board's congratulations to the success of Coach Harsin during the past year.

3. Boise State University – Multi-Year Term Sheet – Football Coordinators

BOARD ACTION

M/S (Lewis/Goesling): To approve the request by Boise State University to authorize an offer of multi-year employment to the football defensive coordinator, Marcel Yates, with an effective date of March 1, 2015, and to bring to the Board for approval an employment agreement in substantial conformance with the term sheet set forth in Attachment 1, at a future Board meeting. The motion carried unanimously 8-0.

Mr. Satterlee pointed out the employment agreement would not need to be retroactive because the effective date will be March 1st, and the athletic achievement incentive pay for bowl games should read $16,500 rather than $16,250. Lewis amended the motion with the correct effective date.

4. Idaho State University – Amendment to Multi-Year Employment Agreement – Football Head Coach

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Idaho State University to amend the wording in Sections 3.2.1 to 3.2.8 and Section 5.3.3 in the employment agreement with Michael D. Kramer, Head Football Coach, as proposed. The motion carried unanimously 8-0.

Mr. David Alexander from ISU indicated this is an amendment to the employment agreement with Head Football Coach Michael D. Kramer. Mr. Lewis indicated the Athletics Committee has reviewed this contract and recommends approval. Mr. Lewis also congratulated Coach Cramer on his success on behalf of the Board.

5. Idaho State University – Appointment of Vice President for Research and Dean of the Graduate School

BOARD ACTION

M/S (Lewis/Hill): To approve the request by Idaho State University for the appointment of Cornelis J. Van der Schyf as Vice President for Research and Dean of the Graduate School, commencing on March 1, 2015, at a salary of $190,008. The motion carried unanimously 8-0.

Idaho State University (ISU) President Art Vailas introduced Professor Van Der Schyf to the Board. He commented on the credentials of the professor and that he would be the new Vice President for Research and Economic Development at ISU. Dr. Van der Schyf has served as Dean of the Graduate School at ISU since April, 2013.

Section II – Finance

1. Amendment to Board Policy – Section V.Q. – Retirement Plan Committee, First Reading

BOARD ACTION

M/S (Lewis/Soltman): To approve the first reading of the proposed Board policy Section V.Q., Retirement Plan Committee, as presented. The motion carried unanimously 8-0.

Mr. Freeman indicated this is a proposal to create a Retirement Plan Committee to assist the Board in performing its fiduciary duties as the plan sponsor of three Defined Contribution (DC) Plans used by employees at the colleges and universities. Board staff does not have the time or expertise to perform necessary and appropriate monitoring of the plans and even with in-house expertise, a committee to oversee retirement plan design, investments, and fees is a best practice and industry standard.

2. Intercollegiate Athletics Financial Reports

Mr. Lewis indicated the intercollegiate athletics financial reports were provided in the agenda materials to the Board. There was no discussion on the item.

3. Intercollegiate Athletics Employee Compensation Reports

Mr. Lewis indicated the intercollegiate athletics employee compensation reports were provided in the agenda materials to the Board. There was no discussion on the item.

4. Boise State University – Proposed Student Housing Project

Ms. Stacy Pearson and Mr. Kevin Satterlee from BSU provided background and details of the project to the Board. In 2013, BSU acquired a four acre site formerly occupied by the University Christian Church located across University Drive from the Student Union Building, which is the site of the proposal. Mr. Satterlee indicated the main part of the proposal is to develop a new Honors College that will add value to BSU and satisfy current and future needs. He outlined project benefits and pointed out the company they are working with is going to do an all cash equity transaction, so BSU will not be debt financing the project. He added that company will also add new revenue to the university by leasing the ground to build the housing. Mr. Satterlee provided several conceptual drawings of how the college would look. They have updated their draft master plan and this new development is consistent with the current master plan.

Ms. Pearson indicated they are working with the Educational Realty Trust Inc. (EDR) who is a national leader in private student housing in on- and off-campus communities. They are also working with LCA Architects and Ayers Saint Gross on the project. Ms. Pearson pointed out this a cash based project and will be 100% funded by EDR's cash equity; no debt will be issued related to this project. She reported there will be a fifty year ground lease or operating agreement, and outlined basic development terms. BSU will also have representation on the committee that will oversee the management of the project. She outlined next steps and details which will need to be finalized.

Mr. Westerberg asked if the Honors College and ancillary facilities would be developed by the developer and owned by the university, or if they would be owned and leased to the university. Mr. Satterlee responded that BSU would lease the facilities, but at no cost since it is built into the financial transaction with BSU as the sole occupant. Ms. Pearson requested any feedback from the Board be forwarded to the university so negotiations and changes can be made to the proposal.

5. Idaho State University – Amendment of ISU Intellectual Property Foundation Bylaws

BOARD ACTION

M/S (Lewis/Goesling): To approve the request by Idaho State University to amend the Idaho State University Intellectual Property Foundation bylaws as set forth in Attachment 1. The motion carried 7-1. Mr. Soltman voted nay on the motion.

Mr. David Alexander from ISU indicated the university is seeking approval to amend its Intellectual Property Foundation, Inc. (IPF) Bylaws and outlined the changes. Mr. Soltman disagreed with the one-year terms feeling it takes more than a year for a member to get up to speed. There was additional discussion about the terms for the members of the IPF Board.

6. University of Idaho – UI Library – Renovations and Improvements – Planning and Design Phases

BOARD ACTION

M/S (Lewis/Hill): To approve the request by the University of Idaho to implement the planning and design phases of a Capital Project for the University of Idaho Library Renovation and Improvements, in the amount of $249,900. Authorization includes the authority to execute all necessary and requisite Consulting and vendor contracts to fully implement the planning and design phases of the project. The motion carried unanimously 8-0.

Mr. Ron Smith indicated UI seeks approval to spend roughly $250,000 for initiation of the planning and design phase of its Capital Project Authorization Request for library renovation and improvements, adding the project is fully consistent with UI's strategic plan and long range capital development plan. Funding for this project is to be provided through university and gift sources.

7. University of Idaho – Proposed Project – Idaho Sports Arena

Dr. Staben, UI President, and Mr. Rob Spears, Athletic Director, provided details of this informational item, informing the Board the UI is considering a new sports arena to be constructed on the field north of the Kibbie Dome at a projected cost not to exceed $30 million, funded entirely by private funds. Mr. Spears shared renderings of the facility. Ms. Critchfield asked about the seating capacity. Mr. Spears responded between 4,600 and 5,000; and added the Kibbie Dome can seat up to 16,000.

8. University of Idaho – Sodexo Food Service Contract

BOARD ACTION

M/S (Lewis/Critchfield): To approve the agreement between the University of Idaho and Sodexho America, LLC, in substantial conformance to the form submitted to the Board in Attachment 2, and to authorize the Vice President for Finance and Administration to execute the contract and any necessary supporting documents. The motion carried unanimously 8-0.

Mr. Ron Smith indicated UI is seeking contract approval with Sodexo America, LLC. for dining services. Mr. Smith reported they only had one response to this RFP. He said there are three companies in the nation that would undertake a proposal such as this, and two of those three do not have a presence in the northwest region. Additionally, they have been working with Sodexo for a long time.

9. Amendment to Board Policy – Section V.T. – Fee Waivers - First Reading

BOARD ACTION

M/S (Lewis/Goesling): To approve the first reading of proposed amendments to Board policy V.T. Fee Waivers, with all revisions as presented. The motion carried unanimously 8-0.

Mr. Freeman summarized the item related to the Veterans Access, Choice, and Accountability Act of 2014 ("Choice Act") stating the Veterans Administration must disapprove programs of education for everyone training under the Post- 9/11 GI Bill and MGIB–AD, if resident charges are not offered to all "covered individuals." He indicated any changes would be determined between first and second reading, but timing of the amendment to policy is critical in order to be in compliance by July 1, 2015. Mr. Freeman reported that Board Staff has worked with representatives of the Federal Veterans Administration and the Idaho State Veterans Services on this item.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. Presentation on Title IX – Student Affairs Officers

Mr. Soltman provided some background about the Title IX Education Amendment of 1972. In 2011, the Office of Civil Rights (OCR) issued regulatory guidance on compliance with Title IX as it relates to sexual violence and misconduct. Last year, the Instruction Research and Student Affairs (IRSA) committee asked the Student Affairs Officers to begin a process of self-evaluation to determine compliance with Title IX or any Title IX issues. Ms. Dana Kelly, Student Affairs Program Manager for the Board office, introduced the Student Affairs officers participating in the presentation. They were Dr. Andrew Hansen from LCSC, Dr. Lisa Harris from BSU, Dr. Craig Chatriand from the University of Idaho, and Dr. Trisha Terrell from Idaho State University. Joining the group also was Dr. Chris Mathias from the State Board of Education.

Ms. Kelley indicated the group would be providing an overview of Title IX requirements, expectations, and how the campuses are addressing the expectations. Dr. Hansen outlined policies and procedures set forth in a letter sent to the institutions in 2011 to address the broad scope of Title IX. The letter had three provisions which included assisting victims, investigating cases, and finding ways to stop future violence and episodes of sexual misconduct. The letter also called for postsecondary institutions to designate a Title IX coordinator to oversee compliance with Title IX. It also made clear that investigating and adjudicating episodes of sexual misconduct extended to activities off campus, and outlined reporting, investigative timelines, and ongoing education requirements regarding Title IX.

Dr. Hansen summarized the Clery Act and its provisions for the Board which requires postsecondary institutions to report all criminal incidents that occur on campus controlled property in an annual report. He summarized the Violence Against Women Act (VAWA) which underscores the need for written publicized procedures in dealing with incidence of sexual misconduct, adding the VAWA is an amendment to the Clery Act. He summarized the Campus Sexual Violence and Elimination Act (SaVE) which calls for institutions to adopt and publish victims' rights documents to provide specialized training for all personnel and students on campuses.

Dr. Harris reviewed some recommendations from the Association of Governing Boards (AGB) on sexual assault on college campuses. She also pointed out that included in the agenda materials is a list of Title IX coordinators and deputy coordinators for each campus, and links to each institution's policy and procedures. She remarked that coordinators from each campus have gone through extensive training and also conduct training for faculty, staff, and students.

Dr. Chatriand reviewed some case studies and scenarios for the Board. Some of the case commonalities might include heavy consumption of alcohol, incapacitation, unconsented sexual contact, no witnesses, functional blackout, changes in behavior, and so forth. Dr. Chatriand provided examples of collaborative ways the coordinators and institutions try to provide support and work through investigations, including community services on campuses. Some of those areas include counseling services, community victim advocacy, navigation of available support, investigations and cooperation with police if necessary, etc.

Ms. Atchley asked how off campus incidents handled. Dr. Harris responded they work with police and campus counseling offices, and they make sure students know of resources by using a wide variety of techniques. She added that they send Title IX information to on-line students as well and they must ensure the entire campus environment is a safe place. Dr. Mathias remarked on the complexity of defining what a campus is, and provided an example of when a track team travels to another region, whether the hotel becomes a part of campus; it is still considered a campus environment. Dr. Goesling asked about background checks for students. Dr. Harris responded that background checks are performed on faculty and staff members, and certain groups of students. For instance if they have contact with minors, if they are reviewing financial records, if they are working with student data, etc. Additionally, on some college applications, it asks if the student has been convicted of a crime.

Mr. Soltman reported that Student Affairs Officers will be proposing draft policy language on best practices. The question arose of whether one or more Board members should be trained on Title IX. Ms. Atchley asked to see a synopsis of what the training would include. Mr. Soltman suggested it as a topic for the May Board retreat. Ms. Atchley acknowledged that suggestion.

2. Amendment to Board Policy – Section III.P. – Students – Second Reading

BOARD ACTION

M/S (Soltman/Hill): To approve the second reading of proposed amendments to Board policy Section III.P. Students, as presented. The motion carried unanimously 8-0.

3. Amendment to Board Policy – Section III.Y. – Advanced Opportunities – Second Reading

BOARD ACTION

M/S (Soltman/Westerberg): To approve the second reading of proposed amendments to Board Policy III.Y. Advanced Opportunities as submitted in Attachment 1. The motion carried unanimously 8-0.

4. Idaho State University and University of Alaska – Doctor of Pharmacy Program

BOARD ACTION

M/S (Soltman/Hill): To approve the Memorandum of Understanding between Idaho State University and the University of Alaska Anchorage (UAA) for the purpose of offering a joint Doctor of Pharmacy Program on the University of Alaska Anchorage campus in substantial conformance to the form submitted as Attachment 1. The motion carried unanimously 8-0.

Dr. Woodworth-Ney reported ISU is seeking approval of a Memorandum of Understanding (MOU) between ISU Doctor of Pharmacy Program and University of Alaska-Anchorage. The agreement would provide seats for University of Alaska-Anchorage students in ISU's PharmD program. Once the MOU is approved, they will proceed on developing an actual agreement

DEPARTMENT OF EDUCATION

1. Superintendent of Public Instruction Update

Superintendent of Public Instruction, Ms. Sherri Ybarra, provided a report from the State Department of Education. She indicated the Department is currently working with legislators to rewrite its budget so that her priority areas are included. They are also working on legislation that deals with tiered licensure. The Department is examining a waiver in the current testing system to find ways to reduce the amount of testing, and revamping the five-star accountability rating system. She reported the Department has started monthly webinars with school districts to inform them of progress and changes. Additionally, the Department's Chief of Technology, Will Goodman, has started daily webinars as support for finding solutions regarding the IEN.

Dr. Goesling asked how she sees her relationship with the rest of the Board. Ms. Ybarra responded that she anticipates working together as a team and looks forward to working as a member of the Board.

2. Professional Standards Commission Annual Report

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the Professional Standards Commission 2013-2014 Annual Report. The motion carried unanimously 8-0.

3. Professional Standards Commission - Boise State University – Proposed Engineering Endorsement Program – Recommendation

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the Professional Standards Commission recommendation to conditionally approve the Engineering 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program. The motion carried unanimously 8-0.

Ms. Ybarra introduced the item stating that the Professional Standards Commission voted to recommend conditional approval of the proposed Engineering K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Engineering 6/12 Teaching Endorsement program, and will undergo full approval once there are program completers.

Ms. Atchley asked when they propose to start teaching the courses at the K-12 level and what types of courses are envisioned. Dr. Taylor Raney responded that this proposal opens the doors for the STEM base to be further developed in high schools. Juniors and seniors would be the grade levels for the courses. The program would be made available to the other institutions who would like to conduct a similar program, but they would need to go through the Professional Standards Commission for a recommendation.

4. Professional Standards Commission - Boise State University – Proposed Computer Science Endorsement Program- Recommendation

BOARD ACTION

M/S (Ybarra/Lewis): To accept the Professional Standards Commission recommendation to conditionally approve the Computer Science 6/12 Teaching Endorsement program offered through Boise State University as an approved teacher preparation program. The motion carried unanimously 8-0.

5. Professional Standards Commission - Boise State University - Proposed Master in Teaching Special Education Endorsement Program – Recommendation

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the Professional Standards Commission recommendation to conditionally approve the Special Education Generalist K-12 Teaching Endorsement Program offered through Boise State University as an approved teacher preparation program. The motion carried unanimously 8-0.

6. Requesting Excision of Territory from Lakeland School District for Annexation into Coeur d' Alene School District

BOARD ACTION

M/S (Ybarra/Soltman): To accept the findings and conclusions issued by the hearing officer and to approve the excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District. The motion carried unanimously 8-0.

Ms. Ybarra reported the Coeur d' Alene School District 271 is requesting an excision of territory from Lakeland Joint School District 272. Currently, there are no school age children residing in the area to be annexed.

7. Bias and Sensitivity Committee – Assessment Question Recommendation

BOARD ACTION

M/S (Ybarra/Hill): To approve the removal of audio clip per the recommendation of the committee members on their report, as submitted. The motion carried unanimously 8-0.

M/S (Ybarra/Critchfield): To approve the removal of the test question per the recommendation of the committee members on their report. The motion carried unanimously 8-0.

Ms. Ybarra indicated this item is for the recommendation from the Bias and Sensitivity Committee to remove an audio clip and/or one test question from the ISAT assessments.

8. Achievement Level Cut Scores - Idaho Standards Achievement Tests Grades 9 and 10 Math and ELA

BOARD ACTION

M/S (Ybarra/Goesling): To approve the Idaho Standards Achievement Test achievement standards, at each performance level, as submitted in attachment 2. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Ybarra introduced the item regarding the achievement level cut score rationale for the Idaho Standards Achievement Tests for grades 9 and 10 math. She introduced Ms. Angela Hemingway, the Department's Assessment and Accountability Director, who provided a review of the item. She indicated Idaho has created unique assessments for grades 9 and 10 in math, and as a result they needed to create unique cut scores. She clarified the plan is to use those cut scores this year on the operational assessments. She described the process the committee used for developing the scores. There was additional discussion about the cut scores and grade levels of the testing.

Dr. Goesling asked what would happen if they move away from the consortium. Ms. Ybarra reiterated there is nothing they can do this year, and they are looking at the consequences for pulling out next year; there are many. Some of the consequences include breaking contracts and money issues.

9. Temporary Rule – IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation by Reference – Achievement Level Cut Scores

BOARD ACTION

M/S (Ybarra/Critchfield): To approve the Temporary Rule IDAPA 08.02.03.004 Rules Governing Thoroughness, Incorporation By Reference effective February 19, 2015. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Ybarra indicated a Temporary Rule is necessary for the 2014-2015 school year to represent the new achievement level scores for the ISAT and to be in compliance with the Elementary-Secondary Education Act (ESEA).

10. SAT Data Sharing Authorization

BOARD ACTION

M/S (Ybarra/Goesling): To authorize school districts and charter schools to share confidential student data contained on SAT exam with the College Board, as a vendor of the Department, to allow the College Board to administer the SAT. The motion carried unanimously 7-0. Mr. Westerberg was absent from voting.

Ms. Ybarra indicated this item deals with SAT data sharing authorization and the

Department has requested the Board approve the school districts' transfer of student level data to the College Board for the purposes of administering the SAT, both on the spring SAT School Day Administration and for the senior make-up administration(s) the following fall. If school districts cannot transfer the necessary data, students will be deprived of the opportunity to take the SAT test in order to meet the college entrance exam requirement.

OTHER BUSINESS

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

M/S (Goesling/Hill): To adjourn the meeting at 4:00 p.m. The motion carried unanimously.

DRAFT MINUTES
STATE BOARD OF EDUCATION
March 5, 2015
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 5, 2015 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 10:00 am Mountain Time. A roll call of members was taken.

Present:
Emma Atchley, President
Rod Lewis, Vice President
Don Soltman, Secretary
Debbie Critchfield
Richard Westerberg
Bill Goesling
Sherri Ybarra, State Superintendent

Absent:
Dave Hill

PLANNING, POLICY & GOVERNMETNAL AFFAIRS

1. Legislative Update

BOARD ACTION

M/S (Westerberg/Goesling): To approve the following statement of support for HB 222:

The Board was asked by the Governor to shepherd a process involving a broad coalition of education stake holders and experts to improve public education in the State of Idaho. The Board did so and the education task force approved a series of recommendations which included a residency program for Idaho teachers and a career ladder salary apportionment model which incorporated significant increases in teacher pay with meaningful measures of teacher performance and effectiveness. These recommendations were delivered to the legislature. The Board fully respects the legislators'

responsibility to craft from these recommendations legislation which they can support. While the Board would have preferred legislation more closely aligned to the education task force's original recommendations, including but not limited to the task force's proposed professional license qualification requirements, the master level of the career ladder, increased specificity relating to teacher performance and further enhanced teacher pay, the Board supports an increase in teacher salaries and the movement to a career ladder model rather than the current "longevity based" model and the inclusion of teacher proficiency and student achievement or growth as requirements for movement along the career ladder.

A roll call vote was taken and the motion carried 6-1. Ms. Ybarra voted nay on the motion. Mr. Hill was absent from voting.

Board member Westerberg asked Ms. Tracie Bent from the Board office to provide an update on the Board's legislative items that have had changes to status. Ms. Bent reported they have all gone through the committee process and the only two bills that didn't get a hearing are the risk management bill and the career ladder legislation. In respect to HB 222, the career ladder legislation, the Board proposed an administrative rule on teacher certification. The Senate Committee rejected the rule, however they left it open with the expectation that the Board would bring forward new rules regarding the teacher certification. Ms. Bent outlined the changes to HB 222 for the Board members from the draft they received and what was printed. Ms. Critchfield asked about the definition of pupil service staff. Ms. Bent responded they are certificated staff (like counselors and nurses) but do not do direct instruction. Mr. Lewis asked about the third year qualification. Ms. Bent responded it would apply to anyone regardless of the circumstances.

Ms. Critchfield asked about overall expectations and if they were lower than the original proposal. Ms. Bent responded that the student growth piece had one change of the word "or" versus the word "and". She summarized regarding proficiency on the evaluation that the current proposal is for overall proficiency. She explained the proposal from the Task Force Committee was based on a number of elements: 16 out of the 22 elements on the statewide evaluation. There was additional discussion about the expectations in proficiency and student growth. Mr. Lewis pointed out the definition has been changed from an approach of achieving a certain level on the test to achieving an overall rating of proficiency on the test as determined by the administrator. He clarified that it's not tied to the evaluation directly, but a process of going through the evaluation and whether the administrator determines the teacher is proficient.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Eastern Idaho Technical College – AAS Degree and Intermediate Technical Certificate – Machine Tool Technology

BOARD ACTION

M/S (Soltman/Westerberg): To approve the request by Eastern Idaho Technical College to create a new professional technical program in Machine Tool Technology. A roll call vote was taken and the motion carried 7-0. Mr. Hill was absent from voting.

Mr. Soltman introduced the item from Eastern Idaho Technical College (EITC) for an Associate of Applied Science (AAS) degree and a Technical Certificate in machine tool technology. Mr. Soltman indicated the Idaho Workforce Development Council has been very interested in machine tool technology programs. Ms. Sharee Anderson from EITC was available for questions. She offered comments in support of the program and provided some background. The program came from special funding from PTE. EITC was encouraged to do some advanced manufacturing. Consequently staff from EITC met with people in manufacturing in that area and determined there was a need for those types of jobs. Industry representatives helped develop the goals and outcomes, and also helped design the syllabus. Ms. Anderson felt it will be a premiere program at EITC once it gets up and running.

Ms. Atchley asked if the equipment for this program is available or will need to be purchased, and if they have looked to industry to help provide equipment for a program like this. Ms. Anderson responded that industry has volunteered to help where they can, and the University of Idaho (UI) has some materials that will be moved on site. They will share the space with the UI who will also be using the machinery in some of their programs. The remainder of the equipment has been ordered and is being received currently.

OTHER BUSINESS

Mr. Lewis requested that as the Board communicates about the career ladder motion and legislation, the full motion be communicated in any response. Mr. Lewis added that in communications with Mr. Hill, despite his absence today, he was also supportive of the career ladder motion.

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

M/S (Lewis/Critchfield): To adjourn the meeting at 10:30 a.m. The motion carried unanimously.

DRAFT MINUTES
STATE BOARD OF EDUCATION
March 19, 2015
Office of the State Board of Education
Len B. Jordan Building, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 19, 2015 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 10:00 am Mountain Time. A roll call of members was taken.

Present:
Emma Atchley, President
Don Soltman, Secretary
Dave Hill
Sherri Ybarra, State Superintendent
Richard Westerberg
Bill Goesling
Debbie Critchfield

Absent:
Rod Lewis, Vice President

STATE DEPARTMENT OF EDUCATION

1. State ESEA Flexibility Waiver

BOARD ACTION

M/S (Ybarra/Soltman): To approve Idaho's ESEA Flexibility Waiver with additions and deletions as noted. A roll call vote was taken and the motion passed 7-0. Mr. Lewis was absent from voting.

Ms. Ybarra introduced Special Assistant Mr. Tim Corder along with Ms. Marcia Beckman, Associate Deputy for Title One Services, both from her office. She introduced the item indicating in 2014 the US Department of Education approved a one-year waiver. As a result of its upcoming expiration, it is necessary to create another waiver which will be a three-year waiver. The deadline to submit the waiver is March 31, 2015. She indicated that a redlined version of the existing waiver and changes to the new waiver, along with changes to Principles 1, 2, and 3 were included in attachments to the agenda materials.

Ms. Ybarra provided a high-level overview of the changes to the ESEA Flexibility wavier and pointed out some clarifications. She commented that references were removed to specific tools, such as SchoolNet, the Wise tool, and the repealed Students Come First; the Common Core State Standards will now be referred to as the Idaho Core Standards; and changes were made to the timeline. Ms. Ybarra reported going forward they are attempting to give Idaho more flexibility by removing reference to specific products and services (such as SchoolNet), and by suspending the 5-star accountability rating system. They wish to suspend the 5-star rating system this year because this is the first year there is baseline data available from the SBAC. In moving forward they will be building a new accountability model which is due in January 2016. The new model will contain broader measures on standards.

Mr. Soltman asked if the Department feels the changes would be satisfactory to the Feds. Ms. Ybarra responded they had a team at the ESEA Flexibility Waiver Training last week who meet with the Feds and worked on the item together. She pointed out Idaho is not the only state asking for a waiver. The Feds were in agreement with removing reference to specific products and programs to provide more flexibility, and clarified that amendments could be made going forward. Dr. Rush pointed out there is still a requirement for a learning management system, but it is not given a specific name such as School Net for example. Ms. Critchfield asked the reason for leaving the 5-star language in this waiver. Ms. Ybarra responded it is a historical reference and place holder; the Federal requirement is for there to be a system in place to reward achieving schools based on criteria the state sets. The Department will be working on a new accountability model and ranking. Ms. Atchley asked what criteria will be used to rank the schools. Ms. Beckman responded the only measure they will use this first year will be achievement as a result of this being a transition year in moving to the SBAC.

The Board's Executive Director, Dr. Rush, indicated the Board office and Department office would develop a process for working together on the waiver going forward allowing Board members to provide additional input and involvement.

Ms. Tracie Bent pointed out for the record there was a reference to an additional section in the waiver that was highlighted but not deleted – clarifying it needed to be deleted. Ms. Ybarra acknowledged that change which is on page 30 of the materials provided.

OTHER BUSINESS

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

M/S (Goesling/Soltman): To adjourn the meeting at 10:34 a.m. The motion carried unanimously.

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TAB	DESCRIPTION	ACTION
A	**FISCAL YEAR 2016 STUDENT TUITION & FEE RATES (ACADEMIC YEAR 2016-2017)**	Motion to Approve
B	**INSTITUTION, AGENCY, AND SPECIAL/HEALTH PROGRAMS STRATEGIC PLANS**	Motion to Approve

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COLLEGE AND UNIVERSITIES

SUBJECT

FY 2016 Student Tuition & Fee Rates (Academic Year 2016-2017)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

BACKGROUND/DISCUSSION

Section V.R. contains the Board policy that defines fees, the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

> "In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change."

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and Eastern Idaho Technical College (EITC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2016.

Reference Documents

Page 9 displays information from the *2015 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 22 years compared to other state budgeted programs.

Page 10 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Page 11 compares the current fiscal year WICHE states' average tuition and fees for resident and nonresident students.

Page 12 shows a summary of FY 2016 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Page 13 – Cost of Attending College vs. Per Capita Income
The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2004 to 2014. Each institution has a similar chart showing similar information. The "cost" of attendance reflects full tuition and fees, which differs from the actual "price" of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from $13,577 in 2004 to $18,920 in 2014, or 52%, while the Idaho per capita income has increased from $28,967 to $37,409, or 29%. The increases in the cost to attend college from 2004 to 2014 are as follows:

Tuition & Fees	92%
Books and Supplies	12%
Room and Board	55%
Personal and Transportation	50%
Total Cost to Attend	52%

Page 14: Cost to Deliver College
The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student FTE. The increases in the cost to deliver college (by major expenditure functional categories) from 2004 to 2014 are as follows:

Instruction	55%
Academic Support	32%
Student Services	18%
Library Services	42%
Athletics & Auxiliaries	42%
Plant and Depreciation	44%
Institutional Support	86%
Financial Aid	33%
Total Increase in Cost to Deliver College	29%

At the same time, student FTE (horizontal red line page 14) has decreased by 1%. Taken together, the total cost to deliver college per student FTE (bottom line) has increased by 46% from $10,245 in 2004 to $14,918 in 2014.

Page 15: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2004 to 2015 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Tuition/Fee Waivers and Discounts
The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

Institution Fee Proposals
The detailed fee proposals for each institution are contained in separate tabs (ISU, EITC, LCSC, UI and BSU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule of non-state revenues needed to cover FY 2016 itemized expenses.
- Schedule displaying a 4-year history of Board-approved fees and the FY 2016 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
    - Chart: Cost of Attending College vs. Per Capita Income
    - Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
    - Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2016 (academic year 2015-2016) are as follows (in the order they will be presented):

	Fee	% Increase
Idaho State University	$6,784	3.3%
Eastern Idaho Technical College	$2,334	3.5%
Lewis-Clark State College	$6,000	1.7%
University of Idaho	$7,020	3.5%
Boise State University	$6,874	3.5%

STAFF COMMENTS

Historically, the tuition and fee setting meeting has been beset by an inability to quickly and accurately calculate the impact of a proposed percent change or converting a revenue target into a percent change. This has fostered frustration and uncertainty for all involved. Last summer Board staff initiated a discussion with the Business Affairs & Human Resources Committee (BAHR) and the institutions about how to improve the tuition and fee setting process. The conversation initially centered on standardized worksheets using common definitions and methodology, and the concept of using a real-time interface to facilitate decision-making at the meeting. Ultimately, however, BAHR coalesced around a plan in which BAHR would meet with the institutions in a series of "pre-meetings" beginning in January in order to start the conversation earlier.

There were three such meetings between January and March of this year. Initially the institutions presented their projected unfunded needs based on the Governor's budget recommendation and anticipated legislative action. These meetings provided for an informal setting in which the institutions could present scenarios based on campus needs, and BAHR members we able to provide input on those different scenarios. As the Legislative session progressed, the institutions were able to plug-in the Joint Finance-Appropriations Committee's (JFAC) action into their scenarios and determine by category which items would not be funded (in whole or in part) by the state General Fund. Those items include benefit costs increases, inflation, Change in Employee Compensation (CEC), and budget line items. As a result of the work by BAHR and the institutions, a new worksheet was created by each institution which enabled BAHR and Board staff to compare:

1. items included in the Governor's budget recommendation,
2. items funded by JFAC, and
3. new items (e.g. a presidential initiative)

The worksheet then shows how an institution proposed to generate the revenues necessary to cover the cost of all the budget items. The standard revenue sources became tuition, graduate and non-resident fees, budget reallocation and/or reserves. The worksheet also shows the impact of state increases in personnel benefits and CEC not being fully funded by the state General Fund since overall appropriated funding is approximately 50/50 state General Fund to tuition & fees.

Staff found this new process to be extremely beneficial and productive. It allowed BAHR members more time to ask questions and reflect on institutional needs versus wants. BAHR members and staff also have a better understanding of how the institutions go about developing their tuition & fees request. The new worksheet now clearly delineates exactly how new tuition & fee revenue would be used. Conversely, the worksheet documents those budget items which would go unfunded absent additional revenue. It also came to light that there are some annual expenses (e.g. faculty promotions, staff equity adjustments, etc.) for which funding is not requested from the state, but rather presumed to be borne by tuition & fee increases. Cumulatively, information derived from the process and worksheet will help inform decision-making by the Board.

BOARD ACTION

IDAHO STATE UNIVERSITY:
I move to increase the FY 2016 annual full-time resident tuition and fees at Idaho State University by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident tuition by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

EASTERN IDAHO TECHNICAL COLLEGE:
I move to increase the FY 2016 annual full-time resident tuition and fees at Eastern Idaho Technical College by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident tuition by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees in the FY 2016 Eastern Idaho Technical College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

LEWIS-CLARK STATE COLLEGE:
I move to increase the FY 2016 annual full-time resident tuition and fees at Lewis-Clark State College by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident tuition by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 in the Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:
I move to increase the FY 2016 annual full-time resident tuition and fees at University of Idaho by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident tuition by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:
I move to increase the FY 2016 annual full-time resident tuition and fees at Boise State University by ____% ($____) for a total dollar amount of $_______; and to increase the annual full-time tuition for nonresident tuition by ____ % ($____) for a total dollar amount of $_______.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2016 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____________ Seconded by_____________ Carried Yes_____ No_____

I move to set the statewide dual credit fee at $65 per credit for courses delivered at secondary schools for fiscal year 2016.

Moved by______________ Seconded by______________ Carried Yes_____ No_____

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Twenty-Two Year History of General Fund

Original Appropriations: FY 1995 to FY 2016

(Millions of Dollars)

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2016	$1,475.8	$258.8	$169.7	$1,904.3	$649.7	$247.4	$234.9	$3,036.3
2015	$1,374.6	$251.2	$153.7	$1,779.5	$637.3	$243.3	$276.0	$2,936.1
2014	$1,308.4	$236.5	$143.0	$1,687.9	$616.8	$218.3	$258.0	$2,781.0
2013	$1,279.8	$228.0	$138.0	$1,645.7	$610.2	$205.5	$240.7	$2,702.1
2012	$1,223.6	$209.8	$128.3	$1,561.7	$564.8	$193.1	$209.3	$2,529.0
2011	$1,214.3	$217.5	$129.9	$1,561.7	$436.3	$180.7	$205.1	$2,383.8
2010 *	$1,231.4	$253.3	$141.2	$1,625.8	$462.3	$186.8	$231.7	$2,506.6
2009	$1,418.5	$285.2	$175.1	$1,878.8	$587.3	$215.9	$277.3	$2,959.3
2008	$1,367.4	$264.2	$166.2	$1,797.7	$544.8	$201.2	$276.9	$2,820.7
2007*	$1,291.6	$243.7	$148.4	$1,683.7	$502.4	$178.0	$229.7	$2,593.7
2006	$987.1	$228.9	$141.8	$1,357.9	$457.7	$152.2	$213.2	$2,180.9
2005	$964.7	$223.4	$138.3	$1,326.3	$407.6	$142.8	$205.5	$2,082.1
2004	$943.0	$218.0	$131.3	$1,292.3	$375.8	$140.6	$195.3	$2,004.1
2003	$920.0	$213.6	$130.4	$1,264.0	$359.6	$145.0	$199.3	$1,967.9
2002	$933.0	$236.4	$142.1	$1,311.5	$358.0	$147.3	$227.5	$2,044.3
2001 *	$873.5	$215.0	$121.1	$1,209.5	$282.1	$123.2	$189.2	$1,804.0
2000	$821.1	$202.0	$110.4	$1,133.4	$270.7	$108.5	$162.1	$1,674.7
1999	$796.4	$192.9	$103.5	$1,092.8	$252.7	$106.4	$159.0	$1,610.8
1998	$705.0	$178.6	$94.4	$978.0	$236.6	$90.3	$134.0	$1,438.9
1997	$689.5	$178.0	$94.4	$961.9	$238.5	$78.6	$133.7	$1,412.7
1996 *	$664.0	$171.0	$88.8	$923.8	$224.3	$73.5	$127.3	$1,348.8
1995	$620.5	$164.5	$87.8	$872.8	$226.9	$50.3	$114.2	$1,264.2

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare*	Adult & Juv Corrections	All Other Agencies	Total
2016	48.6%	8.5%	5.6%	62.7%	21.4%	8.1%	7.7%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010 *	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001 *	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996 *	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%
1995	49.1%	13.0%	6.9%	69.0%	17.9%	4.0%	9.0%	100%

*2010 * Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".*
*2007 * Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by $250,645,700.*
*2001 * Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".*
1996 * Moved Juvenile Corrections from Health and Welfare to "Adult & Juv Corections".

College & Universities Funding History
(*appropriated funds only)*

	State Support	State Support				Percent of Total		
Fiscal Year	General Funds	Endowment Funds	Subtotal	Tuition & Fees	TOTAL	General Fund	State Supp	Tuition & Fees
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	118,613,000	357,066,700	64.1%	66.8%	33.2%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%

College & Universities

State Ranking by Type of Institution - WICHE States
2014 - 2015 Tuition & Fees

Annual Resident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount	of Average	Rank	Other Institutions (LCSC)	Amount	of Average
1	Washington	12,411	152.8%	1	Washington	8,621	132.0%
3	Arizona	10,557	129.9%	2	South Dakota	8,124	124.3%
2	Hawaii	10,620	130.7%	3	Oregon	7,977	122.1%
4	Colorado	10,343	127.3%	4	Colorado	7,932	121.4%
5	California	9,084	111.8%	5	Hawaii	6,962	106.6%
6	Oregon	8,948	110.1%		Average	6,534	100.0%
	Average	8,124	100.0%	6	North Dakota	6,360	97.3%
7	South Dakota	7,868	96.8%	**7**	**Idaho**	**5,900**	**90.3%**
8	North Dakota	7,781	95.8%	8	Montana	5,311	81.3%
9	Utah	7,170	88.2%	9	Utah	5,262	80.5%
10	**Idaho**	**6,663**	**82.0%**	10	New Mexico	5,237	80.2%
11	Nevada	6,615	81.4%	11	Nevada	4,613	70.6%
12	Montana	6,450	79.4%				
13	New Mexico	6,398	78.8%				
14	Alaska	6,311	77.7%				
15	Wyoming	4,646	57.2%				

Annual Nonresident Undergraduate

Rank	Universities (BSU, ISU, UI)	Amount	of Average	Rank	Other Institutions (LCSC)	Amount	of Average
1	Colorado	29,614	133.1%	1	Oregon	21,167	131.1%
3	Washington	28,739	129.1%	2	Washington	21,136	130.9%
2	Hawaii	29,412	132.2%	3	Colorado	20,070	124.3%
5	Oregon	26,834	120.6%	4	Hawaii	18,962	117.4%
4	Arizona	26,962	121.2%	5	Montana	17,139	106.2%
6	California	24,638	110.7%	6	**Idaho**	**16,418**	**101.7%**
	Average	22,254	100.0%		Average	16,145	100.0%
7	Montana	21,882	98.3%	8	Nevada	14,888	92.2%
8	Utah	21,834	98.1%	7	Utah	15,007	93.0%
9	Nevada	20,525	92.2%	9	New Mexico	12,273	76.0%
10	New Mexico	19,888	89.4%	10	South Dakota	10,865	67.3%
11	**Idaho**	**19,711**	**88.6%**	11	North Dakota	9,672	59.9%
12	Alaska	19,631	88.2%				
13	North Dakota	18,629	83.7%				
14	Wyoming	14,876	66.8%				
15	South Dakota	10,640	47.8%				

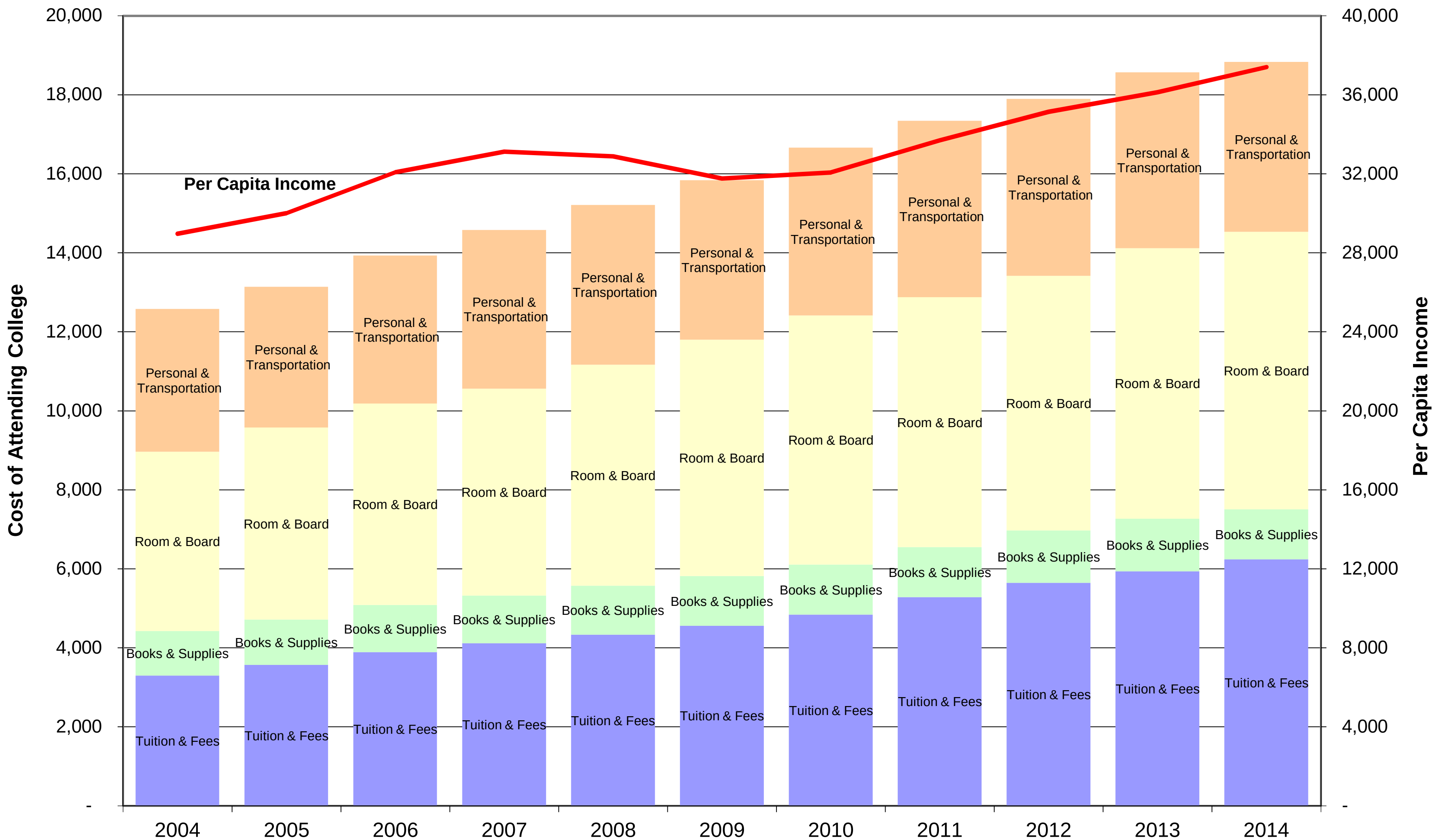
Source: WICHE 2014-2015 Detailed Tuition & Fees Tables, November, 2014

Colleges & Universities

Summary of FY 2016 Annual Student Tuition & Fees - As Requested
Board Meeting: April 15, 2015

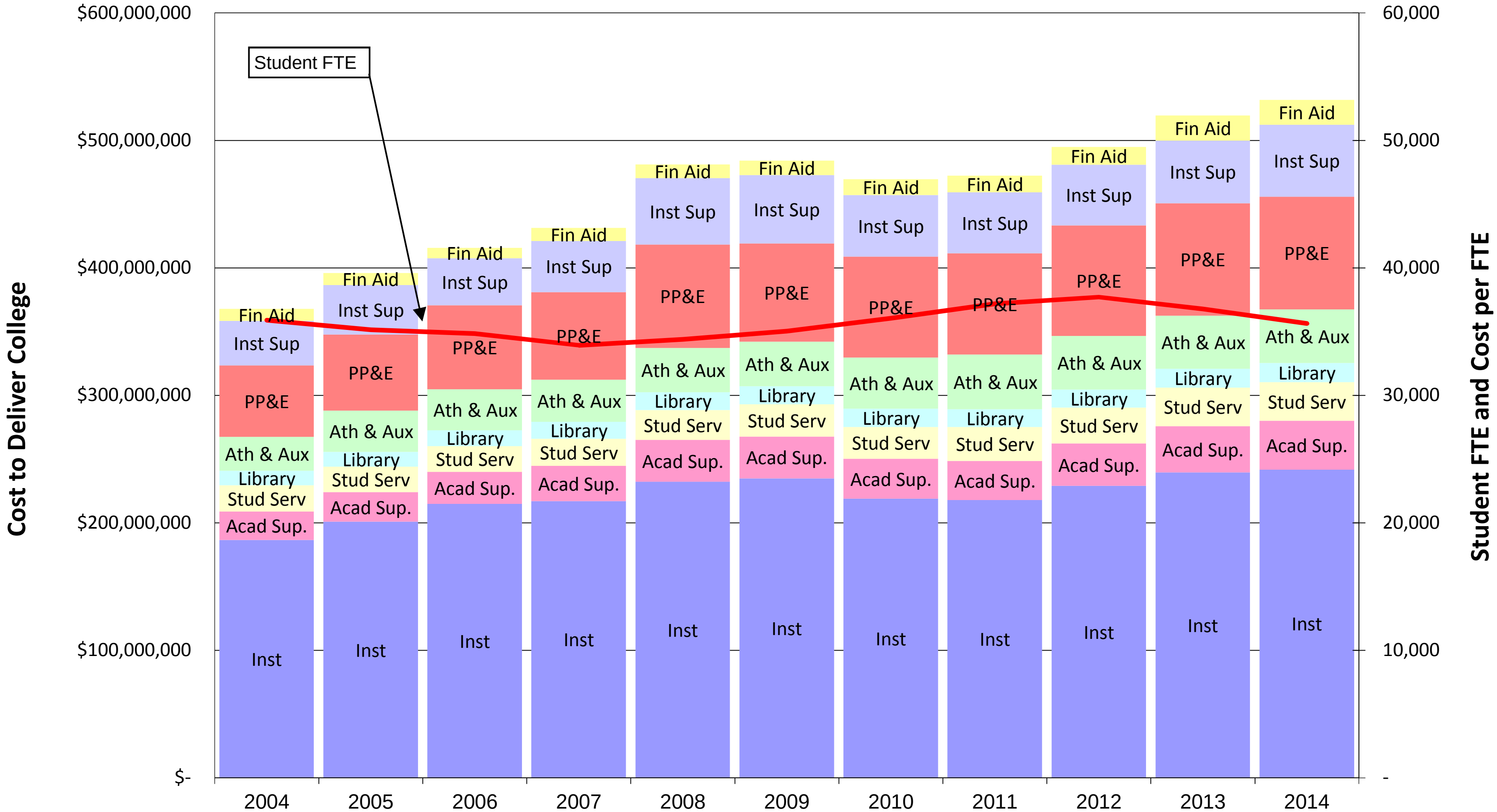
	Institution	FY 2015	Requested Increases Amount	Requested Increases % Incr	Total Requested FY 2016
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$6,640.00	$234.00	3.5%	$6,874.00
5	Idaho State University	$6,566.00	$218.00	3.3%	$6,784.00
6	University of Idaho	$6,784.00	$236.00	3.5%	$7,020.00
7	Lewis Clark State College	$5,900.00	$100.00	1.7%	$6,000.00
8	Eastern Idaho Tech College	$2,256.00	$78.00	3.5%	$2,334.00
9	Average 4 year institutions	$6,472.50			$6,669.50
10	Graduate:				
11	Boise State University	$1,184.00	$106.00	9.0%	$1,290.00
12	Idaho State University	$1,168.00	$58.00	5.0%	$1,226.00
13	University of Idaho	$1,098.00	$104.00	9.5%	$1,202.00
14	Average Graduate	$1,150.00			$1,239.33
15	**Nonresident Tuition and Fees:**				
16	Undergraduate	(In addition to the tuition and fees paid by resident students)			
17	Boise State University	$12,852.00	$1,198.00	9.3%	$14,050.00
18	Idaho State University	$12,760.00	$638.00	5.0%	$13,398.00
19	University of Idaho	$13,530.00	$474.00	3.5%	$14,004.00
20	Lewis Clark State College	$10,518.00	$482.00	4.6%	$11,000.00
21	Eastern Idaho Tech College	$6,006.00	$210.00	3.5%	$6,216.00
22	Average 4 year institutions	$12,415.00			$13,113.00
23					
24	**Part-time Credit Hour Tuition & Fees:**				
25	**Resident Fees: (per credit hour)**				
26	Undergraduate:				
27	Boise State University	$264.00	$9.00	3.4%	$273.00
28	Idaho State University	$328.00	$11.00	3.4%	$339.00
29	University of Idaho	$339.00	$12.00	3.5%	$351.00
30	Lewis Clark State College	$302.00	$5.00	1.7%	$307.00
31	Eastern Idaho Tech College	$99.50	$3.00	3.0%	$102.50
32	In-Service Teacher Fee	$103.00	$3.00	2.9%	$106.00
33					
34	Graduate:	(In addition to resident undergraduate fees)			
35	Boise State University	$67.00	$18.00	26.9%	$85.00
36	Idaho State University	$59.00	$3.00	5.1%	$62.00
37	University of Idaho	$61.00	$6.00	9.8%	$67.00
38	In-Service Teacher Fee	$125.00	$6.00	4.8%	$131.00
39					
40	**Nonresident Tuition and Fees:**				
41	Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
42	Boise State University	$200.00	$50.00	25.0%	$250.00
43	Idaho State University	$207.00	$10.00	4.8%	$217.00
44	University of Idaho	$677.00	$23.00	3.4%	$700.00
45	Lewis-Clark State College	$0.00	$0.00	No Fee	$0.00
46	Eastern Idaho Tech College	$99.50	$3.00	3.0%	$102.50

Cost of Attending College vs. Per Capita Income
Idaho 4-year Institutions



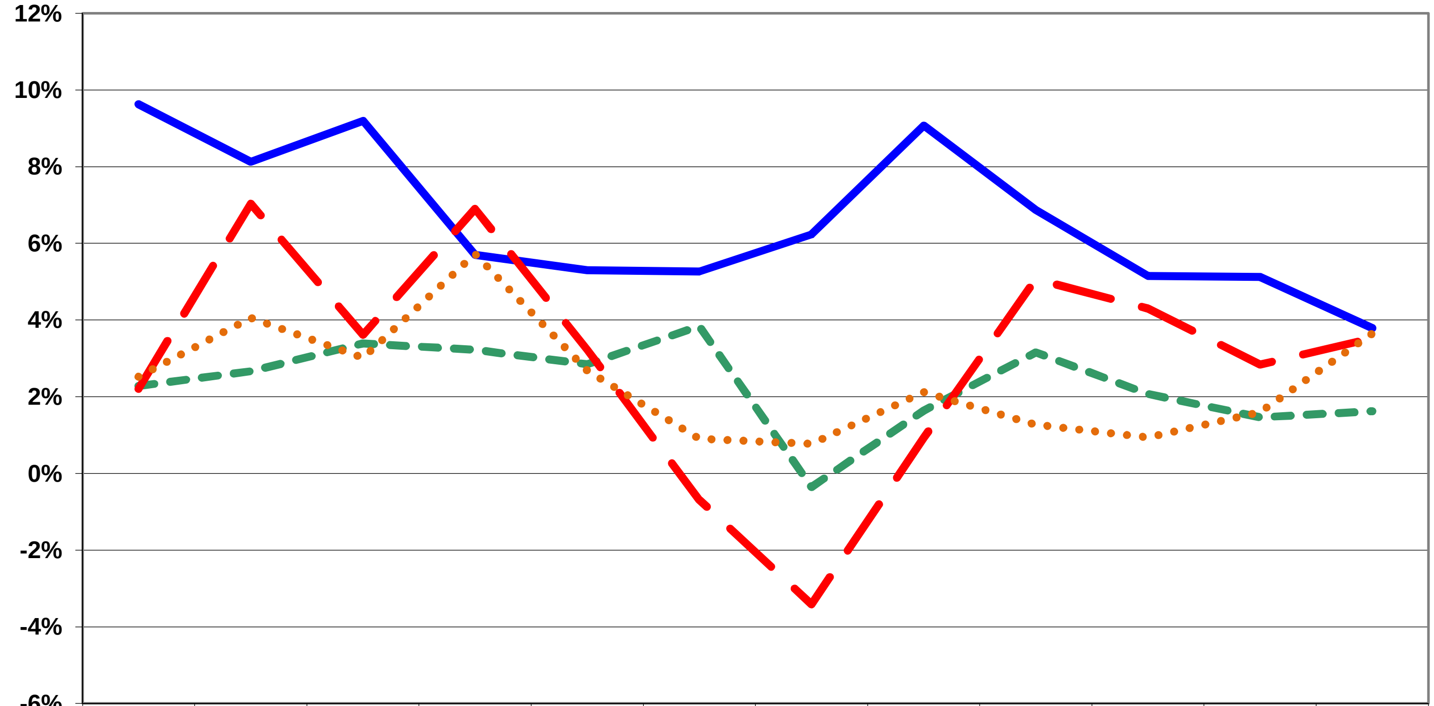
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho 4-year Institutions



Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Tuition & Fees	9.63%	8.13%	9.20%	5.70%	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Divison of Finanical Management Economic Forecast, January 2014

Idaho College and Universities
Fee and Tuition Waivers
Fiscal Year 2014

		Policy Section	BSU	ISU	UI	LCSC	Total
1	**Board Policy Tuition Waivers, Policy Section V.T.**						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	$1,973,916	$1,695,650	$4,753,999		$8,423,565
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	$2,386,840	$1,779,808	$2,455,434	$1,273,674	$7,895,756
4		Nonresident Fee	$12,600	$12,332	$13,076	$10,312	12,080
5	Policy: Universities - 225, LCSC 110	Equivalent FTE	189	144	188	124	163
6							
7	**Waivers Subject to 6% Limitation**	SBOE V.T.2.c	$9,468,900	$3,618,466	$7,808,442	$494,481	$21,390,289
8	Annual FTE	Student FTE	15,599	10,656	10,017	2,955	39,227
9		Nonresident Fee	$12,600	$12,332	$13,076	$10,312	12,080
10	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	4.8%	2.8%	6.0%	1.6%	4.5%
11							
12	**Other Board Policy Exchange Programs**						
13	Exchange Student Waivers (1)	SBOE V.T.2.d	$0	$80,158	$340,550	$0	$420,708
14	WICHE - Western Regional Graduate Program	SBOE V.T.2.e	$0	$506,684	$0	$0	$506,684
15	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	$6,225,459	$1,183,332	$3,121,588	$427,312	$10,957,691
16	**Total Other Board Policy Exchange Programs**		**$6,225,459**	**$1,770,174**	**$3,462,138**	**$427,312**	**$11,885,083**
17							
18	**Total Board Policy Tuition Waivers**		**$20,055,115**	**$8,864,098**	**$18,480,013**	**$2,195,467**	**$49,594,693**
19	**Other Waivers and Discounts**						
20	Staff and Spouse Fees	SBOE V.R.3.a.vi	$1,003,576	$1,811,311	$1,103,701	$130,758	$4,049,346
21	Senior Citizen Fees	SBOE V.R.3.a.vii	$398,865	$296,548	$161,995	$78,963	$936,371
22	Dependent Fees	SBOE V.R.3.a.vi	$422,273	$209,655	$317,330		$949,258
23	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	$1,316,642	$1,320,558	$1,942,292	$49,129	$4,628,621
24	Staff, Spouse, Dependent Fees of other Idaho institution	SBOE V.R.3.a.vi	$5,468	$412,422	$51,951	$79,969	$549,810
25	Students attending multiple Idaho sister institutions	SBOE V.T.2.f		$16,965	$10,047		$27,012
26	Idaho National Laboratory	SBOE V.T.2.f		$20,040	$166,637		$186,677
27	BYU-UI	SBOE V.T.2.f					$0
28	EDA-Nez Perce Tribe	1969 approval				$29,106	$29,106
29	**Total Other Waivers and Discounts**		**$3,146,824**	**$4,087,499**	**$3,753,953**	**$367,925**	**$11,356,201**
30	**Total FY14 Waivers and Discounts**		**$23,201,939**	**$12,951,597**	**$22,233,966**	**$2,563,392**	**$60,950,894**
31	FY14 Gross Student Fees		138,442,067	104,526,919	108,976,721	21,335,544	373,281,251
32	FY14 Net Student Fees from Operating Revenue per audited F/S		109,716,708	80,067,373	83,361,394	14,741,232	287,886,707
33	FY14 Scholarship Discounts & Allowances per audited F/S		22,499,900	22,689,372	22,153,189	6,167,000	73,509,461
34	Student Fee Revenue related to Exchange Program Discounts		6,225,459	1,770,174	3,462,138	427,312	11,885,083
35	Percentage of Total Gross Student Fees Waived or Discounted		16.76%	12.39%	20.40%	12.01%	16.33%

IDAHO STATE UNIVERSITY

FY 2016 TUITION & FEES INFORMATION

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Idaho State University
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

This proposal is the result of Idaho State University's comprehensive process for setting tuition and fees, which was significantly modified this year to allow for an earlier commitment to proposed tuition and fee levels. Continued discipline in our budget setting and management process has been essential to enabling us to make these proposed commitments. The University appoints a Special Budget Consultation Committee (SBCC) to review and discuss proposed tuition and fee rates for the upcoming year.

The SBCC has a diversified membership consisting of faculty, staff, and students. The President, Vice President, and Finance Officer of the ISU student body (ASISU) all actively serve on the committee. Public hearings to seek testimony on the tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian and Pocatello campuses February 23rd & 24th. The Vice President for Finance and Administration, Assistant Vice President and Budget Officer, and members of the Special Budget Consultation Committee were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY 2016, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases, which was issued on February 11, 2015.

Matriculation and Other General Education Fees $3,032,800.
As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. This rate increase will provide ongoing funding for institutional priorities in relation to our strategic plan:

1. Health Insurance Increase (no fund shift) $243,700
2. CEC (no fund shift) & Group/Temporary CEC (unfunded) $980,400
3. Library Inflation $235,000
4. EWA Reduction $784,500
5. Graduate & Teaching Assistants $212,076
6. PTE CEC & Health Insurance Increase (unfunded) $114,461
7. Meridian Anatomy & Physiology Lab Support $107,500
8. Additional Personnel Costs $149,571
9. Maintenance & Operations $149,592
10. Accreditation $30,000
11. Institutional Support $26,000

Student Activity Fees $218,200
Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Committee (SAFAC) began meeting in January to review proposals and presentations for student activity fees. A proposal was

developed and presented to the SBCC on February 6^{th}. Student leadership and members of the committee are proposing a minimum increase necessary to fund the increase in health insurance and CEC. This is the first increase in many of these fees in over seven years.

The overall rate of undergraduate tuition and fee increase in this proposal is 3.3%, which represents a lower increase than we had last year and our lowest increase in 27 years.

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IDAHO STATE UNIVERSITY

Changes to Student Fees for FY 2016

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY15 Fees	FY16 Initial Notice	FY16 Fees (Requested)	Change (Requested)	% Chg. (Requested)
1	**Full-time Fees:**						
2	Tuition	**	$4,909.02	$5,105.06	$5,105.06	$196.04	4.0%
3	Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4	Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5	Student Activity Fees	**	980.18	1,002.14	1,002.14	21.96	2.2%
6	**Total Full-time Fees**		$6,566.00	$6,784.00	$6,784.00	$218.00	3.3%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$279.96	$290.00	$290.00	$10.04	3.6%
10	Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11	Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12	Student Activity Fees	**	41.89	42.85	42.85	0.96	2.3%
13	**Total Part-time Cr Hr Fees:**		$328.00	$339.00	$339.00	$11.00	3.4%
14							
15	**Other Student Fees:**						
16	Graduate Fees:						
17	Full-time Tuition/Fees	**	$6,566.00	$6,894.00	$6,894.00	$328.00	5.0%
18	Full-time Grad/Prof	**	$1,168.00	$1,226.00	$1,226.00	$58.00	5.0%
19	Part-time Graduate/Hour	**	$328.00	$344.00	$344.00	$16.00	4.9%
20	Part-time Graduate/Hour	**	$59.00	$62.00	$62.00	$3.00	5.1%
21	Nonresident Tuition:						
22	Nonres Tuition	**	$12,760.00	$13,398.00	$13,398.00	$638.00	5.0%
23	Part-time Nonres Tuition	**	$207.00	$217.00	$217.00	$10.00	4.8%
24	Professional Fees:						
25	PharmD - Resident	**	$9,678.00	$10,030.00	$10,030.00	$352.00	3.6%
26	PharmD - Nonres	**	$14,418.00	$14,940.00	$14,940.00	$522.00	3.6%
27	Phys Therapy - Resident	**	$2,714.00	$3,172.00	$3,172.00	$458.00	16.9%
28	Phys Therapy - Nonres	**	$7,726.00	$8,640.00	$8,640.00	$914.00	11.8%
29	Occu Therapy - Resident	**	$2,320.00	$2,720.00	$2,720.00	$400.00	17.2%
30	Occu Therapy - Nonres	**	$6,850.00	$6,850.00	$6,850.00	$0.00	0.0%
31	Physician Assistant - Resident	**	$19,035.00	$19,815.00	$19,815.00	$780.00	4.1%
32	Physician Assistant - Nonres	**	$20,613.00	$20,625.00	$20,625.00	$12.00	0.1%
33	Nursing-BSN	**	$1,722.00 *	$1,780.00	$1,780.00	$58.00	3.4%
34	Nursing-MSN	**	$2,094.00	$2,160.00	$2,160.00	$66.00	3.2%
35	Nursing-PhD	**	$2,102.00	$2,170.00	$2,170.00	$68.00	3.2%
36	Nursing-DNP	**	$3,766.00	$3,880.00	$3,880.00	$114.00	3.0%
35	Speech Language Path MS (Cr Hr)	**	$51.00	$60.00	$60.00	$9.00	17.6%
36	Speech Language Online PreProf (C	**	$200.00	$210.00	$210.00	$10.00	5.0%
37	Speech Language Online MS (Cr Hr)	**	$432.00	$435.00	$435.00	$3.00	0.7%
38	Audiology AuD (Cr Hr)	**	$51.00	$55.00	$55.00	$4.00	7.8%
39	Dental Hygiene BS (Junior/Senior)	**	$576.00	$720.00	$720.00	$144.00	25.0%
40	Dental Hygiene MS-Didactic (Cr Hr)	**	$88.00 *	$105.00	$105.00	$17.00	19.3%
41	Dental Hygiene MS-Clinical (Cr Hr)	**	$349.00 *	$349.00	$349.00	$0.00	0.0%
42	Dental Hygiene MS-Thesis (Cr Hr)	**	$176.00 *	$210.00	$210.00	$34.00	19.3%
43	Counseling-Graduate	**	$932.00	$990.00	$990.00	$58.00	6.2%
44	Radiographic Science	**	$824.00	$830.00	$830.00	$6.00	0.7%
45	Clinical Lab Science	**	$940.00	$970.00	$970.00	$30.00	3.2%
46	Paramedic Science (Note A)	**	$1,312.00	$1,370.00	$1,370.00	$58.00	4.4%
47	Dietetics	**	$2,700.00	$2,900.00	$2,900.00	$200.00	7.4%
48	Social Work	**	$250.00	$250.00	$250.00	$0.00	0.0%
49	Athletic Training MS	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
50	Idaho Dental Education (IDEP)		$25,020.00	$26,944.00	$26,944.00	$1,924.00	7.7%
51	Other Fees:						
52	Western Undergrad Exchge	**	$3,283.00	$3,392.00	$3,392.00	$109.00	3.3%
53	In-service Fees/Cr Hr - Undergrad	**	$103.00	$106.00	$106.00	$3.00	2.9%
54	In-service Fees/Cr Hr - Grad	**	$125.00	$131.00	$131.00	$6.00	4.8%
55	New Student Orientation Fee	**	$100.00	$100.00	$100.00	$0.00	0.0%
55							
56							
57							

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2015.
Summer session fees are at the Part-time fee rate - effective Summer 2016.

IDAHO STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 16

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY15	FY16	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	7,000	7,000	$0		$1,372,300		$1,372,300	
3	Technology Fee	7,000	7,000		0		0		$0
4	Facilities Fees	7,000	7,000		0		0		$0
5	Student Activity Fees	7,000	7,000		0		153,700		$153,700
6	**Total Full-time Fees**			$0	$0	$1,372,300	$153,700	1,372,300	153,700
7									
8	**Part-time Credit Hour Fees:**								
9	Tuition	39,655	39,655	$0		$398,100		$398,100	
10	Technology Fee	39,655	39,655		0		0		$0
11	Facilities Fees	39,655	39,655		0		0		$0
12	Student Activity Fees	39,655	39,655		0		38,100		$38,100
13	**Total Part-time Cr Hr Fees:**			$0	$0	$398,100	$38,100	398,100	38,100
14									
15	**Other Student Fees:**								
16	Graduate Fees:								
17	Full-time Grad/Prof	926	926	$0		$283,400	$20,300	283,400	$20,300
18	Full-time Grad/Prof	926	926	$0		$53,700		53,700	$0
19	Part-time Graduate/Hour	6,345	6,345	0		95,400	6,100	95,400	$6,100
20	Part-time Graduate/Hour	6,345	6,345	0		19,000		19,000	$0
21	Nonresident Tuition:								
22	Nonres Tuition	1224	1224	0		$780,900		780,900	$0
23	Part-time Nonres Tuition	1,600	1,600	0		16,000		16,000	$0
24	Professional Fees:								
25	PharmD - Resident	256	256		0		90,100	-	$90,100
26	PharmD - Nonres	24	24		0		12,500	-	$12,500
27	Phys Therapy - Resident	53	53		0		24,300	-	$24,300
28	Phys Therapy - Nonres	17	17		0		15,500	-	$15,500
29	Occu Therapy - Resident	25	25		0		10,000	-	$10,000
30	Occu Therapy - Nonres	12	12		0		0	-	$0
31	Physician Assistant - Resident	80	80		0		62,400	-	$62,400
32	Physician Assistant - Nonres	40	40		0		500	-	$500
33	Nursing-BSN	238	238		0		13,800	-	$13,800
34	Nursing-MSN	15	15		0		1,000	-	$1,000
35	Nursing-PhD	4	4		0		300	-	$300
36	Nursing-DNP	15	15		0		1,700	-	$1,700
35	Speech Language Path MS (Cr Hr)	1,708	1,708		0		15,400	-	$15,400
36	Speech Language Online PreProf ((	2,106	2,106		0		21,100	-	$21,100
37	Speech Language Online MS (Cr Hı	673	673		0		2,000	-	$2,000
38	Audiology AuD (Cr Hr)	591	591		0		2,400	-	$2,400
39	Dental Hygiene BS (Junior/Senior)	60	60		0		8,600	-	$8,600
40	Dental Hygiene MS-Didactic (Cr Hr)	208	208		0		3,500	-	$3,500
41	Dental Hygiene MS-Clinical (Cr Hr)	23	23		0		0	-	$0
42	Dental Hygiene MS-Thesis (Cr Hr)	55	55		0		1,900	-	$1,900
43	Counseling-Graduate	60	60		0		3,500	-	$3,500
44	Radiographic Science	36	36		0		200	-	$200
45	Clinical Lab Science	44	44		0		1,300	-	$1,300
46	Paramedic Science	20	20		0		0	-	$0
47	Dietetics	18	18		0		0	-	$0
48	Social Work	67	67		0		0	-	$0
49	Social Work	67	67		0		0	-	$0
50	Idaho Dental Education (IDEP)	8	8		0		15,400	-	$15,400
51	Other Fees:								
52	Western Undergrad Exchge	128	128	0		14,000		14,000	$0
53	In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	$0
54	In-service Fees/Cr Hr - Grad	6,600	6,600	0		39,600		39,600	$0
55	New Student Orientation Fee	2,600	2,600	0		0		-	$0
55	**Total Other Student Fees**			$0	$0	$1,302,000	$333,800	$1,302,000	$333,800
56									
57	**Total Additional Student Fee Revenue**			$0	$0	$3,072,400	$525,600	$3,072,400	$525,600

The schedule of "Potential Student Fee Revenue Changes for FY 16" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY15 is the current year base budget while FY16 is a reflection of the anticipated FY15 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2015.
Summer session fees are at the Part-time fee rate - effective Summer 2016.

Idaho State University

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

		Total	Tuition Only Request	Non-Res, Grad, etc Request	Reallocation of Budget	Notes
NON-CEC DECISION UNITS						
10.11 Change in Health Benefit Costs	$	243,700	243,700			
10.12 Change in Variable Benefit Costs		(27,900)	(27,900)			
10.21 General Inflation Adjustment		-				
10.25 Inflationary Adjustment - Library		181,400	181,400			
10.31 Repair, Replacement		-				
CEC DECISION UNITS						
10.61 Salary Multiplier Regular Employees		801,300	801,300			
10.62 Salary Multiplier Group and Temporary		179,100	179,100			
Line Items						
12.01 Line Item: Salary Competitiveness		-				
12.02 Line Item: Occupancy Costs		-				
12.03 Line Item: Career Path Internship Match		-				
12.04 Line Item: eISU Online Access		-				
Revenue Changes						
Enrollment Workload Adjustment		(784,500)	784,500			
Endowment Increase		345,300	(345,300)			
OTHER ITEMS						
Graduate Assistants/Fellowships		212,076		212,076		
Library Support		53,600		53,600		
PTE CEC & Health Insurance Support		114,461	114,461			
Meridian A&P Lab Support		107,500	107,500			
Additional Personnel Costs		522,771	54,439	468,332		
Maintenance & Operations		300,000		149,592	150,408	
Accreditation Costs		30,000	30,000			
Institutional Support		26,000	26,000			
TOTAL NEED	**$**	**3,183,208**	**$ 2,149,200**	**$ 883,600**	**$ 150,408**	
				$ 3,032,800	**Total needs/tuition**	

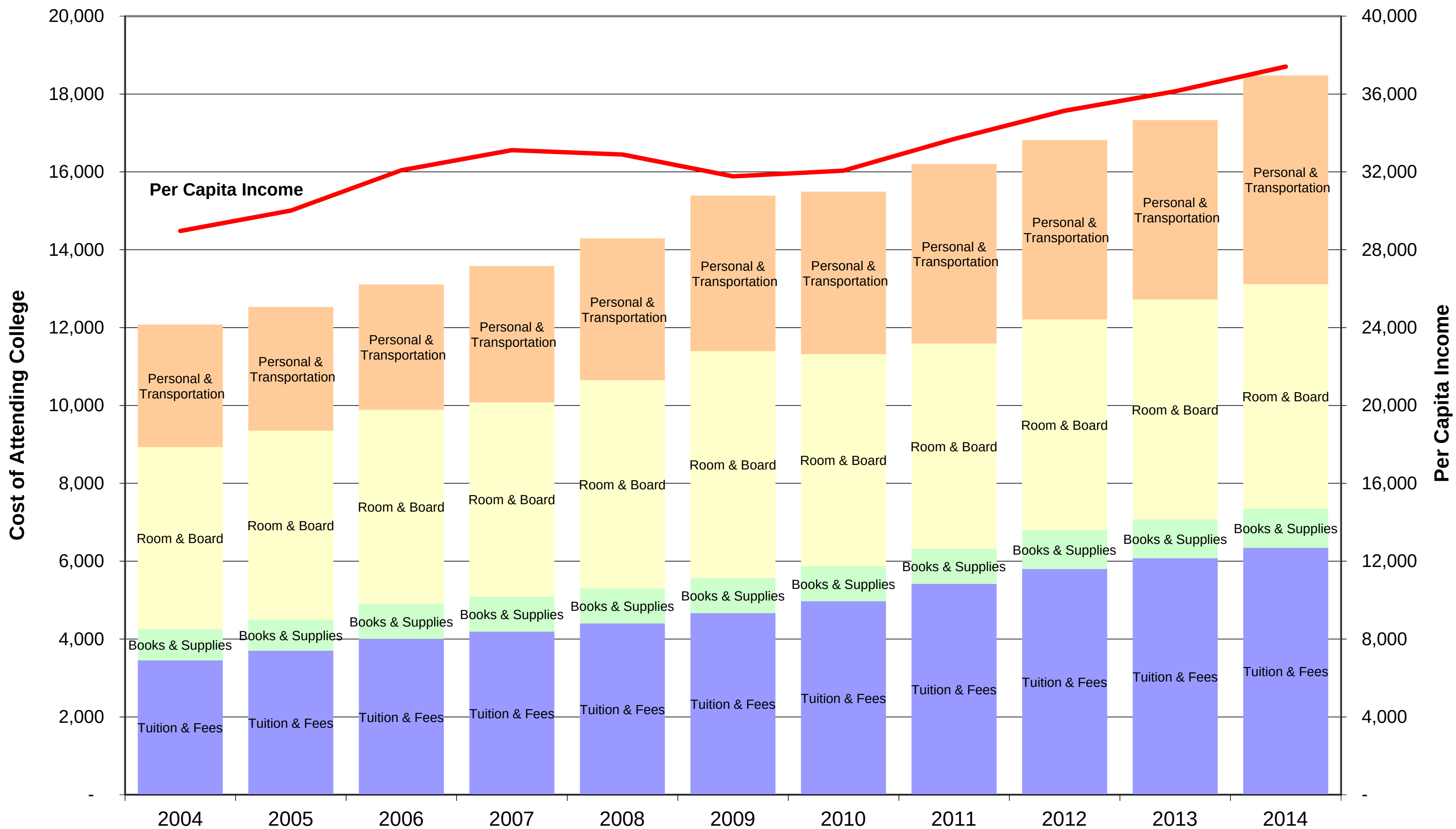
IDAHO STATE UNIVERSITY

4-year History of Board Approved Fees plus FY16 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

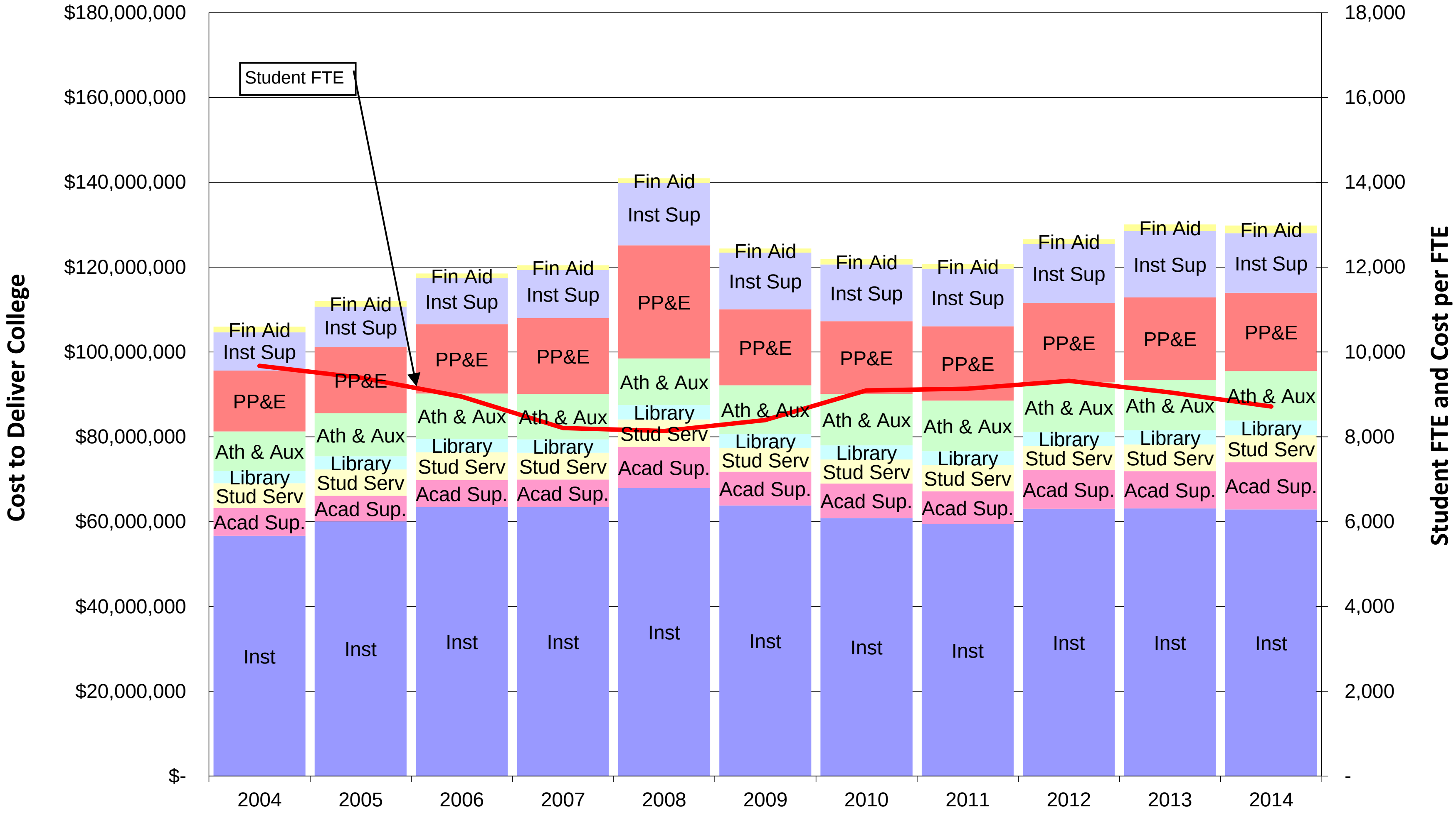
	Student Fees:	FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,179.52	$4,417.02	$4,687.02	$4,909.02	$5,105.06	$925.54	22.14%
3	Technology Fee	166.80	166.80	166.80	166.80	166.80	0.00	0.00%
4	Facilities Fees	486.00	510.00	510.00	510.00	510.00	24.00	4.94%
5	Student Activity Fees	963.68	976.18	980.18	980.18	1,002.14	38.46	3.99%
6	**Total Full-time Fees**	$5,796.00	$6,070.00	$6,344.00	$6,566.00	$6,784.00	$988.00	17.05%
7	Percentage Increase	7.0%	4.7%	4.5%	3.5%	3.3%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$248.45	$256.19	$268.96	$279.96	$290.00	$41.55	16.72%
11	Technology Fee	6.15	6.15	6.15	6.15	6.15	0.00	0.00%
12	Facilities Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
13	Student Activity Fees	35.40	41.66	41.89	41.89	42.85	7.45	21.05%
14	**Total Part-time Cr Hr Fees**	$290.00	$304.00	$317.00	$328.00	$339.00	$49.00	16.90%
15								
16	**Other Student Fees**							
17	Graduate Fees:							
18	Full-time Grad/Prof	$1,028.00	$1,080.00	$1,128.00	$1,168.00	$1,226.00	$198.00	19.26%
19	Part-time Graduate/Hour	$52.00	$54.00	$57.00	$59.00	$62.00	$10.00	19.23%
20	Nonresident Tuition:							
21	Nonres Tuition	$11,236.00	$11,800.00	$12,332.00	$12,760.00	$13,398.00	$2,162.00	19.24%
22	Part-time Nonres Tuition	$161.00	$190.00	$200.00	$207.00	$217.00	$56.00	34.78%
23	Professional Fees:							
24	PharmD - Resident	$8,706.00	$9,098.00	$9,460.00	$9,678.00	$10,030.00	$1,324.00	15.21%
25	PharmD - Nonres	$13,234.00	$13,630.00	$14,200.00	$14,418.00	$14,940.00	$1,706.00	12.89%
26	Phys Therapy - Resident	$2,270.00	$2,380.00	$2,640.00	$2,714.00	$3,172.00	$902.00	39.74%
27	Phys Therapy - Nonres	$6,776.00	$6,776.00	$7,516.00	$7,726.00	$8,640.00	$1,864.00	27.51%
28	Occu Therapy - Resident	$1,960.00	$1,960.00	$2,294.00	$2,320.00	$2,720.00	$760.00	38.78%
29	Occu Therapy - Nonres	$6,776.00	$6,776.00	$6,776.00	$6,850.00	$6,850.00	$74.00	1.09%
30	Physician Assistant - Res	$17,814.00	$17,814.00	$18,528.00	$19,035.00	$19,815.00	$2,001.00	11.23%
31	Physician Assistant - Nonres	$19,821.00	$19,821.00	$20,613.00	$20,613.00	$20,625.00	$804.00	4.06%
32	Nursing-BSN	$1,520.00	$1,520.00	$1,672.00	$1,722.00	$1,780.00	$260.00	17.11%
33	Nursing-MSN	$1,850.00	$1,850.00	$2,034.00	$2,094.00	$2,160.00	$310.00	16.76%
34	Nursing-PhD	$0.00	$2,000.00	$2,040.00	$2,102.00	$2,170.00	New	New
35	Nursing-DNP	$0.00	$0.00	$3,656.00	$3,766.00	$3,880.00	New	New
36	Speech Language Path MS (Cr Hr)	$50.00	$50.00	$50.00	$51.00	$60.00	$10.00	20.00%
37	Speech Language Online PreProf (Cr	$196.00	$196.00	$196.00	$200.00	$210.00	$14.00	7.14%
38	Speech Language Online MS (Cr Hr)	$424.00	$424.00	$424.00	$432.00	$435.00	$11.00	2.59%
39	Audiology AuD (Cr Hr)	$50.00	$50.00	$50.00	$51.00	$55.00	$5.00	10.00%
40	Dental Hygiene BS (Junior/Senior)	$556.00	$556.00	$556.00	$576.00	$720.00	$164.00	29.50%
41	Dental Hygiene MS-Didactic (Cr Hr)	$85.00	$85.00	$85.00	$88.00	$105.00	$20.00	23.53%
42	Dental Hygiene MS-Clinical (Cr Hr)	$337.00	$337.00	$337.00	$349.00	$349.00	$12.00	3.56%
43	Dental Hygiene MS-Thesis (Cr Hr)	$170.00	$170.00	$170.00	$176.00	$210.00	$40.00	23.53%
44	Counseling-Graduate	$900.00	$900.00	$900.00	$932.00	$990.00	$90.00	10.00%
45	Radiographic Science	$690.00	$690.00	$800.00	$824.00	$830.00	$140.00	20.29%
46	Clinical Lab Science	$940.00	$940.00	$940.00	$940.00	$970.00	$30.00	3.19%
47	Paramedic Science	$1,300.00	$1,300.00	$1,300.00	$1,312.00	$1,370.00	New	New
48	Dietetics (currently a class fee)	$0.00	$2,700.00	$2,700.00	$2,700.00	$2,900.00	New	New
49	Social Work	$250.00	$250.00	$250.00	$250.00	$250.00	$0.00	0.00%
50	Athletic Training	$0.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	New	New
51	Idaho Dental Education (IDEP)	$22,462.00	$24,260.00	$24,254.00	$25,020.00	$26,944.00	$4,482.00	19.95%
52	Other Fees:							
53	Western Undergrad Exchge	$2,898.00	$3,035.00	$3,172.00	$3,283.00	$3,392.00	$494.00	17.05%
54	In-service Fees/Cr Hr - Undergrad	$92.00	$96.00	$100.00	$103.00	$106.00	$14.00	15.22%
55	In-service Fees/Cr Hr - Grad	$108.00	$115.00	$121.00	$125.00	$131.00	$23.00	21.30%
56	New Student Orientation Fee	$0.00	$100.00	$100.00	$100.00	$100.00	New	New

Cost of Attending College vs. Per Capita Income
Idaho State University



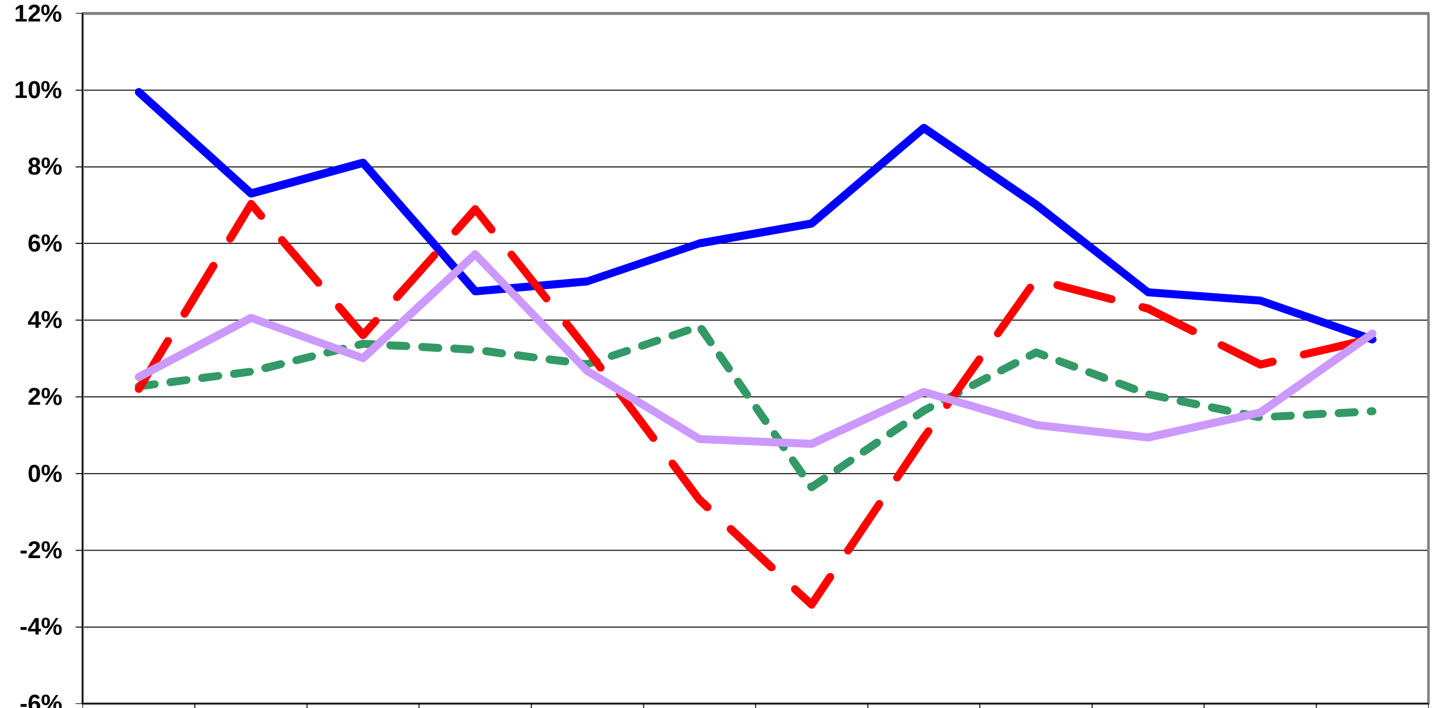
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho State University



Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Idaho State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Fees	9.95%	7.31%	8.11%	4.75%	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Divison of Finanical Management Economic Forecast, January 2014

EASTERN IDAHO TECHNICAL COLLEGE

FY 2016 TUITION & FEES INFORMATION

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Eastern Idaho Technical College
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

Eastern Idaho Technical College is proposing a 3.5% increase to the full-time resident and non-resident student enrollment fees, effective Fall semester 2015. Similarly, the College is proposing to increase the part-time resident and part-time non-resident enrollment fees by 3.0% as part of the College financial plan. This proposed student enrollment fee increase will generate approximately $40,000.

This increase is specific to the technology portion of the fee sources because it will be primarily used to support the growing cost of the Student Information System (SIS) for student registration and tracking. Other than employee salaries and benefits, the SIS costs are one of the biggest expenses EITC incurs. This is partly due to the size of EITC because the SIS must be spread over a smaller number of students. Sophisticated software such as the SIS is required to support the State-wide Longitudinal Data System (SLDS).

EITC requested state funding for this required software and support of $256,000 as its top priority in the budget process for FY16, but unfortunately funding was not recommended by the Governor nor appropriated by the Legislature. The projected fee increase of $40,000 will be used to partially fund this shortfall.

EITC's recommendation for fee increases was developed by EITC's President's Advisory Council (PAC) which consists of the President and Vice Presidents. Public hearings to seek testimony on the proposed fee increases, as published and posted campus-wide in a letter to the EITC Student Senate President, were held at EITC on March 12, 2015. Members of PAC were present to answer questions.

EASTERN IDAHO TECHNICAL COLLEGE

Changes to Student Fees for FY 2016

Annual Full-Time Fees and Part-Time Credit Hour Fees

					Requested		
	Annual Fees	Bd Appv	FY15 Fees	FY16 Initial Notice	FY16 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Vocational Education Fee	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
3	Technology Fee	**	250.00	328.00	328.00	78.00	31.2%
4	Student Activity Fees	**	506.00	506.00	506.00	0.00	0.0%
5	**Total Full-time Fees**		$2,256.00	$2,334.00	$2,334.00	$78.00	3.5%
6							
7	**Part-time Credit Hour Fees:**						
8	Education Fee	**	$99.50	$102.50	$102.50	$3.00	3.0%
9	**Total Part-time Cr Hr Fees:**		$99.50	$102.50	$102.50	$3.00	3.0%
10							
11	**Additional Nonresident Tuition:**						
12	Full-time Nonresident Tuition	**	$6,006.00	$6,216.00	$6,216.00	$210.00	3.5%
13	Part-time Nonresident Tuition/Cr	**	$99.50	$102.50	$102.50	$3.00	3.0%

EASTERN IDAHO TECHNICAL COLLEGE

Potential Student Fee Revenue Changes for FY 2016

Due to Enrollment and Fee Changes

	Projected HC/SCH Count		Potential Revenue Generated: Changes due to Count		Fee Changes		Total Rev Chge	
Annual Fees	FY15	FY16	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
Full-time Fees:								
Vocational Education Fee	300	300	$0		$0		$0	
Technology Fee	300	300		$0		$23,400		$23,400
Student Activity Fees	300	300		$0		$0		$0
Total Full-time Fees			$0	$0	$0	$23,400	-	23,400
Part-time Credit Hour Fees:								
Education Fee	5,860	5,860			$17,600		17,600	
Total Part-time Cr Hr Fees:			$0	$0	$17,600	$0	17,600	-
Other Student Fees:								
Full-time Nonresident Tuition	8	8			$1,700		$1,700	
Part-time Nonresident Tuition/(	0	0			$0		-	
Total Other Student Fees			$0	$0	$1,700	$0	$1,700	-
Total Additional Student Fee Revenue			$0	$0	$19,300	$23,400	$19,300	$23,400

EASTERN IDAHO TECHNICAL COLLEGE

4-year History of Board Approved Fees plus FY16 Requested Fees

Annual Full-Time Fees and Part-Time Credit Hour Fees

	Annual Fees	FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-year Increase	% Increase
1	**Full-time Fees:**							
2	Vocational Education Fee	$1,350.00	$1,440.00	$1,440.00	$1,500.00	$1,500.00	$150.00	11.11%
3	Technology Fee	144.00	144.00	244.00	250.00	328.00	184.00	127.78%
4	Student Activity Fees 1)	438.00	438.00	438.00	506.00	506.00	68.00	15.53%
5	**Total Full-time Fees**	$1,932.00	$2,022.00	$2,122.00	$2,256.00	$2,334.00	$402.00	20.81%
6	Percentage Increase	5.0%	4.7%	4.9%	6.3%	3.5%		
7								
8	**Part-time Credit Hour Fees:**							
9	Education Fee	$90.00	$92.00	$96.50	$99.50	$102.50	$12.50	13.89%
10	**Total Part-time Cr Hr Fees:**	$90.00	$92.00	$96.50	$99.50	$102.50	$12.50	13.89%
11								
12	**Additional Nonresident Tuition:**							
13	Full-time Nonresident Tuition	$5,146.00	$5,146.00	$5,650.00	$6,006.00	$6,216.00	$1,070.00	20.79%
14	Part-time Nonresident Tuition/Cr	$90.00	$90.00	$96.50	$99.50	$102.50	$12.50	13.89%

LEWIS-CLARK STATE COLLEGE

FY 2016 TUITION & FEES INFORMATION

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Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Fees

LCSC requests State Board approval to increase the FY2016 annual full-time resident tuition and fees at Lewis-Clark State College by **1.7%** ($100) for a total dollar amount of **$6,000**; and to increase the annual full-time tuition for nonresident tuition by **4.6%** ($482) for a total dollar amount of **$11,000**.

The requested 1.7% tuition increase for resident students at LCSC is a continuation of the approach used by the College over the past several years (4.0% increase in FY2014, 2.0% increase in FY2015) to cover critical needs while preserving access. The proposed increase, coupled with our best estimate of enrollment figures and revenues for FY2016, would enable the College to cover the unfunded portion of the state-approved employee CEC and health benefit increases and provide limited dollars to help fund next year's anticipated faculty promotions (Assistant Professors who attain Associate Rank; Associate Professors who attain Full Professor rank), equity adjustments, strategic plan/CCI initiatives, and a small portion of unfunded MCO (inflation costs and reduced EWA dollars).

LCSC will continue to rely on enrollment growth and cost efficiency as vehicles for providing quality programs at accessible costs to students. Even after the requested increase for FY2016, LCSC's tuition and fees will remain well below those of our peer institutions and state/regional averages. We will continue to strive to hold down other costs affecting students, such as parking, room and board, etc.

We appreciate the leadership of the Board during the current legislative session in advocating for full funding for the CEC and health benefits costs of higher education General Fund positions; and our faculty, staff, and students also appreciate the Board's support for improved compensation for our faculty and staff. We are hopeful that our combined efforts will put us on a stable trajectory as we work as a team to meet the Board's strategic goals and objectives.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2016

Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Bd	FY15	FY16	Requested		
	Student Fees:	Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition Fee	**	$4,676.00	$4,776.00	$4,776.00	$100.00	2.1%
3	Technology Fee	**	70.00	70.00	70.00	0.00	0.0%
4	Facilities Fees	**	468.00	468.00	468.00	0.00	0.0%
5	Student Activity Fees	**	686.00	686.00	686.00	0.00	0.0%
6	**Total Full-time Fees**		$5,900.00	$6,000.00	$6,000.00	$100.00	1.7%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$257.00	$262.00	$262.00	$5.00	1.9%
10	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
11	Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
12	Student Activity Fees	**	27.00	27.00	27.00	0.00	0.0%
13	**Total Part-time Cr Hr Fees**		$302.00	$307.00	$307.00	$5.00	1.7%
14							
15	**Summer Fees: (eff. Summer 2016)**						
16	Education Fee	**	$205.10	$210.10	$210.10	$5.00	2.4%
17	Technology Fee	**	4.25	4.25	4.25	0.00	0.0%
18	Facilities Fees	**	13.75	13.75	13.75	0.00	0.0%
19	Student Activity Fees	**	78.90	78.90	78.90	0.00	0.0%
20	**Total Summer Cr Hr Fees**		$302.00	$307.00	$307.00	$5.00	1.7%
21							
22	**Other Student Fees:**						
23	Nonresident Tuition:						
24	Nonres Tuition	**	$10,518.00	$11,000.00	$11,000.00	$482.00	4.6%
25	Nonres Tuition-Asotin County	**	$3,232.00	$3,380.00	$3,380.00	$148.00	4.6%
26	Professional Fees:						
27	None						
28	Other Fees:						
29	Western Undergrad Exchge	**	$2,950.00	$3,000.00	$3,000.00	$50.00	1.7%
30	In-service Fees/Cr Hr - Undergrad	**	$103.00	$106.00	$106.00	$3.00	2.9%
31	Overload (20 cr. or more)	**	$302.00	$307.00	$307.00	$5.00	1.7%
32							
33							
34							

Full-time fees & Part-time credit hour fees are effective Fall Semester 2015.
Summer credit hour fees are effective Summer 2016.

LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 15

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY15	FY16	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Matriculation Fee	2,121	2,228	$500,300		$222,800		$723,100	
3	Technology Fee	2,121	2,228		7,500		0		$7,500
4	Facilities Fees	2,121	2,228		50,100		0		$50,100
5	Student Activity Fees	2,121	2,228		73,400		0		$73,400
6	**Total Full-time Fees**			$500,300	$131,000	$222,800	$0	723,100	131,000
7									
8	**Part-time Credit Hour Fees:**								
9	Education Fee	11,100	10,300	($205,600)		$51,500		($154,100)	
10	Technology Fee	11,100	10,300		(3,400)		0		($3,400)
11	Facilities Fees	11,100	10,300		(11,000)		0		($11,000)
12	Student Activity Fees	11,100	10,300		(21,600)		0		($21,600)
13	**Total Part-time Cr Hr Fees:**			($205,600)	($36,000)	$51,500	$0	(154,100)	(36,000)
14									
15	**Summer Credit Hour Fees:**								
16	Education Fee	1,800	1,800	$0		$9,000		$9,000	
17	Technology Fee	1,800	1,800		0		0		$0
18	Facilities Fees	1,800	1,800		0		0		$0
19	Student Activity Fees	1,800	1,800		0		100		$100
20	**Total Summer Cr Hr Fees**			$0	$0	$9,000	$100	$9,000	$100
21									
22	**Other Student Fees:**								
23	Nonresident Tuition:								
24	Nonres Tuition	75	90	$157,800		$43,400		$201,200	
25	Nonres Tuition-Asotin County	71	100	93,700		14,800		$108,500	
26	Professional Fees:								
27	None								
28	Other Fees:								
29	Western Undergrad Exchge	66	50	(47,200)		2,500		($44,700)	
30	In-service Fees/Cr Hr - Undergrad	0	255	26,300		800		$27,100	
31	Overload (20 cr. or more)	0	100	30,200		500		$30,700	
32	**Total Other Student Fees**			$260,800	$0	$62,000	$0	$322,800	$0
33									
34	**Total Additional Student Fee Revenue**			$555,500	$95,000	$345,300	$100	$900,800	$95,100

Full-time fees & Part-time credit hour fees are effective Fall Semester 2015.
Summer credit hour fees are effective Summer 2016.

Lewis-Clark State College

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

	Total	Resident Tuition Request*	Non-Resident & Other Tuition Request**	Reallocation of Budget	Notes
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	$ 107,900	107,900			
10.12 Change in Variable Benefit Costs	2,500	2,500			
10.21 General Inflation Adjustment	63,800	63,800			
10.25 Inflationary Adjustment - Library					
10.31 Repair, Replacement					
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	293,700	293,700			
10.62 Salary Multiplier Group and Temporary					
10.67 Move Minimum to 70% of Policy					
10.71 EWA					
Line Items					
12.01 Line Item: Salary Competitiveness	-				
12.02 Line Item: College Work Trial					
OTHER ITEMS					
Equity Adjustments	215,000	215,000			
Faculty Promotions	95,500	32,200	63,300		
Strategic Initiatives	200,000		200,000		
Fixed Cost Increases	59,500		59,500		
REVENUE CHANGES NETTED AGAINST TUITION					
EWA General Fund Reduction	95,100	95,100			
FY16 Increase in Endowment	(232,200)	(232,200)			
TOTAL NEED	**$ 900,800**	**$ 578,000**	**$ 322,800**	**$ -**	

$ 900,800	**Total needs/tuition**

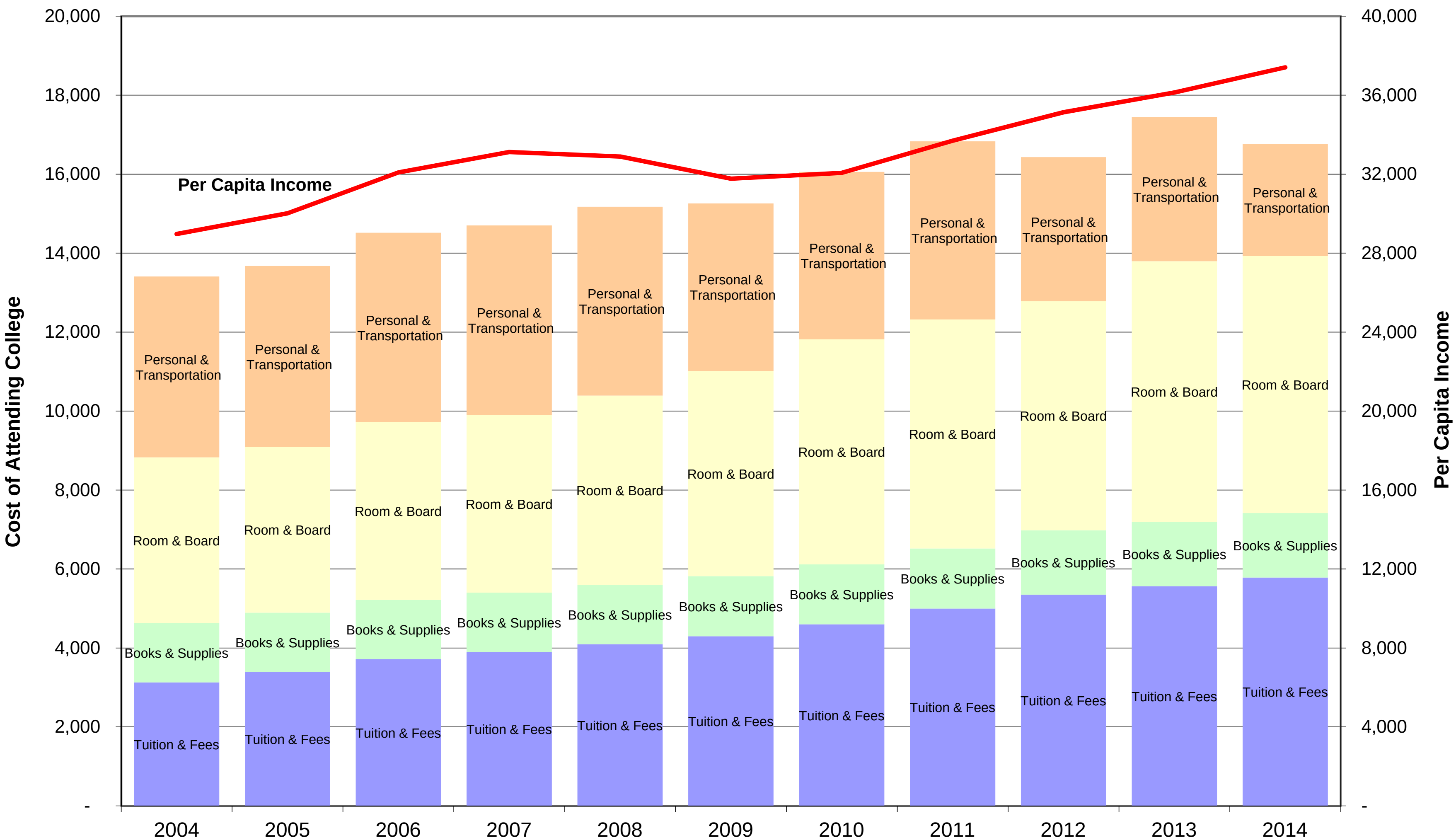
LEWIS-CLARK STATE COLLEGE

4-year History of Board Approved Fees plus FY16 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

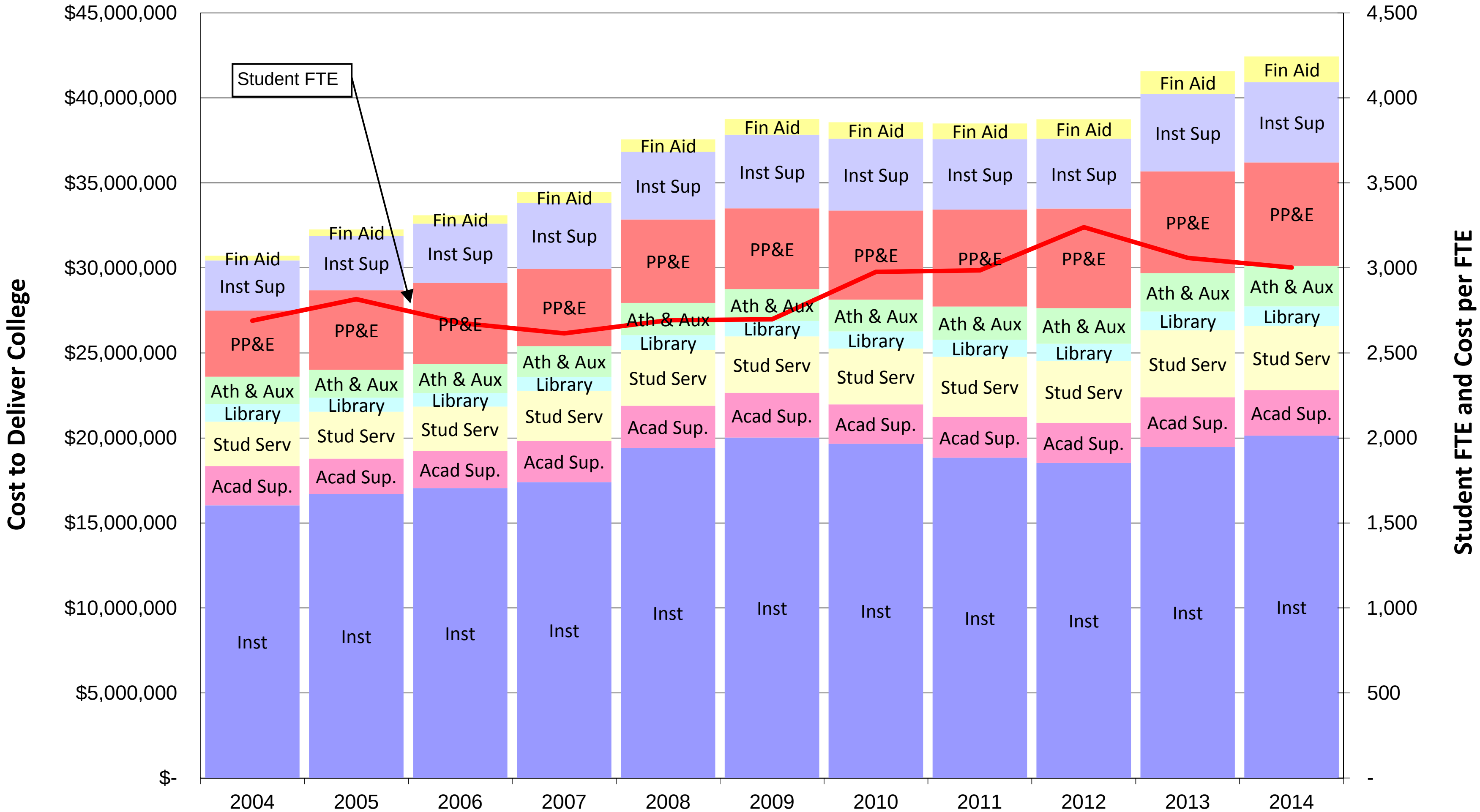
	Student Fees:	FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$ 4,144.00	$ 4,338.00	$ 4,560.00	$ 4,676.00	$ 4,776.00	$ 632.00	15.3%
3	Technology Fee	70.00	70.00	70.00	70.00	70.00	-	0.0%
4	Facilities Fees	468.00	468.00	468.00	468.00	468.00	-	0.0%
5	Student Activity Fees	666.00	686.00	686.00	686.00	686.00	20.00	3.0%
6	**Total Full-time Fees**	$ 5,348.00	$ 5,562.00	$ 5,784.00	$ 5,900.00	$ 6,000.00	$ 652.00	12.2%
7	Percentage Increase	7.0%	4.0%	4.0%	2.0%	1.7%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$ 228.00	$ 240.00	$ 251.00	$ 257.00	$ 262.00	$ 34.00	14.9%
11	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
12	Facilities Fees	13.75	13.75	13.75	13.75	13.75	-	0.0%
13	Student Activity Fees	27.00	27.00	27.00	27.00	27.00	-	0.0%
14	**Total Part-time Cr Hr Fees**	$ 273.00	$ 285.00	$ 296.00	$ 302.00	$ 307.00	$ 34.00	12.5%
15								
16	**Summer Credit Hour Fees**							
17	Education Fee	$ 180.99	$ 190.65	$ 200.00	$ 205.10	$ 210.10	$ 29.11	16.1%
18	Technology Fee	4.25	4.25	4.25	4.25	4.25	-	0.0%
19	Facilities Fees	13.75	13.75	13.75	13.75	13.75	-	0.0%
20	Student Activity Fees	74.01	76.35	78.00	78.90	78.90	4.89	6.6%
21	**Total Summer Cr Hr Fees**	$ 273.00	$ 285.00	$ 296.00	$ 302.00	$ 307.00	$ 34.00	12.5%
22								
23	**Other Student Fees**							
24	Nonresident Tuition:							
25	Nonres Tuition	$ 9,532.00	$ 9,914.00	$ 10,312.00	$ 10,518.00	$ 11,000.00	$ 1,468.00	15.4%
26	Nonres Tuition-Asotin County	$ 3,168.00	$ 3,168.00	$ 3,168.00	$ 3,232.00	$ 3,380.00	$ 212.00	6.7%
27	Other Fees:							
28	Western Undergrad Exchge	$ 2,674.00	$ 2,781.00	$ 2,892.00	$ 2,950.00	$ 3,000.00	$ 326.00	12.2%
29	In-service Fees/Cr Hr - Undergrad	$ 92.00	$ 96.00	$ 100.00	$ 103.00	$ 106.00	$ 14.00	15.2%
30	Overload (20 cr. or more)	$ 273.00	$ 285.00	$ 296.00	$ 302.00	$ 307.00	$ 34.00	12.5%

Cost of Attending College vs. Per Capita Income
Lewis-Clark State College



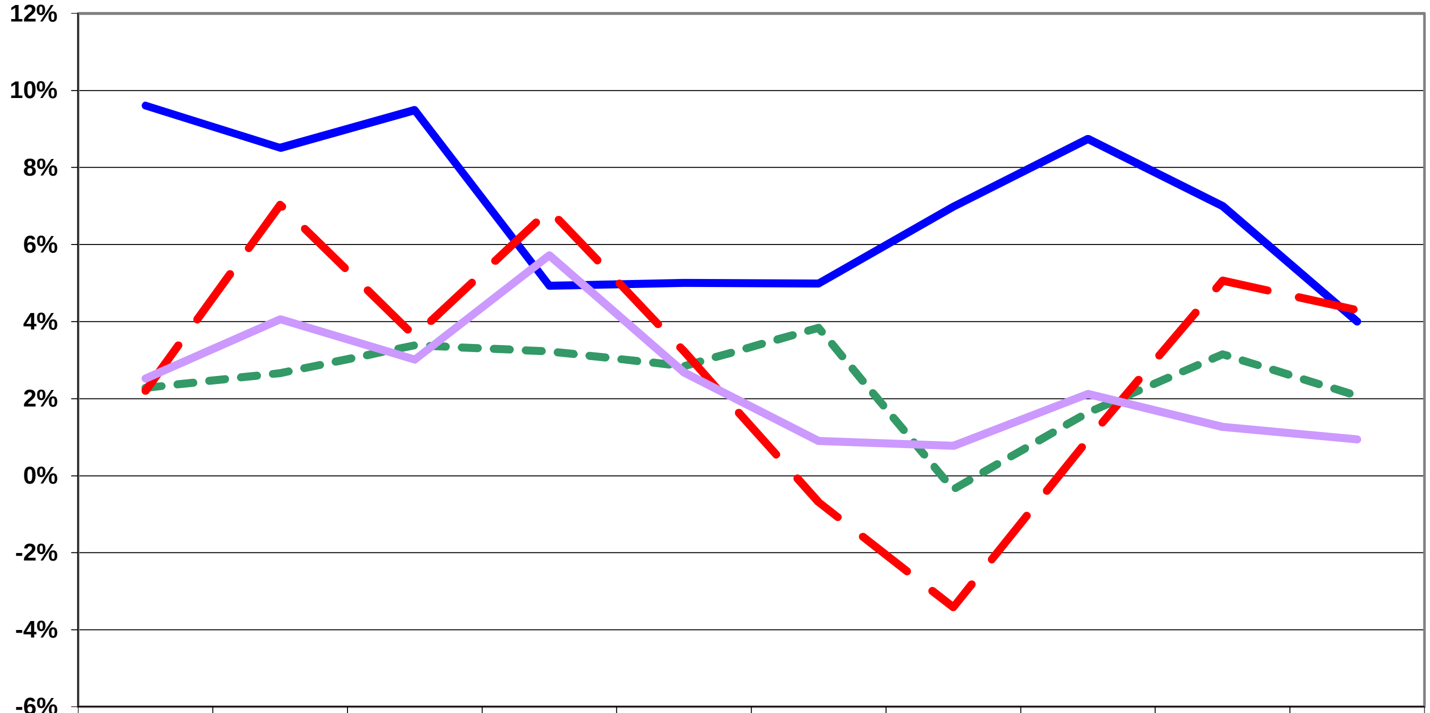
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Lewis-Clark State College



Fin Aid - Financial Aid Inst Sup - Institutional Support PP&E - Property, Plant & Equipment Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials Student Serv. - Student Services Acad. Sup. - Academic Support Inst - Instruction

Lewis-Clark State College
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Resident Fees	9.61%	8.51%	9.49%	4.93%	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Divison of Finanical Management Economic Forecast, January 2014

UNIVERSITY OF IDAHO

FY 2016 TUITION & FEES INFORMATION

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University of Idaho
Student Fee Hearing Summary

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. The process resumed in January with active participation throughout the remainder of the process by the Associated Student Fee Committee (ASFC). This representative committee included student leaders from the Associated Student of the University of Idaho, the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the ASFC and a public meeting of the ASFC was held on January 29, 2015, wherein each unit requesting an increased or new fee presented their fee request. Auxiliary units and others requesting dedicated fee support presented requests for program maintenance and expansion and new programs and activities. The meeting was attended by students and university community members.

The ASFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 20th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes which was issued on March 4th as required by Board Policy. The period of public comment is open until April 14th and will include a public presentation and open forum on proposed student fees on April 1st. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 1st open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of $236 from $6,784 per year in FY15 to $7,020 per year in FY16 combined with an increase to the additional full-time non-resident tuition from $13,530 to $14,004 per year. This will bring the total full-time non-resident tuition and fee package to $21,024 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at $21,024 for FY16. Therefore if the full-time tuition and fees are approved at an amount less than the above $7,020 the University requests approval to increase the additional non-resident tuition to keep the total package amount at $21,024. The undergraduate part-time credit hour fee for academic year participation would increase from $339 in FY15 to $351 per credit in FY16, while summer rates (summer 2016) would increase from $339 to $351 per credit. This general student fee increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition the University plans to increase the additional graduate tuition from $1,098 to $1,202 thereby increasing the total resident graduate package from $7,882 in FY15 to $8,222 in FY16 (an increase of 4.3%).

The Associated Student Fee Committee has recommended a small increase in student activity fees. In their deliberations they considered several principles in order to arrive at a final recommendation. These principles included maintaining an affordable cost of attendance at the University of Idaho, funding mandatory cost increases to maintain the current level of student services and recognizing tuition as the most flexible revenue resource available to meet critical financial needs, to maintain program quality and to move the institution toward its goals.

The University of Idaho general tuition increase request is structured to provide a reasonable likelihood of covering obligated cost increases that exceed the level of new state support and enable the institution and its students to continue some movement forward in achieving strategic goals – particularly a goal of becoming more competitive with respect to faculty and staff salaries which are falling dangerously far from peer and local market averages. In making this overall tuition increase, the University has been mindful of the comparative costs of attending peer institutions; the overall rate of tuition increases at those comparable institutions and the impact any such tuition increase might have on access to institutional programs. University and student leadership have also given thought to the negative financial consequences of a smaller tuition and fee increase, which would result in being stalled at current operational levels and eliminate the ability to move the institution forward to provide improved instruction and student retention.

In that context, the specific components of the tuition and fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of $218.54 per full-time student per year.

Facilities Fee

The University of Idaho is not requesting an increase in the facility fee for FY16. This is consistent with our continuing overall strategy of focusing our resources on tuition revenue which provides the flexibility necessary to meet any and all of the operating issues in the General Education budget, including critical needs in the area of facility maintenance. The current Facility fee is $790.50 per fulltime student per year and the revenue from this fee primarily goes towards debt service obligations.

Technology Fee

The University of Idaho is not requesting an increase in the technology fee for FY16. Once again, this is consistent with our strategy of focusing our resources on tuition which provides us the flexibility necessary to meet any and all of the operating issues in the General Education budget, including any critical needs in the area of technology support. The current Technology fee is $125.40 per fulltime student per year and the revenue from this fee goes towards covering four major technology service areas:

- Student Technologies,
- Internet Bandwidth,
- Wireless Networking and
- Internet Security.

Activities Fees

The University of Idaho is requesting an increase of $17.46 per full-time student per year in activities fees for FY16. The Associated Student Fee Committee recommended $13.98 to cover the impact of the potential 3% Change in Employee Compensation and benefit rate changes for ASUI, Campus Recreation, Idaho Commons/Pitman Center, Office of Multicultural Affairs, Counseling and Testing Center, Early Childhood Center, Women's Center and University Support Services (unit responsible for the ASUI Kibbie Dome, Memorial Gym and the Swim Center). In addition $3.48 was recommended for Marching Band and University Support Services for repair and replacement needs.

New Student Orientation

The University of Idaho has transitioned from a per semester activity fee charged to all full-time students to a separate one-time new student orientation fee of $100 to first time undergraduate students. This structure aligns the fee with the students receiving the services covered by the fee and reduces the administrative costs associated with the program. The university is not requesting an increase to this fee for FY16.

UNIVERSITY OF IDAHO

Changes to Student Fees for FY 2016

Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY15 Fees	FY16 Initial Notice	Requested FY16 Fees	Requested Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$4,784.06	$5,002.60	$5,002.60	$218.54	4.6%
3	Technology Fee	**	125.40	125.40	125.40	0.00	0.0%
4	Facilities Fees	**	790.50	790.50	790.50	0.00	0.0%
5	Student Activity Fees	**	1,084.04	1,101.50	1,101.50	17.46	1.6%
6	**Total Full-time Fees (See Note A)**		6,784.00	7,020.00	7,020.00	236.00	3.5%
7							
8	**Part-time Credit Hour Fees:**						
9	Undergraduate Tuition and Fees	**	$280.50	$292.50	$292.50	$12.00	4.3%
10	Undergraduate Fees	**	58.50	58.50	58.50	0.00	0.0%
11	**Total Part-time Cr Hr Fees: ***		$339.00	$351.00	$351.00	$12.00	3.5%
12							
13	**Other Student Fees:**						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	$4,784.06	$5,002.60	$5,002.60	$218.54	4.6%
16	Full-Time Grad Fee	**	1,098.00	1,202.00	1,202.00	$104.00	9.5%
17	Full-Time Other Fees	**	1,999.94	2,017.40	2,017.40	17.46	0.9%
18	Part-Time Tuition	**	318.50	331.50	331.50	$13.00	4.1%
19	Part-Time Grad Fee	**	61.00	67.00	67.00	$6.00	9.8%
20	Part-Time Other Fees	**	58.50	58.50	58.50	0.00	0.0%
21	Academic Year Outreach Programs:						
22	Full-Time Undergrad Tuition	**	$6,134.00	$6,370.00	$6,370.00	$236.00	3.8%
23	Full-Time Grad Tuition	**	6,134.00	6,370.00	6,370.00	$236.00	3.8%
24	Full-Time Grad Fee	**	1,098.00	1,202.00	1,202.00	$104.00	9.5%
25	Full-Time Other Fees (UG & GR)	**	650.00	650.00	650.00	0.00	0.0%
26	Part-Time Undergrad Tuition	**	306.50	318.50	318.50	$12.00	3.9%
27	Part-Time Grad Tuition	**	344.50	357.50	357.50	$13.00	3.8%
28	Part-Time Grad Fee	**	61.00	67.00	67.00	$6.00	9.8%
29	Part-Time Other Fees (UG & GR)	**	32.50	32.50	32.50	0.00	0.0%
30	Nonresident Tuition (See Notes A & B)						
31	Full-Time Undergrad Tuition	**	$13,530.00	$14,004.00	$14,004.00	$474.00	3.5%
32	Part-Time Undergrad Tuition	**	677.00	700.00	700.00	$23.00	3.4%
33	Full-Time Grad Tuition	**	13,530.00	14,004.00	14,004.00	$474.00	3.5%
34	Part-Time Grad Tuition	**	752.00	778.00	778.00	$26.00	3.5%
35	Other Fees:						
36	Overload Fee (>20 credits)	**	$280.50	$292.50	$292.50	$12.00	4.3%
37	Western Undergrad Exchge	**	3,392.00	3,510.00	3,510.00	$118.00	3.5%
38	In-service Fees/Cr Hr - UG	**	$103.00	$106.00	$106.00	$3.00	2.9%
39	In-service Fees/Cr Hr - UG Summe	**	$103.00	$106.00	$106.00	$3.00	2.9%
40	In-service Fees/Cr Hr - Grad	**	$125.00	$131.00	$131.00	$6.00	4.8%
41	In-service Fees/Cr Hr - Grad Sumn	**	$125.00	$131.00	$131.00	$6.00	4.8%
42	Professional Fees:						
43	Law College FT	**	$8,598.00	$9,008.00	$9,008.00	$410.00	4.8%
44	Law College PT	**	478.00	500.00	500.00	$22.00	4.6%
45	Law College PT Summer	**	478.00	500.00	500.00	$22.00	4.6%
46	Art & Architecture FT UG & GR	**	1,068.00	1,106.00	1,106.00	$38.00	3.6%
47	Art & Architecture PT Undergrad	**	53.00	55.00	55.00	$2.00	3.8%
48	Art & Architecture PT Summer UG	**	53.00	55.00	55.00	$2.00	3.8%
49	Art & Architecture PT Grad	**	59.00	61.00	61.00	$2.00	3.4%
50	Art & Architecture PT Summer GR	**	59.00	61.00	61.00	$2.00	3.4%
51	Bioregional Planning FT	**	1,050.00	1,106.00	1,106.00	$56.00	5.3%
52	Bioregional Planning PT	**	53.00	61.00	61.00	$8.00	15.1%
53	Bioregional Planning PT Summer	**	53.00	61.00	61.00	$8.00	15.1%
54	Summer Session (2016)						
55	On-Campus						
56	Part-Time Undergrad Tuition	**	$280.50	$292.50	$292.50	$12.00	4.3%
57	Part-Time Grad Tuition	**	318.50	331.50	331.50	$13.00	4.1%
58	Part-Time Grad Fee	**	61.00	67.00	67.00	$6.00	9.8%
59	Part-Time Other Fees (UG & GR)	**	58.50	58.50	58.50	0.00	0.0%
60	Outreach/Off-Campus:						
61	Part-Time Undergrad Tuition	**	$306.50	$318.50	$318.50	$12.00	3.9%
62	Part-Time Grad Tuition	**	344.50	357.50	357.50	13.00	3.8%
63	Part-Time Grad Fee	**	61.00	67.00	67.00	6.00	9.8%
64	Part-Time Other Fees (UG & GR)	**	32.50	32.50	32.50	0.00	0.0%
65	Self-Support Program Fees:						
66	Executive MBA (2 years)		$37,000.00	$42,000.00	$42,000.00	$5,000.00	13.5%
67	Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
68	Masters of Science Athletic Trainng (1 yr)		20,394.00	20,394.00	20,394.00	0.00	0.0%
69	Doctorate Athletic Training (1 yr)		18,128.00	18,128.00	18,128.00	0.00	0.0%
70	MOSS Environmental Ed Grad Pgm (sem)		5,986.00	7,238.00	7,238.00	1,252.00	20.9%
71	New Student Orientation (See Note C)		$100.00	$100.00	$100.00	$100.00	100.0%

Note A: The university is requesting a total package for non-resident undergraduate students of $21,024 per academic year. Therefore if the tuition and fee package is approved at lower than $7,020 the non-resident fee will be increased to maintain the $21,024 total package.

Note B: The University is exploring the ability to charge increased tuition to Non-Residents for Summer Session but not to exceed full Non-Resident Tuition.

Note C: The university charges a separate one-time $100 fee charged only to first time undergraduate students.

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 15

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated: Changes due to Count		Potential Revenue Generated: Fee Changes	
	Student Fees:	FY15	FY16	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**						
2	Tuition	6,826	6,584	($1,157,700)		$1,438,800	
3	Technology Fee	6,826	6,584		(30,300)		0
4	Facilities Fees	6,826	6,584		(191,300)		0
5	Student Activity Fees	6,826	6,584		(262,300)		114,900
6	**Total Full-time Fees**			($1,157,700)	($483,900)	$1,438,800	$114,900
7							
8	**Part-time Credit Hour Fees:**						
9	Undergraduate Tuition and Fees	2,264	2,214	($14,000)		$26,600	$0
10	Undergraduate Fees	2,264	2,214		(2,900)		0
11	**Total Part-time Cr Hr Fees:**			($14,000)	($2,900)	$26,600	$0
12							
13	**Other Student Fees:**						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	673	640	($157,900)		$139,900	
16	Full-Time Grad Fee	673	640	(36,200)		66,600	
17	Full-Time Other Fees	673	640		(66,000)		11,200
18	Part-Time Tuition	1,447	1,226	(70,400)		15,900	
19	Part-Time Grad Fee	1,447	1,226	(13,500)		7,400	
20	Part-Time Other Fees	1,447	1,226		(12,900)		0
21	Academic Year Outreach Programs:						
22	Full-Time Undergrad Tuition	301	303	$12,300		$71,500	
23	Full-Time Grad Tuition	127	200	447,800		47,200	
24	Full-Time Grad Fee	127	200	80,200		20,800	
25	Full-Time Other Fees (UG & GR)	428	503		48,800		0
26	Part-Time Undergrad Tuition	2,084	2,054	(9,200)		24,600	
27	Part-Time Grad Tuition	3,197	3,268	24,500		42,500	
28	Part-Time Grad Fee	3,197	3,268	4,300		19,600	
29	Part-Time Other Fees (UG & GR)	5,281	5,322		1,300		0
30	Nonresident Tuition						
31	Full-Time Undergrad Tuition	1,242	1,308	$886,200		$619,800	
32	Part-Time Undergrad Tuition	658	618	(27,100)		14,200	
33	Full-Time Grad Tuition	267	279	169,100		132,200	
34	Part-Time Grad Tuition	1,191	1,177	(10,500)		30,600	
35	Other Fees:						
36	Overload Fee (>18 credits)	75	90	$4,200		$1,100	
37	Western Undergrad Exchge	383	234	(505,400)		27,600	
38	In-service Fees/Cr Hr - UG	437	36	(41,300)		100	
39	In-service Fees/Cr Hr - UG Summe	133	62	(7,300)		200	
40	In-service Fees/Cr Hr - Grad	967	885	(10,300)		5,300	
41	In-service Fees/Cr Hr - Grad Summ	682	1,463	97,600		8,800	
42	Professional Fees:						
43	Law College FT	302	334		$279,400		$136,900
44	Law College PT	56	41		(7,200)		900
45	Law College PT Summer	384	396		5,700		8,700
46	Art & Architecture FT UG & GR	562	544		(18,700)		20,700
47	Art & Architecture PT Undergrad	220	242		1,200		500
48	Art & Architecture PT Summer UG	381	410		1,500		800
49	Art & Architecture PT Grad	155	193		2,200		400
50	Art & Architecture PT Summer GR	300	177		(7,300)		400
51	Bioregional Planning FT	9	6		(2,600)		300
52	Bioregional Planning PT	15	23		400		200
53	Bioregional Planning PT Summer	16	12		(200)		100
54	Summer Session:						
55	On-Campus						
56	Part-Time Undergrad Tuition	5,013	5,013	$0		$60,200	
57	Part-Time Grad Tuition	1,385	1,385	0		18,000	
58	Part-Time Grad Fee	1,385	1,385	0		8,300	
59	Part-Time Other Fees (UG & GR)	6,398	6,398		0		0
60	Outreach/Off-Campus:						
61	Part-Time Undergrad Tuition	5,020	5,020	$0		$60,200	
62	Part-Time Grad Tuition	2,034	2,034	0		26,400	
63	Part-Time Grad Fee	2,034	2,034	0		12,200	
64	Part-Time Other Fees (UG & GR)	7,054	7,054		0		0
65	**Total Other Student Fees**			$837,100	$225,600	$1,481,200	$181,100
66	**Total Additional Student Fee Revenue**			($334,600)	($261,200)	$2,946,600	$296,000
67							
68				Gen Educ	Local		
69	**Total Revenue Increase/(Decrease)**			2,612,000	34,800		
70							
71							

The count figures indicate changes between FY15 budget and FY16 projections and therefore take into consideration the impact of FY15 actuals as well as anticipated changes for FY16. The revenues shown under Changes Due to Count and Fee Changes reflect net revenues.

University of Idaho

Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

	Total	Tuition and Fee Request	Reallocation of Budget	Notes
NON-CEC DECISION UNITS				
10.11 Change in Health Benefit Costs	$ 477,000	477,000		
10.12 Change in Variable Benefit Costs	(34,500)	(34,500)		
10.21 General Inflation Adjustment	249,500	249,500		
10.25 Inflationary Adjustment - Library	354,200	354,200		
10.31 Repair, Replacement	-			
10.71 EWA (Reduction to Revenue)	894,500		894,500	
10.xx Endowments (Increase to Revenue)	(814,800)		(814,800)	
CEC DECISION UNITS				
10.61 Salary Multiplier Regular Employees	1,114,600	1,114,600		
10.62 Salary Multiplier Group and Temporary	105,200	105,200		
OTHER ITEMS				
Faculty Promotions	169,000	169,000		
Estimated Cost to Raise Athletics to the Cap	300,000		300,000	
Enrollment Management Initiatives	422,000	71,500	350,500	
Critical Positions	362,000		362,000	
TOTAL NEED	**$ 3,598,700**	**$ 2,506,500**	**$ 1,092,200**	

ESTIMATED REVENUE:

Undergraduate Tuition	398,200
Graduate Tuition	638,700
Non-Resident Tuition (additional NR fee for Undergrad and Graduate)	1,336,700
Summer Session Tuition - FY2016 (rates approved April 2014)	132,900
	$ 2,506,500

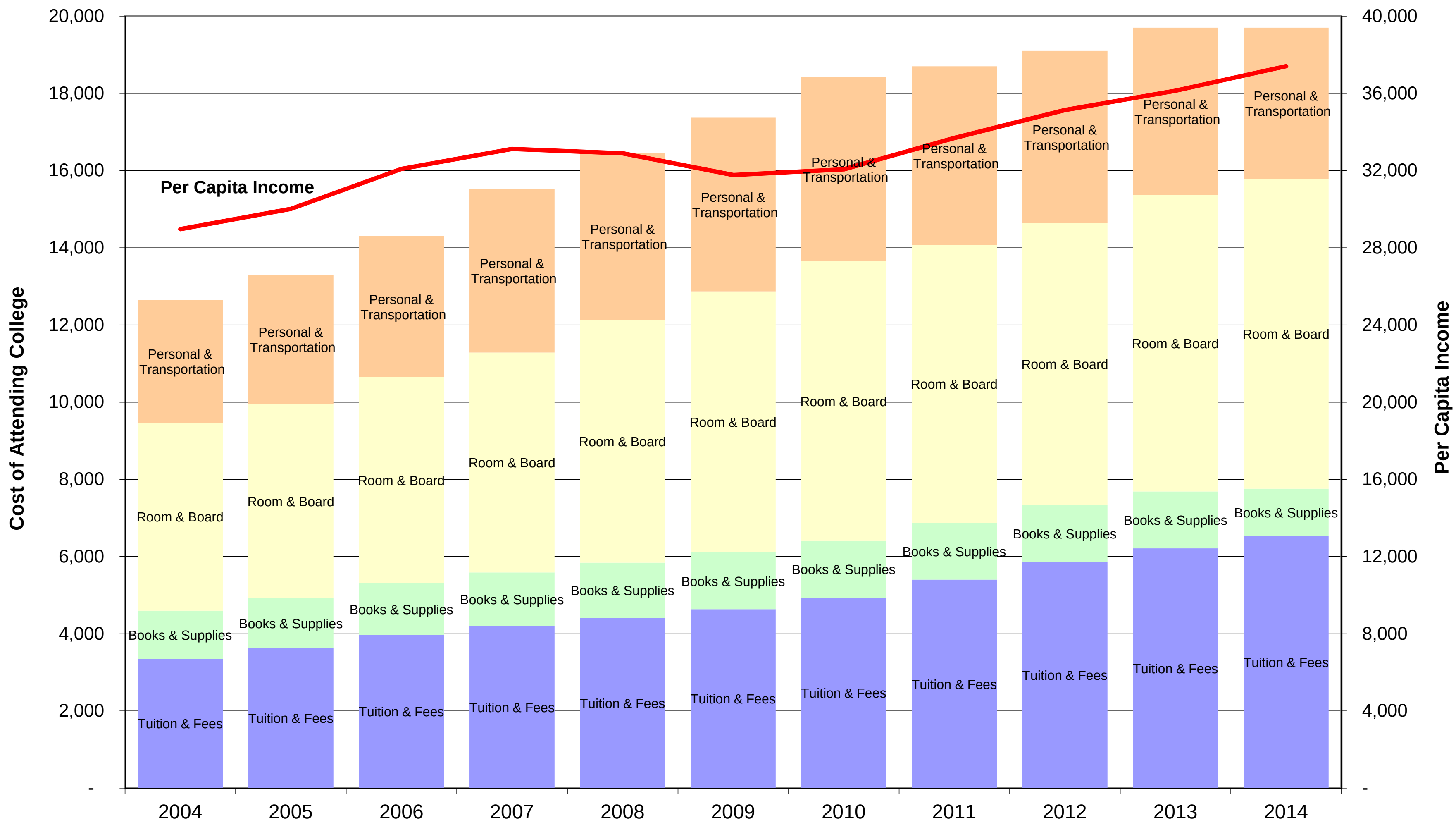
UNIVERSITY OF IDAHO

4-year History of Board Approved Fees plus FY16 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

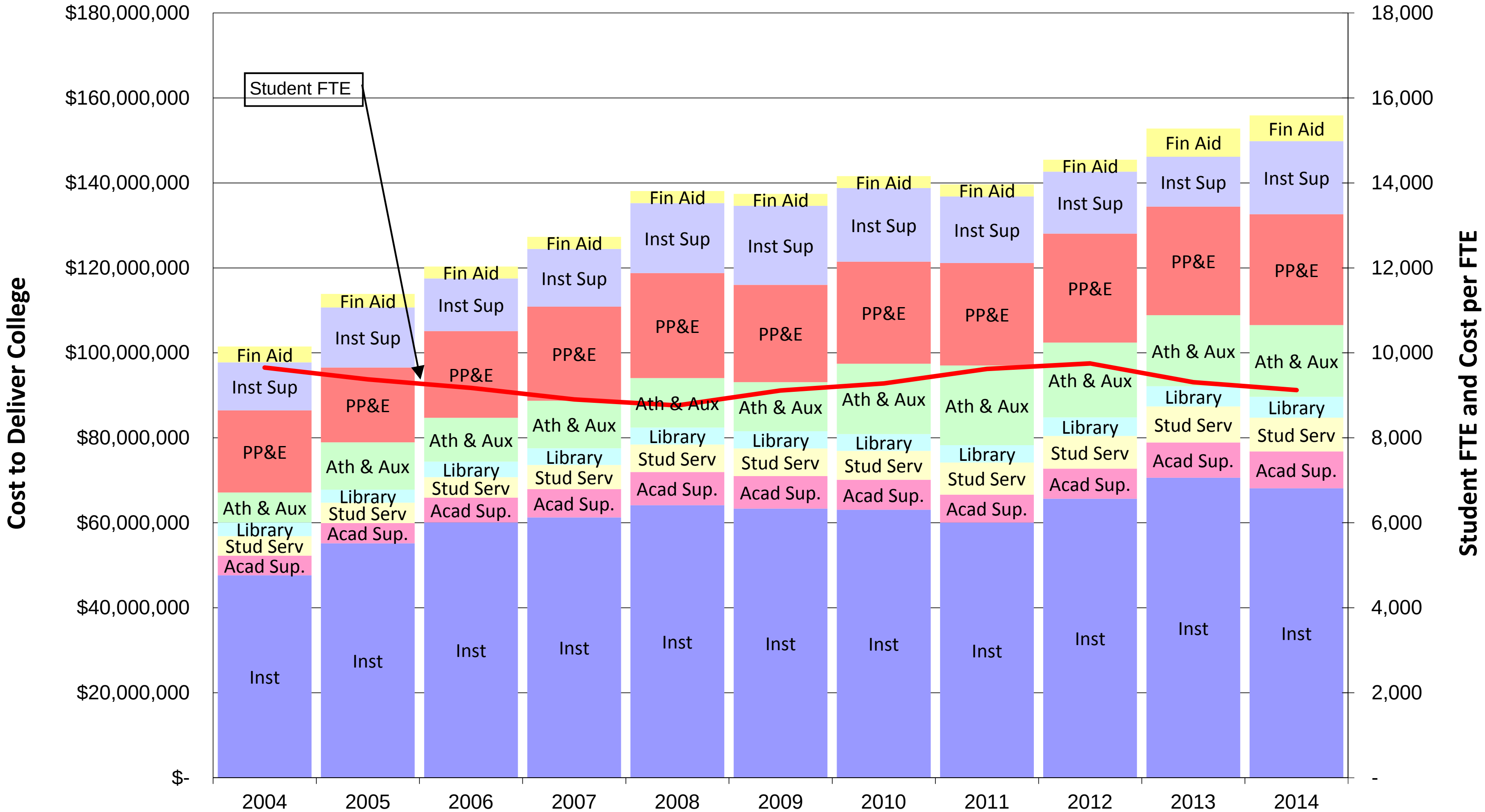
	Student Fees:	FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$3,874.18	$4,230.18	$4,534.30	$4,784.06	$5,002.60	$1,128.42	29.13%
3	Technology Fee	125.40	125.40	125.40	125.40	125.40	0.00	0.00%
4	Facilities Fees	790.50	790.50	790.50	790.50	790.50	0.00	0.00%
5	Student Activity Fees	1,065.92	1,065.92	1,073.80	1,084.04	1,101.50	35.58	3.34%
6	**Total Full-time Fees**	5,856.00	6,212.00	6,524.00	6,784.00	7,020.00	1,164.00	19.88%
7	Percentage Increase	8.4%	6.1%	5.0%	4.0%	3.5%		
8								
9	**Part-time Credit Hour Fees**							
10	Undergraduate Tuition and Fees	$234.50	$252.50	$267.50	$280.50	$292.50	$58.00	24.73%
11	Undergraduate Fees	$58.50	$58.50	$58.50	$58.50	$58.50	$0.00	0.00%
12	**Total Part-time Cr Hr Fees**	$293.00	$311.00	$326.00	$339.00	$351.00	$58.00	19.80%
13								
14	**Other Student Fees**							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition/Fees	$5,856.00	$6,212.00	$6,524.00	$6,784.00	$7,020.00	$1,164.00	19.88%
17	Full-Time Grad/Prof Fee	$826.00	$950.00	$1,062.00	$1,098.00	$1,202.00	$376.00	45.52%
18	Part-Time Grad Tuition/Fees	$293.00	$311.00	$362.50	$377.00	$390.00	$97.00	33.11%
19	Part-Time Grad/Prof Fee	$41.00	$48.00	$59.00	$61.00	$67.00	$26.00	63.41%
20	Academic Year Outreach Programs:							
21	Full-Time Undergrad Tuition/Fees	$5,856.00	$6,212.00	$6,524.00	$6,784.00	$7,020.00	$1,164.00	19.88%
22	Part-Time Undergrad Tuition/Fees	$293.00	$311.00	$326.00	$339.00	$351.00	$58.00	19.80%
23	Full-Time Graduate Tuition/Fees	$5,856.00	$6,212.00	$6,524.00	$6,784.00	$7,020.00	$1,164.00	19.88%
24	Full-Time Grad/Prof Fee	$826.00	$950.00	$1,062.00	$1,098.00	$1,202.00	$376.00	45.52%
25	Part-Time Graduate Tuition/Fees	$293.00	$311.00	$362.50	$377.00	$390.00	$97.00	33.11%
26	Part-Time Grad/Prof Fee	$41.00	$48.00	$59.00	$61.00	$67.00	$26.00	63.41%
27	Summer Session (2015)							
28	Part-Time Undergrad Tuition/Fees	$293.00	$311.00	$326.00	$339.00	$351.00	$58.00	19.80%
29	Part-Time Undergrad Outreach	$293.00	$311.00	$326.00	$339.00	$351.00	$58.00	19.80%
30	Part-Time Graduate Tuition/Fees	$293.00	$311.00	$362.50	$377.00	$390.00	$97.00	33.11%
31	Part-Time Graduate Outreach	$293.00	$311.00	$362.50	$377.00	$390.00	$97.00	33.11%
32	Part-Time Grad/Prof Fee	$41.00	$48.00	$59.00	$61.00	$67.00	$26.00	63.41%
33	Nonresident Tuition (See Notes A & B)							
34	Nonres Tuition FT Undergrad	$12,520.00	$12,788.00	$13,076.00	$13,530.00	$14,004.00	$1,484.00	11.85%
35	Nonres Tuition PT Undergrad	$626.00	$639.00	$654.00	$677.00	$700.00	$74.00	11.82%
36	Nonres Tuition FT Grad	$12,520.00	$12,788.00	$13,076.00	$13,530.00	$14,004.00	$1,484.00	11.85%
37	Nonres Tuition PT Grad	$626.00	$639.00	$726.00	$752.00	$778.00	$152.00	24.28%
38	Professional Fees:							
39	Law College FT	$7,358.00	$7,874.00	$8,188.00	$8,598.00	$9,008.00	$1,650.00	22.42%
40	Law College PT	$368.00	$394.00	$455.00	$478.00	$500.00	$132.00	35.87%
41	Law College PT Summer	$368.00	$394.00	$455.00	$478.00	$500.00	$132.00	35.87%
42	Art & Architecture FT UG & GR	$986.00	$986.00	$1,026.00	$1,068.00	$1,106.00	$120.00	12.17%
43	Art & Architecture PT Undergrad	$49.00	$49.00	$51.00	$53.00	$55.00	$6.00	12.24%
44	Art & Architecture PT Summer UG	$49.00	$49.00	$51.00	$53.00	$55.00	$6.00	12.24%
45	Art & Architecture PT Grad	$49.00	$49.00	$57.00	$59.00	$61.00	$12.00	24.49%
46	Art & Architecture PT Summer GR	$49.00	$49.00	$57.00	$59.00	$61.00	$12.00	24.49%
47	Bioregional Planning FT	$1,050.00	$1,050.00	$1,050.00	$1,050.00	$1,106.00	$56.00	5.33%
48	Bioregional Planning PT	$53.00	$53.00	$53.00	$53.00	$61.00	$8.00	15.09%
49	Bioregional Planning PT Summer	$53.00	$53.00	$53.00	$53.00	$61.00	$8.00	15.09%
50	Self-Support Program Fees:							
51	Executive MBA (2 years)	$37,000.00	$37,000.00	$37,000.00	$37,000.00	$42,000.00	$5,000.00	13.51%
52	Professional Practices Doctorate (3 yrs)	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$0.00	0.00%
53	Masters of Science Athletic Trainng (1 yr)	$0.00	$18,000.00	$18,540.00	$20,394.00	$20,394.00	$20,394.00	New
54	Doctorate Athletic Training (1 yr)	$16,000.00	$16,000.00	$16,480.00	$18,128.00	$18,128.00	$2,128.00	13.30%
55	MOSS Environmental Education	$5,986.00	$5,986.00	$5,986.00	$5,986.00	$7,238.00	$1,252.00	20.92%
56	Other Fees:							
57	Overload Fee	$234.50	$252.50	$267.50	$280.50	$292.50	$58.00	24.73%
58	Western Undergrad Exchge	$2,928.00	$3,106.00	$3,262.00	$3,392.00	$3,510.00	$582.00	19.88%
59	In-service Fees/Cr Hr - UG	$92.00	$96.00	$100.00	$103.00	$106.00	$14.00	15.22%
60	In-service Fees/Cr Hr - UG Summer	$92.00	$96.00	$100.00	$103.00	$106.00	$14.00	15.22%
61	In-service Fees/Cr Hr - Grad	$108.00	$115.00	$121.00	$125.00	$131.00	$23.00	21.30%
62	In-service Fees/Cr Hr - Grad Summer	$108.00	$115.00	$121.00	$125.00	$131.00	$23.00	21.30%

Cost of Attending College vs. Per Capita Income
University of Idaho



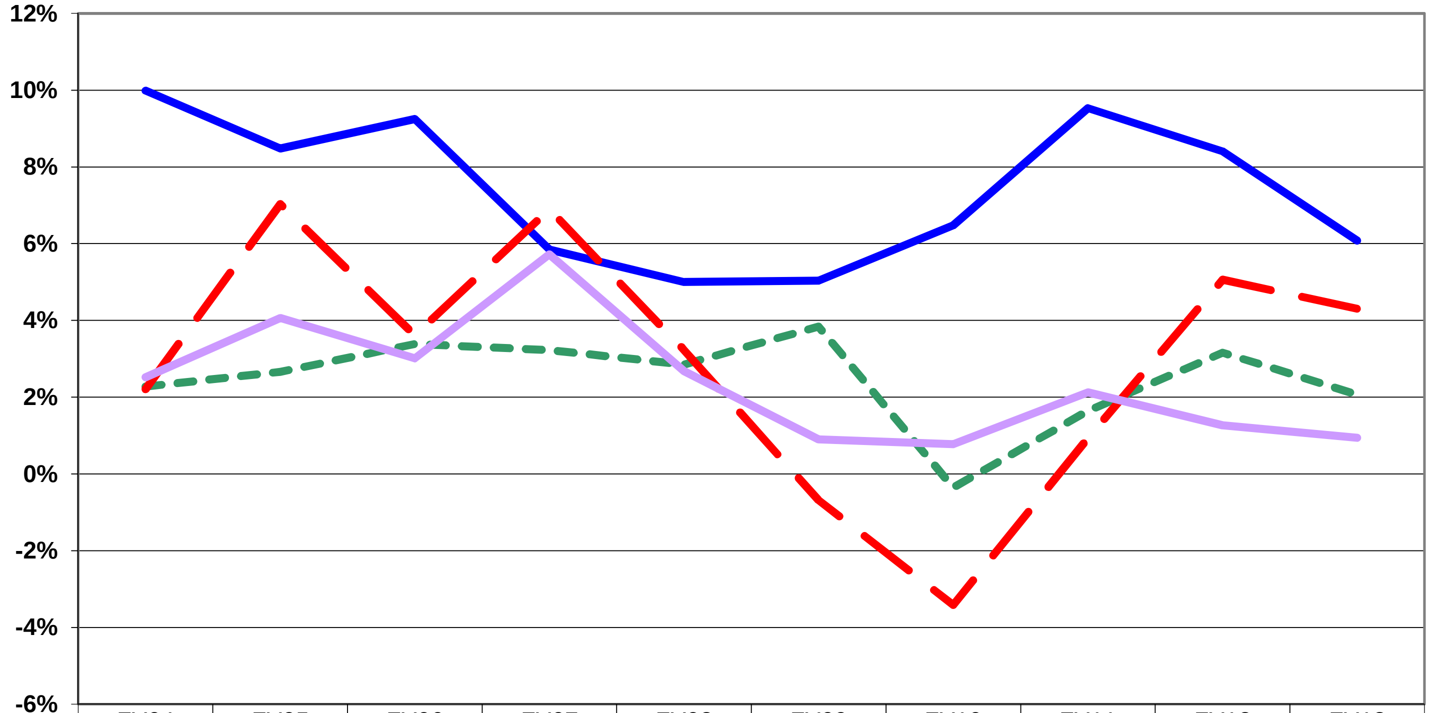
The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
University of Idaho



Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

University of Idaho
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
Resident Fees	9.99%	8.48%	9.25%	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Divison of Finanical Management Economic Forecast, January 2014

COLLEGE OF LAW

UNIVERSITY OF IDAHO

Office of the Dean
Moscow, ID 83844-2321
(208) 885-4977
FAX: 885-5709

Memorandum Date: February 18, 2015

To: Katherine G. Aiken, Provost & Executive Vice President
Ron Smith, Vice President for Finance & Administration
Keith Ickes, Executive Director, Planning & Budget
Trina Mahoney, Director, Budget Office

From: Mark L. Adams, Dean, College of Law
Re: Law Student Dedicated Professional Fee Request for FY 2016

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of $410 per year in the law student dedicated professional fee in Fiscal Year 2016. This dollar amount represents an increase of 4.8% over the current level of $8,598.00 per year to $9,008.00 per year. The FY 2016 charge per credit hour will be $500, which reflects the 4.8% tuition increase, or almost $23 per credit hour.

This requested increase is the same dollar amount increase approved by the Board of Regents for FY 2015, but is less than the 7.0% and 7.9% increases in prior years. Additionally, this year's requested fee increase is significantly below the annual increases approved by the Board pursuant to requests made under a five-year plan for Fiscal Years 2007 through 2011.

Although Fiscal Years 2007-2011 fee increases were associated with a strategic five year plan, the College of Law presently engages in a process to identify critical areas of funding needs, in consultation with student leaders, in order to develop appropriately targeted fee increases. The professional fee component of total fees and tuition paid by law students is dedicated to the College of Law. This fee is not, nor should it be perceived as, a substitute for other funding for the University or from any other source as that perception will lead to the ultimate privatization of the College of Law, which would be exceptionally detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in the legal education which is the foundation of their future success as professionals.

The current FY 2016 requested increase will be used in the following areas: 1) Investment in Academic Success and Bar Preparation support; 2) student scholarships; and 3) support for experiential education, including Moot Court, Mock Trial and other advocacy competitions and programs, Semester-In-Residence, and Jurist in Residence. These areas, in addition to directly impacting the quality of education for our students and positioning the College of Law to excel as an institution of legal education, are areas that have been identified by our accrediting body, the American Bar Association, as requiring additional planning and investment by law schools due to the passage of new standards.

These proposed uses for the fee increase are supported by the law student leadership. It is important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 4.8% fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

History of recent law school professional fee increases:

FY 08 $450
FY 09 $500 (Adjusted by the State Board downward to $420 because the requested purpose had not yet been approved)
FY 10 $550
FY 11 $600
FY 12 $538
FY 13 $516
FY 14 $314
FY 15 $410
FY 16 $410

Conclusion:
The FY 2016 fee increase of 4.8%, or $410, reflects a continuation of the more modest approach started in FY2014. It is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education and to assist our students in controlling their educational debts.

Mark L. Adams
Dean, College of Law

Mahoney, Trina (tmahoney@uidaho.edu)

From: Nugen, Michael (mnugen@uidaho.edu)
Sent: Monday, March 16, 2015 12:10 PM
To: Mahoney, Trina (tmahoney@uidaho.edu)
Subject: FW: College of Law Professional Fees

Student letter of intent for College of Law Professional Fee Request.

Mike Nugen
Director of Admin. & Financial Ops.
University of Idaho College of Law
(208) 885-6208

From: Ollennu, Nii-Amaa (olle9831@vandals.uidaho.edu)
Sent: Friday, March 13, 2015 8:35 PM
To: Adams, Mark (marka@uidaho.edu)
Cc: Nugen, Michael (mnugen@uidaho.edu)
Subject: College of Law Professional Fees

Good Evening Dean Adams,

After much thought following discussions I had with you, as well as other students and SBA executive board members, I feel that an increase to the College of Law's Dedicated Professional Fee of $410 (4.8%) is very reasonable and necessary. In my opinion, the three uses for these additional funds will not only help the College of Law provide even better academic programing, but will also increase the experience of students, all while keeping a legal education here at U of I affordable.

The SBA would also like to request that we be allowed to offer a helping hand when it comes to the implementation of these plans, primarily in the areas of academic success and experiential education.

Best Regards,

Nii-Amaa Ollennu, M.P.A.
J.D. Candidate, 2015—University of Idaho
President—Student Bar Association
12th Circuit Lt. Governor of Membership and Communications—ABA Law Student Division
(469) 525-9167

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University of Idaho
College of Art and Architecture

Office of the Dean
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Phone: 208-885-4409
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www.uidaho.edu/caa

February 3, 2015

Idaho State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

Re: Student Professional Fees
College of Art & Architecture- UI
University of Idaho

To Members of the Board:

With this memo I am requesting the College of Art & Architecture (CAA) professional fee percentage increase be equal to (but not to exceed 6%) the overall tuition and fee increase for the University of Idaho as approved by the SBOE. In addition as the Bioregional Planning program is now an integral part of CAA, we request to bring their professional fee (currently $525/semester) at par with the CAA professional fee (currently $534/semester) and further request that it too be increased at the same percentage (but not to exceed 6%) as the overall tuition and fee increase for the University. This increase will help defray the rising costs of equipment in the computer studios and technical shop (model shop). In addition, I have added current information about professional fee distribution to programs and their uses.

In October, 2005, the State Board of Education reinstated the College of Art & Architecture under the premise that student professional fees would support the College infrastructure. The academic year 2013/2014 marks the 7th year since that time. In 6 of those years, students have agreed to a 5% increase in this fee. We did not request an increase in the fee for academic year 2011/2012.

In spring 2010, the SBOE voted to incrementally include art and design students in payment of the professional fees. Since fall, 2014 semester, all students in the College of Art & Architecture have paid 100% of the professional fee. With this implementation, we are affecting a more equitable assessment and use of fees, additionally supported by our reorganization into one department/one College and subsequent steps to more fully integrate our disciplines. This was a major step forward for the College of Art & Architecture.

I am happy to respond to any questions regarding this information. Thank you for your consideration.

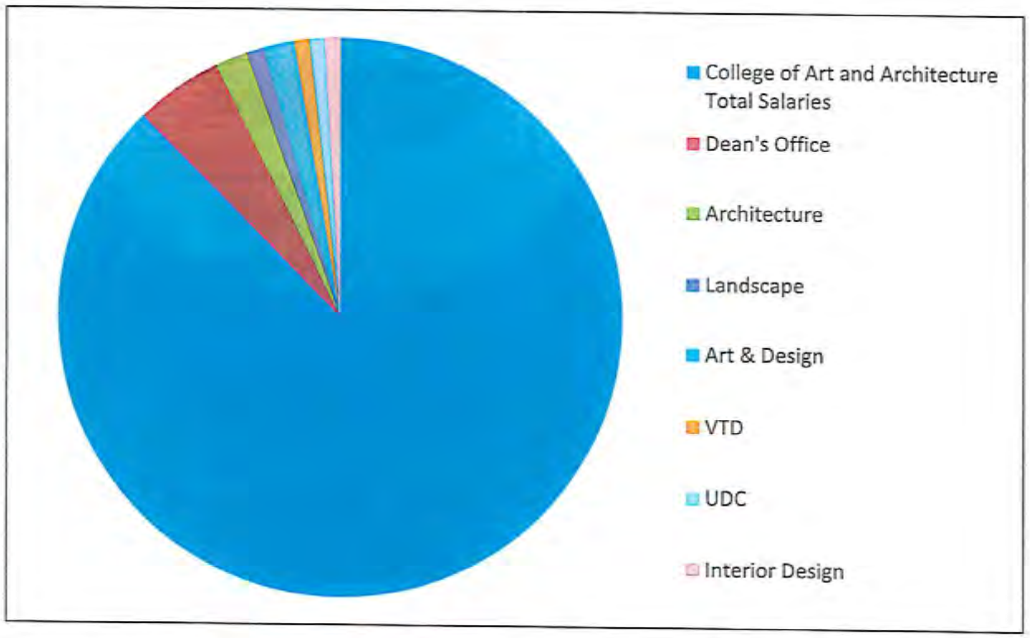
Sincerely,

Mark Elison Hoversten

Mark Elison Hoversten, PhD
Dean

College of Art & Architecture
Professional Fees for Fiscal Year 2015
For the Period ending 02-03-15 and Estimated for Spring Semester ending May, 2015

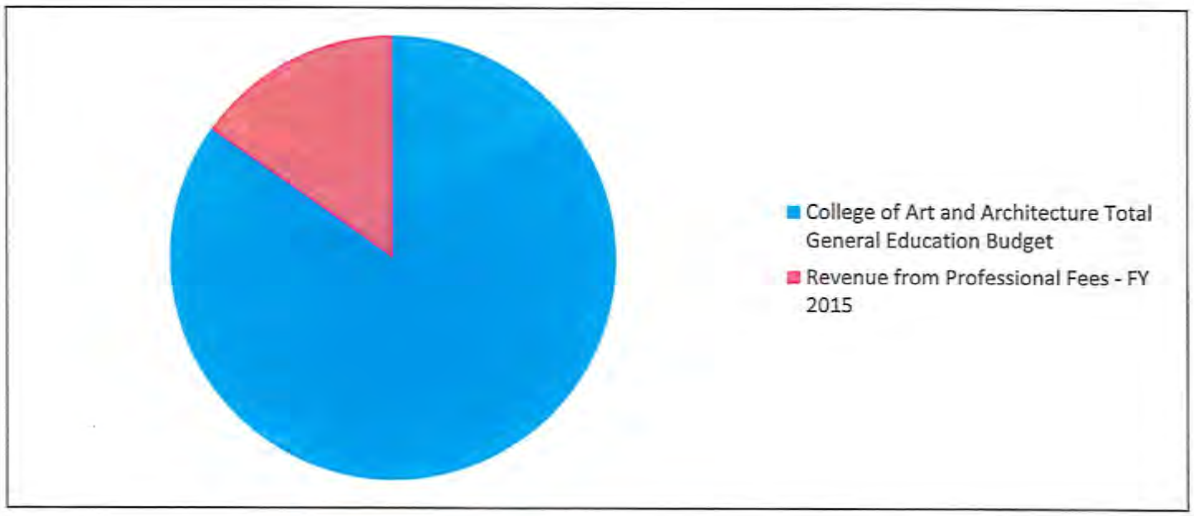
College of Art and Architecture Total Salaries	3,050,098.00	87%
Dean's Office	174,077.00	5%
Architecture	65,000.00	2%
Landscape	35,000.00	1%
Art & Design	62,500.00	2%
VTD	30,000.00	1%
UDC	30,000.00	1%
Interior Design	30,000.00	1%
Bio Regional Planning	2,500.00	0%
Total General Education Budget	3,479,175.00	100%



Note: Blue shaded area is the College's permanently budgeted salaries
Professional fees cover essentail CAA operations

College of Art & Architecture
Professional Fees for Fiscal Year 2015
For the Period ending 02-03-15 and Estimated for Spring Semester ending May, 2015

College of Art and Architecture Total General Education Budget	3,479,175.00
Revenue from Professional Fees - FY 2015	620,487.00
Professional Fees Percentage of Total Budget	17.83%



College of Art & Architecture
Professional Fees History
For FY05, FY06, FY07, FY08, FY09, FY10, FY11, FY12, FY13, FY14, FY15

Budgeted Revenue		FY 05	FY06	FY07	FY 08	FY 09	FY 10	FY 11	FY 12	FY 13	FY 14	FY 15	Proposed FY 16
Original Budget		$ 278,285.00	$ 285,800.00	$ 372,000.00	$ 360,316.00	$ 391,488.00	$ 415,700.00	$ 543,140.00	$ 574,710.00	$ 671,018.60	$ 655,922.00	$ 620,487.00	$ -
Budget Carryforward		$ (284.87)	$ 222,749.52	$ 11,663.14	$ 17,493.49	$ 12,028.11	$ 42,507.51	$ 10,340.52	$ 12,400.66	$ 26,849.94	$ 3,941.32	$ (59,812.69)	$ -
Budget Carryforward		$ (6,543.91)											
Budget Carryforward		$ 237,708.10											
		$ 509,164.32	$ 508,549.52	$ 383,663.14	$ 377,809.49	$ 403,516.11	$ 458,207.51	$ 553,480.52	$ 587,110.66	$ 697,868.54	$ 659,863.32	$ 560,674.31	$ -
Actual Receieved	Fall	UNK	UNK	$ 224,160.16	$ 241,487.70	$ 256,990.10	$ 268,410.15	$ 331,675.94	$ 349,589.61	$ 328,740.25	$ 316,429.25	$ 328,868.60	
	Spring			$ 216,128.70	$ 229,170.60	$ 242,121.00	$ 247,527.15	$ 311,862.75	$ 318,762.13	$ 301,316.75	$ 279,649.50	$ 286,070.00	
				$ 440,288.86	$ 470,658.30	$ 499,111.10	$ 515,937.30	$ 643,538.69	$ 668,351.74	$ 630,057.00	$ 596,078.75	$ 614,938.60	$ -
					$ 30,369.55	$ 28,452.80	$ 16,826.20	$ 127,601.39	$ 24,813.05	$ (38,294.74)	$ (33,978.25)	$ 18,859.85	
Increase in Fees													
Fee Amount Assessed		$ 352.00	$ 352.00	$ 387.00	$ 406.00	$ 426.00	$ 447.00	$ 469.00	$ 493.00	$ 493.00	$ 513.00	$ 534.00	$ 561.00

*Decrease in fees FY13, and FY14

University of Idaho
College of Business and Economics

Mario G. Reyes, Dean
PO Box 443161
Moscow, ID 83844-3161
Phone: 208-885-6478
Fax: 208-885-5087
mreyes@uidaho.edu

February 17, 2015

Memorandum

To: Katherine Aiken, Provost & Executive Vice President
Ron Smith, Vice President, Finance & Administration
Keith Ickes, Executive Director, Planning & Budget
Trina Mahoney, Director, Budget Office

From: Mario Reyes,
Dean, College of Business and Economics

Subject: Executive MBA Program Fee Request for FY 2016

This memorandum requests a fee increase of 13.5%, or $5,000, for all University of Idaho Executive MBA Program (Idaho EMBA) participants in order to retain mission-essential personnel, respond to best practices in professional business education, and support the integrated curriculum, technology upgrades, operations, and activities essential to the successful delivery of the program. This is the first request for a program fee increase since its inception in 2007.

Over the past eight years, we have made numerous enhancements to the Idaho EMBA that were not included in the original $37,000 price. A fee increase would address current program delivery costs and position the Idaho EMBA for growth while supporting the University of Idaho's strategic goals and maintaining the College of Business and Economics' (CBE) commitment to stakeholder-centered, high-value graduate education. Essential components of this multifaceted program unique to the region that make it worth augmented investment include:

- Maintaining a high-quality, nationally competitive program
- Retaining and recruiting qualified faculty
- Developing high-impact engagement opportunities with the statewide and regional business community
- Executive coaching and mentoring
- Skills based professional development
- Enhancing the use of technology in the program for knowledge delivery and practice
- Preprogram workshops (Excel, accounting, writing)
- Incorporating a hands-on international component

<u>Nationally Competitive Program</u>

From the start, we have positioned the Idaho EMBA to be competitive in a national context, and our program has developed a reputation for being high quality. According to the Executive MBA Council 2014 Membership Program Survey, the age and work experience of our participants are consistent with national and international student demographics. Our strategically integrated curriculum more fully prepares business professionals for career growth as well as successful leadership.

The Idaho EMBA continues to be the only face-to-face Executive MBA program within a 200 mile-radius of Coeur d'Alene. Our cohort-based, monthly schedule allows highly motivated business executives, mid-level managers, and professionals to earn their MBA in 22 months while continuing to work full time. Organizations get new ideas, best practices, and cutting-edge processes and knowledge from sponsoring their employees in the Idaho EMBA.

Strategically Integrated Curriculum

The CBE's commitment to stakeholder responsiveness and continuous improvement has led to a dynamic and evolving curriculum. CBE faculty members delivering the program have increased 44% and have been joined by faculty from Law, Philosophy, and Communications, in addition to other subject matter experts. We partner with 10-15 industry leaders 3-5 times per year to integrate their expertise into the EMBA learning experience through the Inside the C-Suite Series. August Campus Week launches the series that features a CEO speaker. We organize a CFO panel in the fall and another executive panel in the spring (CIO, COO). These guest speakers bring real-world business experience into the classroom, promote the Idaho EMBA program, and expand the professional network of our students and faculty.

Stakeholder Engagement

We have made numerous enhancements to the Idaho EMBA in response to feedback from participants and sponsoring organizations. Because Executive MBA programs are designed for experienced managers and senior professionals, the delivery format and curriculum must be relevant to both individuals and their sponsoring organizations. Providing administrative support to students as well as books, materials, and meals is essential. Programs must also facilitate engagement with outside business executives and provide executive coaching and skills-based professional development.

Our Idaho EMBA is successfully delivering all essential services while helping our students and their organizations leverage their experience within the framework of a formal business education. In addition, we have identified several EMBA best practices including an international immersion experience (93.5% of EMBA programs offer an international trip), pre-program business preparatory courses, iPads and electronic materials, and career services (92% of EMBA programs offer career services) as areas of strategic investment.

Conclusion

Based on the program enhancements described above, Idaho EMBA operating costs have increased at least 15% per year since its inception. From faculty and students to sponsoring organizations and the broader business community, demonstrating true commitment to continuous improvement means being responsive to constituent and stakeholder feedback. Dedication to best practice required critical program enhancements in order to continue and to build the Idaho EMBA.

The unique structure of Executive MBA programs, and the accompanying high expectations of both students and sponsoring organizations, require a higher price point to deliver. Here are price comparisons with peer institutions:

Tuition Comparison of Western EMBA Programs

- $78,000 Arizona State
- $48,600 Boise State
- $45,000 Brigham Young
- $44,000 University of Nevada Las Vegas
- $94,500 University of Washington
- $50,000 Washington State

Clearly, maintenance and growth of the Idaho EMBA program requires investment. An overall fee of $42,000 aligns with the cost of delivering and growing the program and is essential to remaining competitive with regional and national markets.

Benefits to the University of Idaho

As the State's land-grant institution, the University of Idaho's role and mission includes focused excellence in teaching, outreach, and engagement. The Idaho EMBA is a leading example of the University's outreach and engagement with the state, as well as the CBE's history of commitment to and partnership with industry.

Since 2007, EMBA sponsorship has grown 1,700%, from 3 inaugural sponsors to 54 sponsoring organizations today spanning diverse industries and organizations (see Appendix A). Each year, we add an average of 7 new sponsors with our EMBA graduates joining the effort and becoming sponsors themselves and future donors.

The Idaho EMBA program allows the CBE to leverage its core competencies in delivering integrated curricula and stakeholder engagement while meeting all of the university's strategic goals. The Idaho EMBA provides a bridge to the professional community. Every EMBA cohort strengthens this foundation and builds the university's reputation as the preeminent educational institute in the state.

Investment in the Idaho EMBA is a strategic investment in the university.

Appendix A—Sponsoring Organizations

- **Idaho EMBA sponsoring organizations represent 54 national and international organizations from Alabama, Idaho, Illinois, Washington, and Canada representing 14 diverse industries.**

Airline and Transportation Services

- Empire
- Pullman-Moscow Regional Airport
- Unit Rail Division of Amsted Rail Company, Inc.

Communication Services

- Verizon Wireless

Construction

- Coastal Forest Products (Alabama)
- Interstate Concrete Asphalt
- Stimson Lumber
- Tamarack Mill, LLC

Education

- Lake Pend Oreille School District
- University of Idaho

Engineering Services and Manufacturing

- CH2MHILL (Idaho Falls)
- Esterline
- SEL
- Strata
- Translation Technologies Inc.
- Triumph Group, Inc.

Financial Services

- Idaho Independent Bank
- BlodgettPlumb CPAs
- Hoyt, Lewis & Associates, LLC
- Numerica Credit Union
- Panhandle State Bank
- US Bank
- Wells Fargo

Food Services and Manufacturing

- Litehouse
- Pita Pit USA
- WinCo Foods

Government

- City of Coeur d'Alene
    - Coeur d'Alene Fire Department
- Coeur d'Alene Tribe
- Idaho National Lab (Idaho Falls)
- Idaho State Police
- Nez Perce Tribe
- Washington State Patrol

Hospitality

- Clearwater River Casino
- The Coeur d'Alene Resort
- Coeur d'Alene Casino Resort-Hotel

Insurance

- AMA Insurance (Canada)

Medical and Health Services and Related Manufacturing

- ALK
- Bonner General Hospital
- Ecco Medical
- GE Health Services
- Northwest Specialty Hospital
- Pioneer Human Services
- Public Health, Panhandle Health District
- The Regence Group
- St. Luke's Rehabilitation Institute
- Willamette Dental

Specialty Manufacturing

- ATK
- Plant Marvel Laboratories (Chicago)

Specialty Retail

- Archer Photography
- Coldwater Creek
- Lucky Monkey Trading Company

Technology Solutions

- Imprezzio, Inc.
- NUVODIA
- SAP (Boise)

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University of Idaho
College of Natural Resources

Office of the Dean
875 Perimeter Drive MS 1138
Moscow, Idaho 83844-1138
Phone: 208-885-6442
Fax: 208-885-5534
www.uidaho.edu/cnr

February 17, 2015

Re: College of Natural Resources/McCall Outdoor Science School (MOSS) Environmental Education Graduate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award winning McCall Outdoor Science School (MOSS). The program culminates first in a graduate certificate in Environmental Education (board approved 2005) received after the first academic year of students living in residence at the McCall Field Campus. With one additional semester of further study at the UI main campus, students receive a Master of Science in Natural Resources.

The original program fee has not increased since its inception in 2011. The purpose of this memo is to bring this program fee in line with current expenses, by requesting a 21% increase in the program fee for FY16. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program, staff providing administrative support, costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will partially cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein, in keeping with a comprehensive new Campus Master Plan completed in 2014 as a result of the University of Idaho taking titled ownership of the Field Campus. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
3) Represents an increase of $1,252 per semester (from the current rate of $5,986[1] to the proposed rate of $7,238). This requested increase of 21% is equivalent to what would have been a 4.86% annual increase compounded over 4 years had the program fees not stayed flat since their inception in 2011. We intend to request annual updates to our program fee so as to avoid the need for large stepwise increases in the future.

[1] Please note that the original program fee approved in 2011 indicated a total of $7,111 per semester or $14,222 per year; however this included $1,125 per semester for room and board, which is separate from the program fee. The original program fee component was $5,986 per semester (or $11,972 per year) and the current request is to increase this to $7,238 per semester (or $14,476 per year).

4) Is in line with on-campus tuition and fee rates. The requested FY16 CNR/MOSS program fee rate of $7,238 per semester is slightly lower than the current average FY15 graduate student tuition and fee rate for regular UI graduate students (which is $7,324, averaged between the Idaho Resident rate of $3,941 and Non-Idaho Resident rate of $10,706).
5) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2015.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. The 2014-15 academic year saw our largest class yet, with 20 students. These talented students come to the University of Idaho/CNR from within the state as well as from across the entire U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually who will one day become the innovators and problem solvers that our state needs to compete in the 21st century economy.

The attached page includes financial details relating to this request. I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

With kindest regards,

Kurt S. Pregitzer

Kurt S. Pregitzer
Dean and Thomas Reveley Professor

Self-support Program Fee Budget - CNR Graduate Residency Program at the McCall Field Campus		
I. Expenditures		
	FY16	
	FTE	Cost
A. Personnel Costs		
1. Faculty	2.83	$ 123,520
2. Administrative Support	1.00	$ 42,449
3. Fringe Benefits	3.83	$ 63,642
4. Other		$ -
Total Personnel	3.83	$ 229,611
B. Operating		
1. Travel		$ 20,000
2. Professional Services		$ 5,000
3. Materials/Supplies		$ 7,500
4. Misc. (Facility fee)		$ 27,400
Total Operating		$ 59,900
C. Capital Outlay		$ -
Grand Total Expenditures		$ 289,511
II. Revenues		
A. Source of Funds		
1. Apprpark Funds - Reallocation-MCO		$ -
2. Appropriated Funds - New - MCO		$ -
3. Federal Funds		$ -
4. Other grants		$ -
5. Fees		$ -
6. Other: Program Fee		$ 289,511
Grand Total Revenues		$ 289,511
B. Nature of Funds		
1. Recurring		$ -
2. Non-recurring		$ 289,511
Grand Total Revenues		$ 289,511
Cost per student for 2 semesters at MOSS (calculated on basis of 20 students per year)		$ 14,475.55
Current MOSS program fee, and percentage increase over current fee	$ 11,972.00	21%
	Resident	Non-resident
Full-time tuition and fees for UI on-campus graduate students (two semesters)	$ 7,882	$ 21,412

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BOISE STATE UNIVERSITY

FY 2016 TUITION & FEES INFORMATION

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Boise State University
Tuition & Fee Hearing Summary

Proposed Changes to Student Fees

Boise State University is requesting the lowest increase to undergraduate resident tuition and fees in over 20 years. Under this proposal, full time students enrolling in 12 or more credits will pay $3,437, or an additional $117 per semester, a 3.5 percent increase. Part time students will pay $273 per credit which is a 3.4 percent increase of $9 per credit. A breakdown of the individual increases to full and part time tuition, facilities fees, technology fees and activity fees are included in the attachment.

The proposed increase is estimated to generate an additional $402,700 in revenue to cover a portion of the fund shift for a 3 percent CEC and health benefits increase for personnel costs funded by tuition revenue. This revenue projection is based on budgeting for a 1 percent enrollment decline for undergraduate resident students based on current undergraduate resident enrollments.

The University has also proposed an increase in full time nonresident tuition of 9.3 percent or $1,198 per semester and an increase of 9.3 percent in full time graduate tuition of $106. The projected additional revenue from these increases is estimated at $3.2 million based on a budgeted 1 percent enrollment growth of nonresident students and flat enrollments for graduate students. This total projected revenue of $3,622,300 will be used to cover the remainder of the fund shift, library and general inflation costs and provide permanent funding for the FY2016 faculty promotions and stipends. The revenue will also cover some of the staff reclassification salary adjustments and for new security personnel and costs.

The University has projected funding commitments of $7.69 million as well as the need to reduce the operating budget to improve financial ratios. While the new revenues projected from the proposed tuition increases are not sufficient to cover all of these costs, the remainder will be funded from reallocation of the current University appropriated budget and in some cases reserves. Actions taken as a result of program prioritization and the implementation of cost efficiencies will continue to be used to both reduce expenditures and to provide some reallocated funding for strategic needs. For FY2016, the University has announced that the academic appropriated budget be reduced by $1 million, managed by the Provost. All other areas are asked to identify up to a 3 percent reduction to be utilized for both reallocation and a permanent reduction.

The FY2016 legislative appropriation appears promising to fund the state general account portion of a 3 percent CEC and increase in the cost of health benefits. In addition, Boise State will receive additional funding for Complete College Idaho in the amount of $546,500 and for investment in the Computer Science Initiative in the amount that was requested, or $1.26 million. Finally, the University has a positive EWA of $83,000.

While the University sought to move toward linear tuition, this proposal does not make progress toward that goal. Given the lower amount of state funding per resident student, the University seeks to provide the necessary courses by charging instructional costs per credit that students register for and to encourage students to complete these courses. This cost structure would also allow for greater flexibility and a cost-based methodology as we develop alternative programs and courses with unique terms that do not fall within the traditional semester.

The tuition and fee proposals were presented to the Executive Budget Committee (EBC) at a public hearing on February 23rd and some testimony was heard, both in support and in opposition to a few of the proposals. The EBC includes four student leaders, a representative from the faculty, professional staff and classified staff and the University vice presidents. The EBC met after the tuition and fee hearing on February 27th and deliberated both the merits of each proposed increase and the acceptable amount of the total increase. The EBC recommended a 6.9 percent increase for students enrolling in 13 or more credits in order to make the tuition and fees linear to 13 credits and keep the increase below 7 percent. The part-time rates were recommended to increase at 6.2 percent. These amounts were adjusted downward after discussions with the BAHR committee and this lower amount was approved by President Kustra.

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BOISE STATE UNIVERSITY

Changes to Student Fees for FY 2016

Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Bd	FY15	FY16	Requested		
	Student Fees:	Appv	Fees	Initial Notice	FY16 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$4,620.50	$4,766.20	$4,766.20	$145.70	3.2%
3	Technology Fee	**	$198.50	$217.68	$217.68	19.18	9.7%
4	Facilities Fees	**	$1,066.00	$1,123.58	$1,123.58	57.58	5.4%
5	Student Activity Fees	**	$755.00	$766.54	$766.54	11.54	1.5%
6	**Total Full-time Fees**		$6,640.00	$6,874.00	$6,874.00	$234.00	3.5%
7		**					
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$169.25	$176.83	$176.83	$7.58	4.5%
10	Technology Fee	**	9.45	9.65	9.65	0.20	2.1%
11	Facilities Fees	**	49.60	49.60	49.60	0.00	0.0%
12	Student Activity Fees	**	35.70	36.92	36.92	1.22	3.4%
13	**Total Part-time Cr Hr Fees:**		$264.00	$273.00	$273.00	$9.00	3.4%
14							
15	**Summer Fees: (eff. Summer 2016)**						
16	Education Fee	**	$177.60	$186.83	$186.83	$9.23	5.2%
17	Technology Fee	**	9.65	9.65	9.65	0.00	0%
18	Facilities Fees	**	48.40	48.40	48.40	0.00	0.0%
19	Student Activity Fees	**	24.35	24.12	24.12	(0.23)	-0.9%
20	**Total Summer Fees:**		$260.00	$269.00	$269.00	$9.00	3.5%
21							
22	**Other Student Fees:**						
23	Graduate Fees:						
24	Full-time Grad/Prof	**	$1,184.00	$1,290.00	$1,290.00	$106.00	9.0%
25	Part-time Graduate/Hour	**	$67.00	$85.00	$85.00	$18.00	26.9%
26	Nonresident Tuition:						
27	Nonres Tuition - full time	**	$12,852.00	$14,050.00	$14,050.00	$1,198.00	9.3%
28	Nonres Fees - part-time		$200.00	$250.00	$250.00	$50.00	25.0%
29							
30	Professional Fee:						
31	Undergrad. Nursing - Con't Students	**	$200.00	$200.00	$200.00	$0.00	0.0%
32	Undergrad. Nursing - New Students	**	$850.00	$850.00	$850.00	$0.00	0.0%
33	Other Fees:						
34	Western Undergrad Exchange	**	$3,320.00	$3,500.00	$3,500.00	$180.00	5.4%
35	Overload fee		$170.00	$184.00	$184.00	$14.00	8.2%
36	In-service Fees/Cr Hr - Undergrad	**	$103.00	$106.00	$106.00	$3.00	2.9%
37	In-service Fees/Cr Hr - Grad	**	$125.00	$131.00	$131.00	$6.00	4.8%
38	New Student Orientation Fee	**	$175.00	$175.00	$175.00	$0.00	0.0%
39							
40	Self-Support Program Fees:						
41	Business and Accountancy: Twin Falls		$286.00	$297.00	$297.00	$11.00	3.8%
42	Master of Bilingual Ed\ESL: Canyon Cty		$329.00	$375.00	$375.00	$46.00	14.0%
43	Graduate Certificate in Conflict Management		$328.00	$341.00	$341.00	$13.00	4.0%
44							

NOTES:

FY 2015budgeted for:

1. Flat overall enrollment number - budget to budget
2. A change in the plateau from 12-17 credits to 13-17 credits, actual was not linear to 13 cr
3. An anticipated change in students behavior to enroll in the plateau range
rather than staying @ 12 credits -- **no change in behavior occurred.**

FY 2016 notes

4. Non Resident enrollment adjusted --- NR FT waivers are included as the HC is a net fee paying students
5. Does not include any adjustment for linear as it is not feasible based on the increase limitations and need to cover fund shift
6. Projecting a 1% decline in resident UG students, 1 percent increase in nonresident and flat for summer as
compared to 2014 actual summer enrollments

BOISE STATE UNIVERSITY

Potential Student Fee Revenue Changes for FY 2016

Due to Enrollment and Fee Changes

		Projected HC/SCH Count		Potential Revenue Generated					
				Changes due to Count		Fee Changes		Total Rev Chge	
	Student Fees:	FY15	FY16	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**			* 1% less than Fall 14 Actual					
2	Tuition (Unrestricted)	8,931	8,824	($494,400)		$1,285,700		$791,300	
3	Technology Fee	8,931	8,824		(21,200)		169,200		$148,000
4	Facilities Fees	8,931	8,824		(114,100)		508,100		$394,000
5	Student Activity Fees	8,931	8,824		(80,800)		101,800		$21,000
6	**Total Full-time Fees**			(494,400)	(216,100)	1,285,700	779,100	791,300	563,000
7									
8	**Part-time Credit Hour Fees:**			* 1% less than Fall 14 Actual					
9	Education Fee	139,580	132,428	($1,210,500)		$1,003,800		($206,700)	
10	Technology Fee	139,580	132,428		(67,600)		26,500		($41,100)
11	Facilities Fees	139,580	132,428		(354,700)		-		($354,700)
12	Student Activity Fees	139,580	132,428		(255,300)		161,600		($93,700)
13	**Total Part-time Cr Hr Fees:**			(1,210,500)	(677,600)	1,003,800	188,100	(206,700)	(489,500)
14									
15	**Summer Fees:**			* Flat from Summer 14 Actual					
16	Education Fee	30,795	28,300	($443,100)		$261,200		($181,900)	
17	Technology Fee	30,795	28,300		(24,100)		-		($24,100)
18	Facilities Fees	30,795	28,300		(120,800)		-		($120,800)
19	Student Activity Fees	30,795	28,300		(60,800)		(6,500)		($67,300)
20	**Total Summer Fees:**			(443,100)	(205,700)	261,200	(6,500)	(181,900)	(212,200)
21									
22	**Other Student Fees:**								
23	Graduate Fees:								
24	Full-time Grad/Prof	580	580	$0		$61,500		$61,500	
25	Part-time Graduate/Hour	5,600	5,600	-		100,800		100,800	
26	Nonresident Tuition:			* 1% increase in enrollment					
27	Nonres Tuition - full-time	3,405	3,439	437,600		2,386,600		2,824,200	
28	Nonres Fees - part-time	5,390	5,444	10,800		164,500		175,300	
29									
30	Professional Fees:								
31	Undergrad. Nursing - Con't Students	265	265	-			-		
32	Undergrad. Nursing - New Students	65	65	-			-		
33	Other Fees:								
34	Western Undergrad Exchge	185	185	-		33,300		33,300	
35	Overload Fee	1,750	1,750	-		24,500		24,500	
36	In-service Fees/Cr Hr - Undergrad			-				-	
37	In-service Fees/Cr Hr - Grad	2,050	2,009	(5,100)		12,100		7,000	
38	New Student Orientation Fee	2,880	2,880		-		-	-	
39	**Total Other Student Fees**			$443,300	-	$2,783,300	-	3,226,600	-
40									
41	**Total Additional Student Fee Revenue**			($1,704,700)	($1,099,400)	$5,334,000	$960,700	$3,629,300	($138,700)
42									
43						Tuition revs needed; from next tab		$3,629,300	
44									

Boise State Unviersity
Schedule of tuition and fees or budget reallocations needed to cover FY 2016 itemized expenses

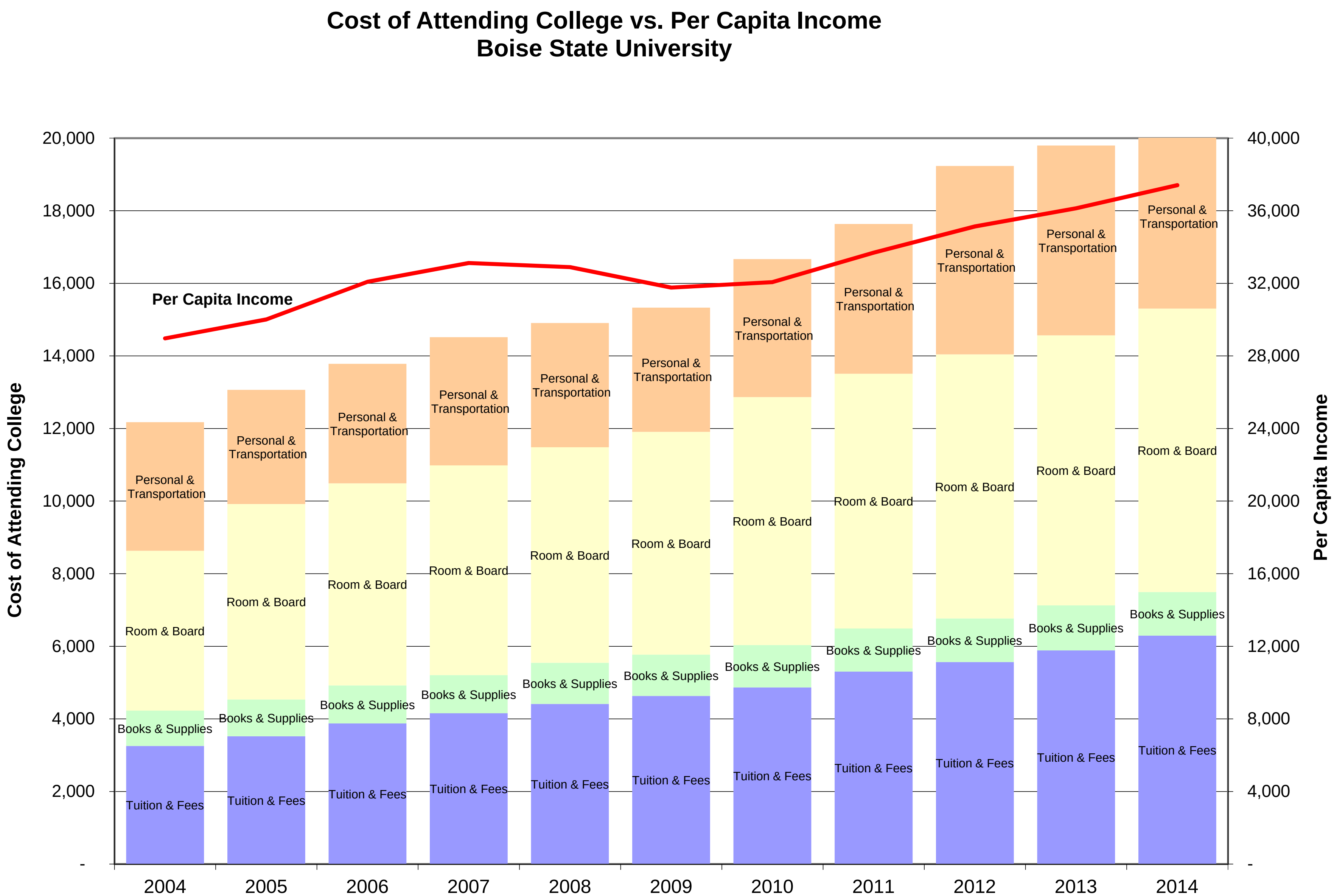
	Total	UG Resident Tuition Only Request	Non-Res, Grad, etc Request	Reallocation of University Budget	One time funding from reserves
NON-CEC DECISION UNITS					
10.11 Change in Health Benefit Costs	$ 475,700	475,700			
10.12 Change in Variable Benefit Costs	(37,500)	(37,500)			
10.21 General Inflation Adjustment	529,800		529,800		
10.25 Inflationary Adjustment - Library	193,000		193,000		
10.31 Repair, Replacement	-				
CEC DECISION UNITS					
10.61 Salary Multiplier Regular Employees	1,726,500	1,726,500			
10.71 EWA	(83,000)	(83,000)			
OTHER ITEMS					
FY15 Campus Security Supplemental	407,800		138,000	180,000	89,800
FY16 Faculty Promotions	254,400		254,400		
FY16 faculty stipends/staff promotions, salary adjustments and reclassifications	806,070		432,400	373,670	
Faculty and staff positions coming off of grant funding	1,543,576			1,643,576	
Other expenses related to MSE and CS program	1,311,838			711,838	600,000
Other New Initiatives-- CCI, Bridge to Career and COID	563,273			563,273	
TOTAL NEED	**$ 7,691,457**	**$ 2,081,700**	**$ 1,547,600**	**$ 3,472,357**	**$ 689,800**
			3,629,300	**2.0%**	**of FY2015 appropriated budget**
Revenue Generated 1% decline in UG Resident - Tuition Only		402,700			
Revenue Generated 0 to 1% increase - Non-Res, Grad, etc			3,226,600		
			3,629,300		

BOISE STATE UNIVERSITY

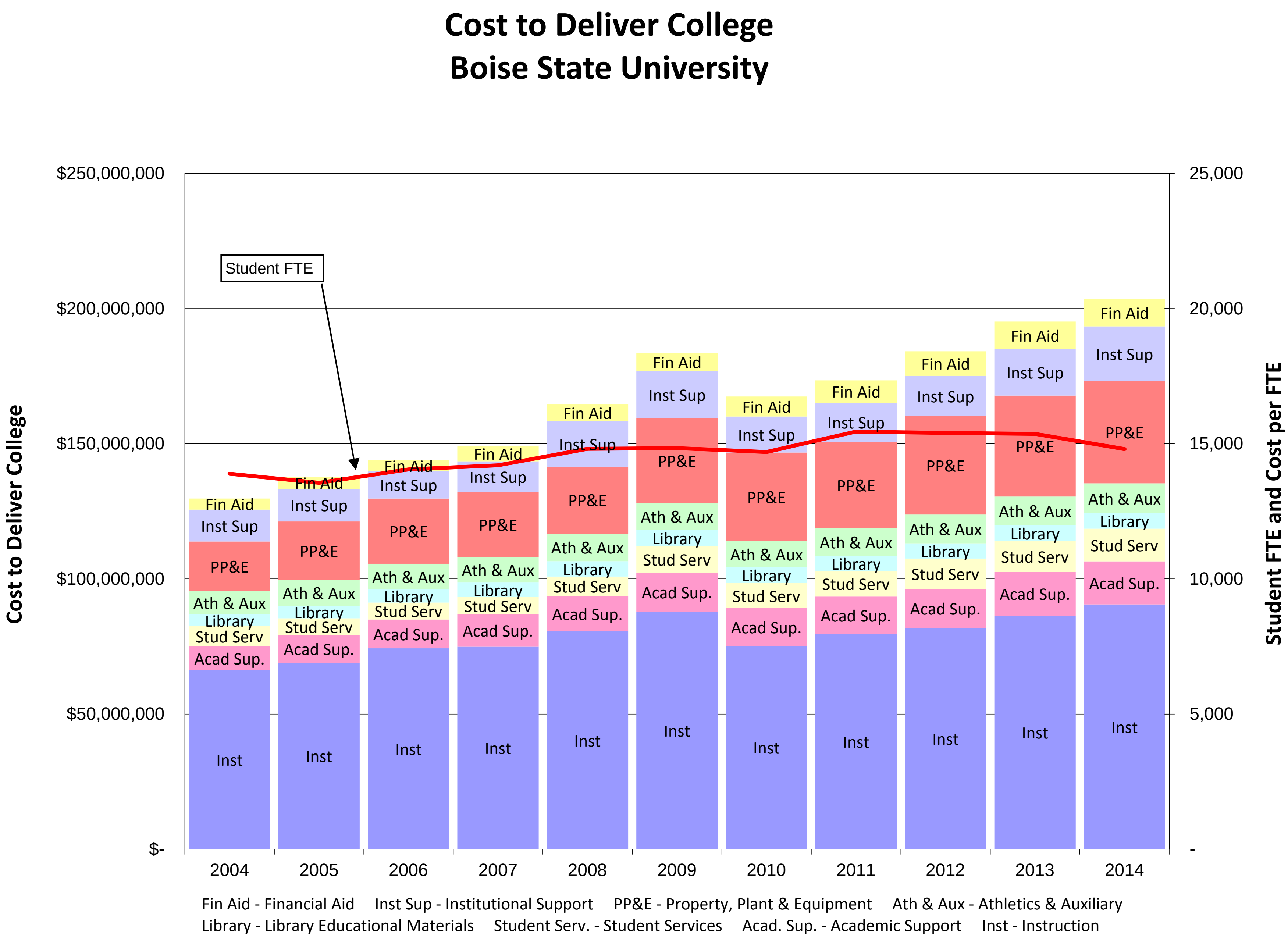
4-year History of Board Approved Fees plus FY16 Requested Fees

Annual Full-Time Fees and Part-Fime Credit Hours Fees

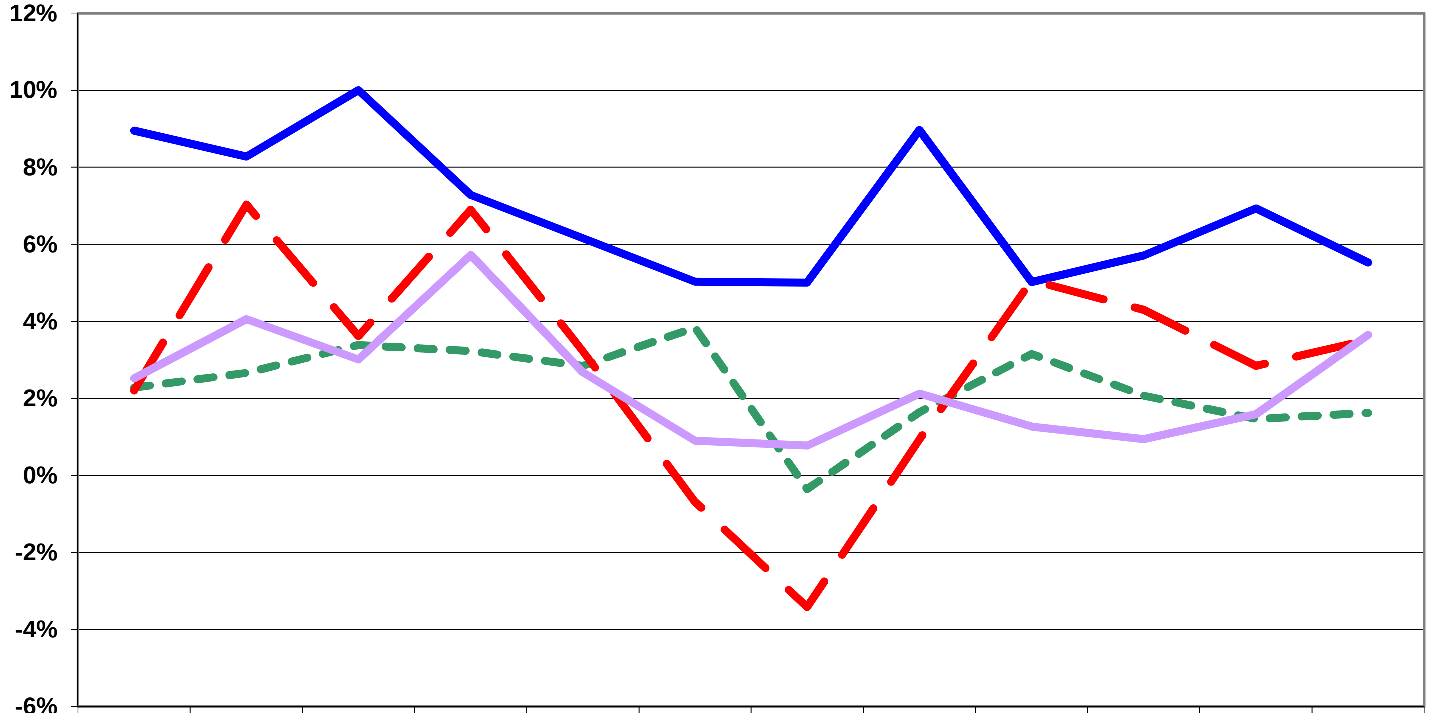
	Student Fees:	FY 2012	FY 2013	FY 2014	FY 2015	Request FY 2016	4-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$3,724.10	$3,990.60	$4,309.20	$4,620.50	$4,766.20	$1,042.10	28.0%
3	Technology Fee	134.50	149.50	185.50	198.50	217.68	83.18	61.8%
4	Facilities Fees	1,010.00	1,030.00	1,066.00	1,066.00	1,123.58	113.58	11.2%
5	Student Activity Fees	697.40	713.90	731.30	755.00	766.54	69.14	9.9%
6	**Total Full-time Fees**	$5,566.00	$5,884.00	$6,292.00	$6,640.00	$6,874.00	$1,308.00	23.5%
7	Percentage Increase	5.0%	5.7%	6.9%	5.5%	3.5%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$151.22	$160.47	$166.25	$169.25	$176.83	$25.61	16.9%
11	Technology Fee	6.65	8.65	9.45	9.45	9.65	3.00	0.0%
12	Facilities Fees	50.40	49.40	49.60	49.60	49.60	(0.80)	0.0%
13	Student Activity Fees	30.73	33.48	34.70	35.70	36.92	6.19	20.1%
14	**Total Part-time Cr Hr Fees**	$239.00	$252.00	$260.00	$264.00	$273.00	$34.00	14.2%
15								
16	**Summer Fees**							
17	Education Fee	$160.07	$164.97	$170.60	$177.60	$186.83	$26.76	16.7%
18	Technology Fee	6.90	8.65	9.45	9.65	9.65	2.75	39.9%
19	Facilities Fees	50.40	49.50	49.70	48.40	48.40	(2.00)	-4.0%
20	Student Activity Fees	21.63	21.88	22.25	24.35	24.12	2.49	11.5%
21	**Total Summer Fees**	$239.00	$245.00	$252.00	$260.00	$269.00	$30.00	12.6%
22								
23	**Other Student Fees**							
24	Graduate Fees:							
25	Full-time Grad/Prof	$990.00	$1,089.00	$1,140.00	$1,184.00	$1,290.00	$300.00	30.3%
26	Part-time Graduate/Hour	$55.00	$60.50	$64.00	$67.00	$85.00	$30.00	54.5%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	$10,400.00	$11,440.00	$12,600.00	$12,852.00	$14,050.00	$3,650.00	35.1%
29	Nonres Tuition - Part Time	$92.00	$101.20	$112.00	$200.00	$250.00	$158.00	171.7%
30	Professional Fees:							
31	Undergrad. Nursing - Con't Students	$200.00	$200.00	$200.00	$200.00	$200.00	$0.00	0.0%
32	Undergrad. Nursing - New Students	$850.00	$850.00	$850.00	$850.00	$850.00	$0.00	0.0%
33	Self-Support Program Fees:							
34	Business & Accountancy: Twin Falls	$275.00	$275.00	$275.00	$286.00	$297.00	$22.00	8.0%
35	Master of Social Work: Twin Falls & N.I.	$330.00	$330.00	$330.00	$380.00	$330.00	$0.00	0.0%
36	Bachelor of Criminal Justice: Twin Falls	$265.00	$265.00	$265.00	$275.00	$265.00	$0.00	0.0%
37	Bachelor of Social Work: Twin Falls	$265.00	$265.00	$265.00	$275.00	$265.00	$0.00	0.0%
38	Executive MBA	$1,117.50	$1,117.50	$1,117.50	$1,215.00	$1,117.50	$0.00	0.0%
39	Master of Bilingual Ed/ESL: Canyon Cty	$0.00	$0.00	$0.00	$329.00	$375.00	$0.00	New
40	Graduate Certificate in Conflict Mgmt.	$0.00	$0.00	$0.00	$328.00	$341.00	$0.00	New
41	Other Fees:							
42	Western Undergrad Exchge	$2,650.00	$2,942.00	$3,146.00	$3,320.00	$3,500.00	$850.00	32.1%
43	Overload fee	$232.00	$252.00	$166.00	$170.00	$184.00	($48.00)	-20.7%
44	In-service Fees/Cr Hr - Undergrad	$86.00	$96.00	$100.00	$103.00	$106.00	$20.00	23.3%
45	In-service Fees/Cr Hr - Grad	$101.00	$115.00	$121.00	$125.00	$131.00	$30.00	29.7%
46	New Student Orientation Fee	$0.00	$160.00	$160.00	$175.00	$175.00	New	New



The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.


Cost to Deliver College
Boise State University
Student FTE
Cost to Deliver College
Student FTE and Cost per FTE
$250,000,000
$200,000,000
$150,000,000
$100,000,000
$50,000,000
$-
25,000
20,000
15,000
10,000
5,000
-
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
Fin Aid
Inst Sup
PP&E
Ath & Aux
Library
Stud Serv
Acad Sup.
Inst
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Boise State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year



	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Resident Fees	8.95%	8.27%	10.00%	7.28%	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%
Consumer Price Index	2.28%	2.66%	3.39%	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%
Idaho Per Capita Income	2.21%	7.03%	3.61%	6.90%	3.23%	-0.69%	-3.42%	0.93%	5.06%	4.30%	2.84%	3.52%
Idaho Average Annual Wage	2.52%	4.06%	3.01%	5.72%	2.68%	0.90%	0.77%	2.12%	1.27%	0.94%	1.59%	3.65%

Source: Idaho Commerce and Labor; Bureau of Economic Analysis, U.S. Department of Commerce; Divison of Finanical Management Economic Forecast, January 2014

Self-Support Programs

The following are the Boise State University Self-Support programs requesting increases to existing rates. All self-support programs are required to cover the 3 percent CEC and increase in health benefits, as well as overhead rates charged by the University.

Bachelor Business and Accountancy – Twin Falls
This program currently charges $286 per credit and is proposing an increase of 4 percent to bring the per credit fee to $297. In addition to CEC costs, the program seeks to provide more support for the students and the program. Under the current delivery model, they seek to hire a lecturer in the Twin Falls area to provide consistent faculty presence and to help meet accreditation standards. The program would also like to provide more career advising related to opportunities in the Magic Valley area.

Master of Education in Bilingual/ESL – Canyon County
The Bilingual Department was merged into the Literacy, Language and Culture Department. The program seeks to increase the current fee per credit from $329 to $375 (13 percent increase) to match the current fee for current literacy courses and to cover salary and benefit increases.

Graduate Certificate in Conflict Management
The Conflict Management Certificate Program requests a $13 increase to the current $328 fee per credit for a new fee of $341 per credit. The purpose is to cover the additional program costs.

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SUBJECT

Institution, Agency, and Special/Health Programs Strategic Plans

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.1.
Section 67-1901 through 67-1903, Idaho Code.

BACKGROUND/ DISCUSSION

The State of Idaho requires the institutions, agencies and special/health programs under the oversight of the Board submit an updated strategic plan each year in July. The plans must encompass at a minimum the current year and four years going forward. The Board planning calendar schedules these plans to come forward annually at the April and June Board meetings. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the Regular June Board meeting with changes for final approval while still meeting the states timeline. Attached you will find the strategic plans for the institution's, agencies and special/health programs for Board consideration. In addition to those requirements set out in Idaho Code, Board Policy I.M.1. requires each institution and agency develop and maintain five-year strategic plans that are created in accordance with Board guidelines. The policy further states that the plans must contain a comprehensive mission and vision statement, general goals and objectives, and key external factors. Performance measures are required to be developed and updated annually for Board approval, and tied to the strategic plan. Board approval of the performance measure is accomplished through the approval of the strategic plans and the performance measures contain there in.

The current guidelines set by the Board office follow the Division of Financial Management (DFM) and section 67-1901 through 67-1903, Idaho Code requirements. Each strategic plan must include, by code and Board policy:

* ***Vision and Mission Statement:*** Provide a comprehensive outcome-based statement covering major division and core functions of the agency. For the institutions, under the direct governance of the Board, the mission statement is the Board approved mission statement.
* ***Goals:*** A goal is a planning element that describes the broad condition or outcome that an agency or program is trying to achieve.
* ***Objective:*** The objective is a planning element that describes how the agency plans to achieve a goal.
* ***Performance Measures:*** Performance measures assess the progress the agency is making in achieving a goal (quantifiable indicator).
* ***Benchmarks:*** Benchmarks are performance targets for each performance measure for at a minimum the next fiscal year (and an explanation of how the benchmark level was established which can mean an industry standard or agency research of circumstances that impact performance capabilities). Unless otherwise stated, benchmarks are a target that is expected to be reached by the completion of the time-frame covered by the strategic plan.

* ***External Factors:*** Identify external factors that are beyond the control of the agency that affect the achievement of goals.

Each of these components is a standard strategic plan component. Nationally some entities use Key Performance Indicators, rather than Performance Measures. Strategic planning, in general, is considered a good business practice, whether in the private or public sector. In accordance with the Board's planning calendar, the Board will be presented with the institutions, agencies and special/health programs performance measure data at the October 2015 Regular Board meeting. The performance measures presented will be those measures approved by the Board through the institutions, agencies and special/health programs strategic plans.

The Division of Professional-Technical Education (PTE) is currently finalizing a comprehensive review and rewrite of their strategic plan. PTE has provided the draft of their new strategic plan. Additional changes to the plan that are expected are wording changes and establishment of performance measure benchmarks. The final version of the plan will be provided to the Board for their consideration at the June Board meeting. Review of the draft plan will provide the Board with the opportunity to provide specific direction to PTE if there are any additional areas they would like PTE to include.

IMPACT

Review of the institutions, agencies and special/health programs at this time will allow the Board to ask questions and or request changes or additions to the strategic plans prior to approval of the plans in June.

ATTACHMENTS

Agencies

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2011 Board meeting the Board requested the institutions include the following performance measures in their strategic plans:

- **Remediation** (number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education). *Measures quality/alignment of education at the secondary level. Due to this a meaningful benchmark cannot be set by the institutions. This measure will be included in the cases served section on the annual Performance Measure Report.*
- **Retention** (number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year)
- **Dual Credit** (total credits and # of students)
- **Total certificates and degrees conferred** (number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled)
- **Cost per credit hour** to deliver education
- **Efficiency -** Certificate (of at least one year in expected length) and degree completions per $100,000 of education and related spending by institutions (Education & Related spending is defined as the full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction) *This measures is currently reported to IPEDS by each institution.*

Through the planning process working with Board staff, the system-wide performance measures have been refined to make sure there is a common understanding of the measures and they are being reported consistently between the institutions. The performance measures have been refined as follows:

- **Remediation:**
  Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
- **Retention Rate:**
  Total full-time first-time and transfer students that are retained or graduate the following year (excluding death, military service, and mission).
- **Dual Credit:**
  Total credit hours earned and the unduplicated headcount of participating students.

- **Certificates and Degrees Conferred:**
  a) Total degree production (as reported in IPEDS).
  b) Unduplicated graduates over the rolling 3-yr average degree seeking FTE.
- **Cost of College (to determine financials):**
  a) Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report (including PTE credits).
  b) Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials.

The "Remediation" performance measures is not a measure of the institutions performance, but that of the secondary schools the freshmen are coming from. It is included in the list of performance measures and is reported by the institutions, however, it is reported on the performance measure report under "Cases Served" and is not an indicator of the institutions performance.

The performance measures are approved as part of the strategic plan approval process. If the Board has any concerns with the measures included in the plans or if they wish to see any additional performance measures, those changes can be made at this meeting. The strategic plans would then be brought back for final approval at the June Board meeting.

BOARD ACTION

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

Idaho State Department of Education

Public Schools Strategic Plan
FY2016-FY2020

Vision Statement

Supporting Schools and Students to Achieve.

Mission Statement

The Idaho State Department of Education is dedicated to providing the highest quality of support and collaboration to Idaho's public schools, teachers, students and parents.

Indicators of a High-Quality Education System

- High student achievement
- Low dropout rate
- Closed achievement gap
- All decisions based on needs of children
- Efficient use of all resources
- Individualized and decentralized education

Guiding Principles

- Every student can learn and must have a highly effective teacher in every classroom.
- Needs of children must drive any necessary change.
- Current and new resources must focus on the demands of the 21st Century.

With these indicators and guiding principles as our focus, the Idaho State Department of Education will increase student achievement by focusing on the following areas:

- Expanding student learning by creating a 21St century classroom that is not limited by walls, bell schedules, availability of courses, and geography. Every student and all teachers will have equal access to the latest technology tools.

- Increasing options for students including charter, magnet, and alternative schools as well as course offerings through digital learning.

The State Department of Education partners with independent school districts and charter schools to ensure all students receive an education that prepares students for successful post-secondary education, employment and life.

Goal One: Ensure students have the skills and knowledge necessary to succeed from kindergarten to high school graduation and post-secondary education.

Objective One: Increase of the number of students proficient or advanced on the ISAT (prior to the implementation of higher standards)

Performance Measures: Percent of students who score proficient or advanced on the ISAT.

Benchmark: 90 percent of students proficient on reading, 82 percent of students proficient of math, 77 of students proficient in language arts.

Objective Two. Review standards in English Language Arts and Mathematics.

Performance Measures: Percentage of students who pass the new SBAC test based on higher English Language Arts and Mathematics standards.

Benchmark: Forty percent of students in grades 3-8 will achieve proficiency on the new ISAT in math and English language arts after it is first administered in Spring 2015.

Objective Three: Improve access to postsecondary education while in high school.

Performance Measures: Percentage of students completing an advanced opportunity.

Benchmark: Forty percent of students completing a dual credit, AP course or Tech Prep.

Objective Four: Every high school junior will take a college readiness exam.

Performance Measure: Percentage of students who score college- and career-ready in areas of exam: reading, writing and math.

Benchmark: 40 percent of high school students score college and career ready on a college readiness exam.

Goal Two: Assist districts to Implement their own instructional management system (IMS).

Objective One: Development of aggregate-level longitudinal data for individualized student growth expectations.

Benchmark: Every Idaho student who takes the SBAC has a growth report available to his/her teacher and parents/guardians.

VR

Strategic Plan

Idaho Division of Vocational Rehabilitation

2016 - 2020

Content and Format

The Plan is divided into four sections. The first three sections describe the programs administered under the Idaho Division of Vocational Rehabilitation (IDVR). Each of the programs described, Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing, outline specific goals, objectives, performance measures and benchmarks for achieving their stated goals. The final section addresses external factors impacting IDVR.

Since Federal and Idaho State governments operate according to different fiscal years, and since IDVR is accountable to Rehabilitation Services Administration (RSA) on a federal year basis (October 1 – September 30), the agency will use federal year statistics for reporting the Vocational Rehabilitation program portion of IDVR. Any comparisons noted in benchmarks will reflect the most complete FFY data available. Since the Extended Employment Services and the Council for the Deaf and Hard of Hearing programs are state funded only, all reporting will be based on a state fiscal year. This Plan will cover fiscal years (SFY) 2016 through 2020.

Vocational Rehabilitation

Vocational Rehabilitation Program Vision Statement

"Your success at work means our work is a success."

Vocational Rehabilitation Program Mission Statement

"Preparing individuals with disabilities for employment and community enrichment."

Vocational Rehabilitation Program Goals

Goal #1 – To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.

1. ***Objective***: To provide customers with effective job supports including adequate job training to increase employment stability and retention.

   Performance Measure: To enhance the level of job preparedness services to all customers.

   Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

   Benchmark: The average hourly wage of all successful rehabilitations in FFY 2016 will exceed FFY2015 year's average hourly wage.

   Benchmark: Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development.

2. ***Objective***: To increase employment successes for transition age youth.

   A. ***Performance Measure***: To work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.

   Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2016 will exceed FFY 2015 performance.

   Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2016 will exceed FFY 2015 performance.

   B. ***Performance Measure***: To provide increased work opportunities while in high school.

   Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.

3. ***Objective***: To increase customer engagement in the VR process.

    Performance Measure: Increase customer awareness of vocational information and the decision making process through informed choice.

    Benchmark: The number of first time approved plans in FFY 2016 will exceed FFY2015.

    Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2016 will meet or exceed the Federal performance standard of 55.8%.

4. ***Objective***: To offer benefit planning to all customers receiving SSI and/or SSDI entering, during and exiting the IDVR process to include Partnership Plus.

    Performance Measure: To provide information and referral material to customers initiating and completing the IDVR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

    Benchmark: Increase Social Security reimbursements to VR in FFY 2016 from FFY 2015 performance.

    Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2016 from FFY 2015 referrals.

Goal #2 - To provide organizational excellence within the agency.

1. ***Objective***: To increase the focus of customer service within the IDVR delivery system.

    Performance Measure: Provide all customers a satisfaction survey when exiting the IDVR program.

    Benchmark: Maintain a customer satisfaction rate of at least 90% as demonstrated by “agree” and “strongly agree” ratings on customer surveys in FFY2016.

2. ***Objective***: To comply with State and Federal regulations.

    Performance Measure: Enhance the quality of a statewide program and evaluation system.

    Benchmark: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2016.

3. ***Objective***: Utilize training to its maximum capacity for effective staff performance.

    A. ***Performance Measure***: Provide all IDVR staff training on policy and procedural changes throughout the agency.

Benchmark: Zero audit findings on State and Federal reviews in FFY 2015.

B. ***Performance Measure***: Develop strategies to work effectively with employers and community business organizations.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

4. ***Objective***: IDVR will maintain a comprehensive system of personnel development (CSPD) standard for IDVR counselors.

Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

Benchmark: Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialists will continue to work toward and/or achieve meeting CSPD standards in FFY 2016.

Goal #3 - To have strong relationships with our stakeholders and partners engaged in the mission of Vocational Rehabilitation.

1. ***Objective***: For IDVR to be recognized as the expert in the workforce needs of the business community for individuals with disabilities.

A. ***Performance Measure***: To develop a Business Relations position.

Benchmark: Implement a Business Relations position in FFY 2016 that will be a resource to employers and staff statewide.

B. ***Performance Measure***: To enhance business networks with employers to include involvement with the Idaho Association of Business and Industry, the Rotary Club, Chamber of Commerce, and human resource organizations.

Benchmark: Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

C. ***Performance Measure***: To enhance relationships with the Regional Business Specialists from the Department of Labor.

Benchmark: Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

2. ***Objective***: Continue to provide partners and stakeholders on-going opportunities to receive information and allow for input into the IDVR process.

A. ***Performance Measure:*** Continue to meet with stakeholders and partners to facilitate communication and understanding of each programs system.

Benchmark: Increase the number of applicants entering the IDVR process in FFY 2016 from FFY 2015 performance.

B. ***Performance Measure***: Continue outreach strategies and information provided to partners and stakeholders.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

Extended Employment Services

Mission

Idahoans with significant disabilities are some of the state's most vulnerable citizens. The Extended Employment Services (EES) Program provides people with significant disabilities employment opportunities either in a community supported or workshop setting.

Vision

Provide meaningful employment opportunities to enable Idaho's Most Severely Disabled to seek, train-for and retain real work success.

Goal #1 – Continually improve the quality and quantity of Extended Employment services available to eligible Idahoans.

1. ***Objective***: Develop and emphasize customer centered services offering increased choice, flexibility and opportunities for meaningful employment.

    Performance Measure: Provide appropriate levels of long-term support to maximize individual's independence in employment.

    Benchmark: Five percent reduction in program waitlisted customers.

    Benchmark: Increase customer choice.

    Benchmark: Transparency in customer centered allocations.

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

CDHH is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. The following is the Council for the Deaf and Hard of Hearing's Strategic Plan.

Mission

Dedicated to making Idaho a place where persons, of all ages, who are deaf or hard of hearing have an equal opportunity to participate fully as active, productive and independent citizens.

Vision

To ensure that individuals who are deaf, hard of hearing, or hearing impaired have a centralized location to obtain resources and information about services available.

Goal #1 – Work to increase access to employment, educational and social-interaction opportunities for persons who are deaf or hard of hearing.

1. ***Objective***: Continue to provide information and resources.

   Performance Measure: Track when information and resources are given to consumers.

   Benchmark: Create and maintain several brochures and other information about employment, education and social-interaction.

Goal #2 – Increase the awareness of the needs of persons who are deaf and hard of hearing through educational and informational programs.

1. ***Objective***: Continue to increase the awareness.

   Performance Measure: Give presentations to various groups through education and social media.

   Benchmark: Present to various organizations including corrections, courts, schools, veterans groups, and businesses about the needs of persons who are deaf and hard of hearing.

VR Strategic Plan

Goal #3 – Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

1. ***Objective***: Continue encouraging consultation and cooperation.

   Performance Measure: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare.)

   Benchmark: Present to various local, state, and federal (if requested) agencies about the need for cooperation providing services needed for deaf and hard of hearing individuals.

Goal #4 – Provide a network through which all state and federal programs dealing with the deaf and hard of hearing individuals can be channeled.

1. ***Objective***: The Council's office will provide the network.

   Performance Measure: Tract when information is provided.

   Benchmark: The Council will continue to maintain a network through their website, brochures, telephone calls, video phone calls and personal communication.

Goal #5 – Determine the extent and availability of services to the deaf and hard of hearing, determine the need for further services and make recommendations to government officials to insure that the needs of deaf and hard of hearing citizens are best served.

1. ***Objective***: The Council will determine the availability of services available.

   Performance Measure: The Council will facilitate meetings to determine the needs.

   Benchmark: The Council will continue to monitor the recommendations of the Mental Health Task Force and Findings and Recommendations for Provision of Mental Health Services from the Idaho Council for the Deaf and Hard of Hearing Report 2014, as issued by the Division of Behavioral Health Analysis and Response to ensure compliance.

   Benchmark: The Council will support the Legislative process for the Licensure of Sign Language Interpreters.

Goal #6 – To coordinate, advocate for, and recommend the development of public policies and programs that provide full and equal opportunity and accessibility for the deaf and hard of hearing persons in Idaho.

1. ***Objective***: The Council will make available copies of policies concerning deaf and hard of hearing issues.

    Performance Measure: Materials that are distributed about public policies.

    Benchmark: The Executive Director of the Council for the Deaf and Hard of Hearing will continue to facilitate meetings with different agencies including Health and Welfare, corrections, schools, veteran's groups, and businesses to create public policy, including Interpreter standards.

Goal #7 – To monitor consumer protection issues that involves the deaf and hard of hearing in the state of Idaho.

1. ***Objective***: The Council will be the "go to" agency for resolving complaints from deaf and hard of hearing consumers concerning the Americans with Disabilities Act.

    Performance Measure: Track how many complaints are received regarding the ADA.

    Benchmark: The Council will provide information and create brochures regarding all aspects of the ADA that affect persons with hearing loss. In addition, the Council will partner with the Northwest ADA Center – Idaho to provide accurate information and guidance, on disability, rehabilitation, business, rehabilitation engineering, special education, the build environment, accessibility to buildings, website accessibility, civil rights law, and the role of the ADA Coordinator

Goal #8 – Submit periodic reports to the Governor, the legislature, and departments of state government on how current federal and state programs, rules, regulations, and legislation affect services to persons with hearing loss.

1. ***Objective***: The Council will submit reports.

    Performance Measure: Reports will be accurate and detailed.

    Benchmark: The Council will continue to create and provide periodic reports to the Governor's office. The Council will continue to present a needs assessment report to certain departments/agencies as needed.

External Factors Impacting IDVR

The field of Vocational Rehabilitation is dynamic due to the nature and demographics of the customers served and the variety of disabilities addressed. Challenges facing the Division include:

Adequate Supply of Qualified Personnel

IDVR is dedicated to providing the most qualified personnel to address the needs of the customers they serve. Challenges in recruitment have been prevalent over the past several years. Recruiting efforts have been stifled by low wages as compared to other Idaho state agencies as well as neighboring states. IDVR has identified the need to develop relationships with universities specifically offering a Master's Degree in Rehabilitation Counseling. Furthermore, IDVR has identified universities offering coursework for other degree programs that will meet eligbility for the Certification in Rehabilitation Counseling (CRC). Lastly, IDVR has collaborated with the University of Idaho to advance the profession of rehabilitation counseling.

State and Federal Economic and Political Climate

While Idaho has seen some improvement in its economic growth over the past year there are a variety of influences which can affect progress. Influences can vary from natural disasters to international conflicts. Individuals with disabilities have historically experienced much higher unemployment rates, even in strong economic times. Furthermore, Idaho has one of the highest percentages per capita of workers in the country making minimum wage. IDVR recognizes this and strives to develop relationships within both the private and public sectors in an effort to increase employment opportunities and livable wages for its customers.

The political elements are by far the most difficult for IDVR to overcome. At the state level, the Division is subject to legislative action regarding annual budget requests including service dollars and personnel expansion. Any legislation pertaining to service provision either by public or private sectors will have a definite impact on Division services and service providers.

IDVR is also affected by decisions made at the federal level. Significant changes impacting the Vocational Rehabilitation program came into light on July 22, 2014, with the enactment of the Workforce Innovation and Opportunity Act (WIOA). This law replaces the Workforce Investment Act (WIA), which formerly governed the Vocational Rehabilitation program. WIOA includes many substantial changes aimed to improve the nation's workforce development system to help states and local areas better align workforce programs with each other and with the needs of employers for a skilled workforce

While all of the implications to WIOA are still unclear, IDVR is taking steps to strategize and incorporate those changes that can be implemented now. IDVR is also working with the core WIOA partners to develop strategies on initiatives that require joint collaboration, such as the combined plan and common performance measures.

WIOA will require IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, and compliance reporting requirements. Fiscal and programmatic requirements to increase and expand services to students and youth with disabilities will be challenges the division will need to prioritize and strategically evaluate.

Funding reductions on both the State and Federal level have and will continue to impact partnerships and comparable benefits available to the IDVR. For example, reduced budgets to school districts have impacted collaborative agreements. These agreements have allowed IDVR to use nonfederal funds to match federal dollars, therefore increasing the amount of dollars available to IDVR.

Adequate Availability of Services

Due to the rural nature of Idaho, there are isolated pockets of the state with limited vendor option. This can directly impact customer informed choice. Furthermore, a vendor's inability to meet required credentialing under IDAPA will significantly reduce or eliminate a customer's options. Lastly, changes to other program criteria will eliminate services to customers. A change in Health and Welfare's criteria for the HCBS Medicaid Waiver is one example affecting program services.

Technological Advances in Both Assistive Rehabilitation Products and Information Technology

IDVR recognizes the importance of both information and assistive technology advances as intricate to the success of the division as well as the customers it serves. The cost and rapid changes in these technologies influence the overall program success. IDVR is dedicated to keeping current of the latest trends in both assistive rehabilitation technology and information technology, and in training Vocational Rehabilitation Counselors and staff. IDVR employs an Information Technology staff to develop innovative ways to utilize technology in carrying out its mission. IDVR also collaborates with the Idaho Assistive Technology Project through the University of Idaho with center locations throughout the state.

All staff of the Idaho Division of Vocational Rehabilitation takes pride in providing the most effective, efficient services available to individuals with disabilities seeking employment. Management is committed to continued service to the people of Idaho. The goals and objectives outlined in the IDVR Strategic Plan are designed to maximize the provision of services to Idahoans with disabilities as well as promote program accountability.

SFY 2016-2020 STRATEGIC PLAN SUPPLEMENT

The following is a supplement to the SFY 2016-2020 Strategic Plan. It highlights the Vocational Rehabilitation and Extended Employment Service performance measures and accompanying benchmark(s). The Vocational Rehabilitation Program is primarily a federally funded program that assesses performance on a Federal Fiscal Year (FFY) basis (October 1-September 30); therefore input and data is based on the FFY. The Extended Employment Services Program is state only funded program; therefore input and data will be based on the SFY.

It should be noted that the Council for the Deaf and Hard of Hearing (CDHH) is an independent agency. This is a flow-through council for budgetary and administrative support purposes only with no direct programmatic implication for IDVR. Idaho code authorizes the Governor to assign the Council to a department within the state government. The Council reports directly to the Governor appointed CDHH board of directors. The CDHH board oversees the requests, functions and priorities of the Council.

Vocational Rehabilitation

Performance Measure: To enhance the level of job preparedness services to all customers.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

FFY 2014 = 1978 successfully rehabilitated individuals

Benchmark: The average hourly wage of all successful rehabilitations in FFY 2016 will exceed FFY 2015 year's average hourly wage.

FFY 2014 average hourly wage for VR customers (post services) = $11.16 per hour

Benchmark: Identify and provide workforce development opportunities for customers specifically in the area of "soft skills" development.

Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY 2013, it was identified that employers specifically want workers to have strong "soft skills" coming into employment. IDVR began delivering Work*Strides* workshops to customers around the state in FFY2014. This strengths and empowerment based workshop has soft skills development woven throughout the curriculum.

Performance Measure: To work with Idaho school districts, Special Education Directors, and the State Board of Education to identify and assist transition age youth both internal and external to School-Work Transition projects.

Benchmark: The number of transition age youth exiting the IDVR program who achieved an employment outcome in FFY 2016 will exceed FFY 2015 performance.

546 transition age youth achieved an employment outcome in FFY 2014.

Benchmark: The number of applications for transition aged youth entering the IDVR program in FFY 2016 will exceed FFY 2015 performance.

Number of applications for transition aged youth in FFY2014: 1629

Performance Measure: To provide increased work opportunities while in high school.

Benchmark: Evaluate potential mechanisms to support internships and mentorships for customers transitioning from high school.

Based on the completion of IDVR's Comprehensive Statewide Needs Assessment in FFY2013, it was identified that internships and mentorships could be valuable to assist in the transition of a student from secondary to post-secondary or to successful employment.

With the enactment of the Workforce Innovation and Opportunity Act (WIOA), IDVR is working with partners to increase and develop more opportunities for students and youth with disabilities pre-employment transition related services, which include internship and employment experiences.

Performance Measure: Increase customer awareness of vocational information and the decision making process through informed choice.

Benchmark: The number of first time approved plans in FFY 2016 will exceed FFY 2015.

Number of first time approved plans in FFY 2014: 3523

Benchmark: The rehabilitation rate of individuals exiting the IDVR program in FFY 2016 will meet or exceed the federal performance standard of 55.8%.

The percentage of individuals receiving services under an Individualized Plan for Employment who achieve employment (successful closures after plan divided by the total of successful and nonsuccessful closures after plan). This percentage will meet or exceed 55.8%.

FFY 2014 rate = 58.19%

Performance Measure: To provide information and referral material to customers initiating and completing the IDVR program, specifically Partnership Plus and Medicaid for Workers with Disabilities.

Benchmark: Increase Social Security reimbursements to VR in FFY 2016 from FFY 2015 performance.

FFY 2014 Reimbursements = $310,456.00

Benchmark: Increase the number of referrals to the WIPA program for benefits counseling in FFY 2016 from FFY 2015 referrals.

In FFY 2014, 372 referrals were identified as WIPA referrals in the IDVR case management system.

Performance Measure: Provide all customers a satisfaction survey when exiting the IDVR program.

Benchmark: Maintain a customer satisfaction rate of at least 90% as demonstrated by "agree" and "strongly agree" ratings on customer surveys in FFY 2016.

IDVR significantly modified and enhanced the process of querying customer satisfaction in an effort to better understand our customer's overall satisfaction of the program, regardless of their point of exit from the VR program. IDVR centralized survey distribution and also moved to providing more electronic surveys, except for customers without an e-mail address or who do not wish to participate in the electronic survey. Because of the magnitude of the changes, IDVR is not able to accurately report on customer satisfaction results for this fiscal year. Streamlined results will be available for fiscal year 2015.

Performance Measure: Enhance the quality of a statewide program and evaluation system.

Benchmark: Demonstrate compliance with state and federal regulation through both internal and external audits with zero findings in FFY 2016.

IDVR experienced two fiscal audit findings related to federal reporting procedures and maintenance of effort in FY2014. No findings were reported in the field services component of the VR program.

Performance Measure: Provide all IDVR staff training on policy and procedural changes throughout the agency.

Benchmark: Zero audit findings on state and federal reviews in FFY 2016.

IDVR experienced two fiscal audit findings related to federal reporting and maintenance of effort in FY2014. No findings were reported in the field services component of the VR program.

Performance Measure: Develop strategies to work effectively with employers and community business organizations.

Benchmark: Increase the number of successful rehabilitations in FFY 2016 to meet or exceed FFY 2015 performance.

FFY 2014 = 1978 individuals were successfully rehabilitated.

Performance Measure: Evaluate and track annually IDVR counselors' maintenance of CSPD or progress toward achieving CSPD.

> **Benchmark:** Vocational Rehabilitation Counselors will maintain all CSPD standards for their position annually. All Vocational Rehabilitation Specialist staff will continue to work toward and/or achieve CSPD in FFY 2016.
>
> VRC's will maintain CSPD standard and VRS's will work toward/or achieve the standard based on the agency's policy.

Performance Measure: To develop a Business Relations position.

> **Benchmark:** Implement a Business Relations position in FFY 2016 that will be a resource to employers statewide.
>
> This was identified as a need from IDVR's Comprehensive Statewide Needs Assessment and input from our public forums in FFY2013. IDVR began initial evaluation for the implementation of this position, with more work to follow in the next state FY.

Performance Measure: To enhance business networks with employers to include involvement with the Idaho Association of Business and Industry, the Rotary Club, Chamber of Commerce, and human resource organizations.

> **Benchmark:** Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

FFY2014 Occupational Category Data:

Occupation Category	# Employed	Percentage (%)
Service Occupations	925	47%
Prod, Const., Operating, Maint. & Material Handling	477	24%
Professional, Paraprofessional and Technical	290	15%
Clerical and Administrative Support	104	5%
Sales and Related Occupations	79	4%
Managerial and Administrative	57	3%
Agricultural, Forestry, Fishing and Related	36	2%
Healthcare Practitioners	3	.15%
Healthcare Support Occupations	2	.10%
Education, Training, and Library Occupations	2	.10%
Computer and Mathematical Occupations	2	.10%
RSA Special Occupations and Miscellaneous	1	.05%
Protective Service Occupations	1	.05%
Production Occupations	1	.05%
Personal Care and Service	1	.05%

Community and Social Service Occupations	1	.05%

Performance Measure: To enhance relationships with the Regional Business Specialists from the Department of Labor.

Benchmark: Increase the number of different occupational categories hiring IDVR customers in FFY 2016 from FFY 2015.

See the above benchmark

Performance Measure: Continue to meet with stakeholders and partners to facilitate communication and understanding of each programs system.

Benchmark: Increase the number of applicants entering the IDVR process in FFY 2016 from FFY 2015 performance.

Number of applicants entering VR in FFY2015: 5584

Extended Employment Services

Performance Measure: Provide appropriate levels of long-term support to maximize individual's independence in employment.

Through collaboration and fostering close working relationships with our Extended Employment Services customers, Community Rehabilitation Partners, employers, and by developing methods of tailoring services to customers' needs we are providing appropriate employment supports.

Benchmark: Five percent reduction in program waitlisted customers.

SFY 2014 = 746 individuals were waitlisted

Benchmark: Increase customer choice.

Through continuation of program protocols that allows money to "Follow the Customer" rather than assessing program allocations to Community Rehabilitation Programs, EES customers' choice is strengthened by ensuring they have the ability to change providers if their needs could be better served elsewhere.

Benchmark: Transparency in customer centered allocations.

Evaluate and implement case management services to meet EES customers' needs in order to provide appropriate employment supports, maximizing independence.

Idaho Public Television
STRATEGIC PLAN

FY 2016-2020

Idaho Public Television
STRATEGIC PLAN FY 2016-2020

Idaho Public Television is an integral part of the State Board of Education's overall plan and process for the delivery of quality education throughout Idaho. This Plan describes the primary vision, needs, concerns, goals and objectives of the staff and administration toward achieving those goals. The mission and vision of our agency reflect an ongoing commitment to meet the needs and reflect the interests of our varied audiences.

Idaho Public Television's services are in alignment with the guiding goals & objectives of the State Board of Education (SBoE). This Plan displays SBoE goals alongside the Agency's Strategic Planning Issues.

_____________________________ (3/12/15)
Ron Pisaneschi
General Manager
Idaho Public Television

VISION STATEMENT

Inspire, enrich and educate the people we serve, enabling them to make a better world.

MISSION STATEMENT

The mission of Idaho Public Television is to meet the needs and reflect the interests of its varied audiences by:

- Establishing and maintaining statewide industry-standard delivery systems to provide television and other media to Idaho homes and schools;
- Providing quality educational, informational and cultural television and related resources;
- Creating Idaho-based educational, informational and cultural programs and resources;
- Providing learning opportunities and fostering participation and collaboration in educational and civic activities; and
- Attracting, developing and retaining talented and motivated employees who are committed to accomplishing the shared vision of Idaho Public Television.

Idaho Public Television
STRATEGIC PLAN FY 2016-2020

SBoE Goal 1: A WELL-EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
    - Performance Measures:
        - Number of DTV translators.
            - Benchmark: FY16 – 48 of 49
            - Benchmark: FY20 – 48 of 49
              (established by industry standard)
        - Number of cable companies carrying our prime digital channel.
            - Benchmark: FY16 – 28
            - Benchmark: FY20 – 28
              (established by industry standard)
        - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
            - Benchmark: FY16 – 8
            - Benchmark: FY20 – 8
              (established by industry standard)
        - Percentage of Idaho's population within our DTV signal coverage area.
            - Benchmark: FY16 – 98.5%
            - Benchmark: FY20 – 98.5%
              (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
    - Performance Measure:
        - Number of partnerships with other Idaho state entities and educational institutions.
            - Benchmark: FY16 – 21
            - Benchmark: FY20 – 26
              (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
    - Performance Measure:
        - Total FTE in content delivery and distribution.
            - Benchmark: FY16 – less than 29
            - Benchmark: FY20 – less than 24
              (established by industry standard)

4) Provide access to IdahoPTV television content that accommodates the needs of the hearing and sight impaired.
   - Performance Measures:
     - Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY16 – 97.5%
       - Benchmark: FY20 – 100%
         (established by industry standard)
     - Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.
       - Benchmark: FY16 – 15%
       - Benchmark: FY20 – 75%
         (established by industry standard)

5) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY16 – 1,500,000
       - Benchmark: FY20 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY16 – 30,000
       - Benchmark: FY20 – 50,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY16 – 4
       - Benchmark: FY20 – 12

6) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY16 – 28,000
       - Benchmark: FY20 – 29,000
         (established by agency research)

7) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY16 – 12,500
       - Benchmark: FY20 – 12,500
         (established by agency research)

8) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY16 – 2,000
       - Benchmark: FY20 – 2,000
         (established by agency research)

9) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY16 – 40
       - Benchmark: FY20 – 50
         (established by industry standard)

10) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY16 – 21.3%
       - Benchmark: FY20 – 21.3%
         (established by industry standard)

11) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY16 – Yes/Yes/Yes
       - Benchmark: FY20 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 2: CRITICAL THINKING AND INNOVATION
The educational system will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative.

IdahoPTV Objectives:

1) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY16 – 21
       - Benchmark: FY20 – 26
         (established by agency research)

2) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY16 – 1,500,000
       - Benchmark: FY20 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY16 – 30,000
       - Benchmark: FY20 – 50,000
         (established by agency research)

3) Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.
   - Performance Measure:
     - Number of broadcast hours of educational programming.
       - Benchmark: FY16 – 28,000
       - Benchmark: FY20 – 29,000
         (established by agency research)

4) Contribute to a well-informed citizenry.
   - Performance Measure:
     - Number of broadcast hours of news, public affairs and documentaries.
       - Benchmark: FY16 – 12,500
       - Benchmark: FY20 – 12,500
         (established by agency research)

5) Provide relevant Idaho-specific information.
   - Performance Measure:
     - Number of broadcast hours of Idaho-specific educational and informational programming.
       - Benchmark: FY16 – 2,000
       - Benchmark: FY20 – 2,000
         (established by agency research)

6) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY16 – 40
       - Benchmark: FY20 – 50
         (established by agency research)

7) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY16 – 21.3%
       - Benchmark: FY20 – 21.3%
         (established by industry standard)

8) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY16 – Yes/Yes/Yes
       - Benchmark: FY20 – Yes/Yes/Yes
         (established by industry standard)

SBoE GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS
Ensure educational resources are used efficiently.

IdahoPTV Objectives:

1) Progress toward digital implementation as a statewide infrastructure in cooperation with public and private entities.
   - Performance Measures:
     - Number of DTV translators.
       - Benchmark: FY16 – 48 of 49
       - Benchmark: FY20 – 48 of 49
         (established by industry standard)
     - Number of cable companies carrying our prime digital channel.
       - Benchmark: FY16 – 28
       - Benchmark: FY20 – 28
         (established by industry standard)
     - Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.
       - Benchmark: FY16 – 8
       - Benchmark: FY20 – 8
         (established by industry standard)
     - Percentage of Idaho's population within our DTV signal coverage area.
       - Benchmark: FY16 – 98.5%
       - Benchmark: FY20 – 98.5%
         (established by industry standard)

2) Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.
   - Performance Measure:
     - Number of partnerships with other Idaho state entities and educational institutions.
       - Benchmark: FY16 – 21
       - Benchmark: FY20 – 26
         (established by agency research)

3) Operate an efficient statewide delivery/distribution system.
   - Performance Measure:
     - Total FTE in content delivery and distribution.
       - Benchmark: FY16 – less than 29
       - Benchmark: FY20 – less than 24
         (established by industry standard)

4) Provide access to IdahoPTV new media content to citizens anywhere in the state, which supports citizen participation and education.
   - Performance Measures:
     - Number of visitors to our websites.
       - Benchmark: FY16 – 1,500,000
       - Benchmark: FY20 – 1,750,000
         (established by agency research)
     - Number of visitors to IdahoPTV/PBS video player.
       - Benchmark: FY16 – 30,000
       - Benchmark: FY20 – 50,000
         (established by agency research)
     - Number of alternative delivery platforms and applications on which our content is delivered.
       - Benchmark: FY16 – 4
       - Benchmark: FY20 – 12

5) Provide high-quality, educational television programming and new media content.
   - Performance Measure:
     - Number of awards for IdahoPTV media and services.
       - Benchmark: FY16 – 40
       - Benchmark: FY20 – 50
         (established by industry standard)

6) Be a relevant, educational and informational resource to all citizens.
   - Performance Measure:
     - Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.
       - Benchmark: FY16 – 21.3%
       - Benchmark: FY20 – 21.3%
         (established by industry standard)

7) Operate an effective and efficient organization.
   - Performance Measure:
     - Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.
       - Benchmark: FY16 – Yes/Yes/Yes
       - Benchmark: FY20 – Yes/Yes/Yes
         (established by industry standard)

Key External Factors
(Beyond the control of Idaho Public Television):

IdahoPTV provides numerous services to various state entities.

Funding:
Idaho Public Television's current strategic goals and objectives are based on a sustainable level of all funding sources: State of Idaho, Corporation for Public Broadcasting, and private contributions.

We are starting to see the impact of state entities passing on significant costs of operational expenses such as endowment land leases. This also includes the Idaho Bureau of Homeland Security (after 2019) that IdahoPTV has partnered with to provide data connectivity for broadcast signal distribution.

Much of the content that Idaho Public Television airs comes from program distributors or producers, both nationally and regionally. If these program production funding sources change (up or down), it could have an impact on IdahoPTV's ability to meet its goals and objectives targets.

Legislation/Rules:
Recent state statute and rule changes typically have not impacted Idaho Public Television. We are monitoring, to the degree we can, the effectiveness and sunset of the expanded Idaho education tax credit that is set to expire December 31, 2015.

Federal Government:
Various aspects of IdahoPTV's program functions fall under federal oversight, including the Federal Communications Commission, United States Department of Commerce, United States Department of Agriculture, Federal Aviation Administration, United States Department of Homeland Security, Internal Revenue Service, etc. Any change of federal rules and funding by any of these entities could also affect our ability to fulfill this strategic plan.

The FCC is currently engaged in auctioning frequencies to non-broadcast providers that have traditionally been used by broadcasters including Idaho Public Television. In doing so, the FCC is requiring stations to move to their transmitters and translators to different frequencies "repacking" them into fewer more congested frequencies. This has the potential of costing stations significant funds, and in some cases losing service to particular communities when available frequencies don't exist.

As viewers increasingly obtain their video content via new devices (computers, iPads, smartphones, broadband delivered set-top-boxes, etc.) in addition to traditional broadcast, cable and satellite, Idaho Public Television must invest in the technology to meet our viewers' needs. The ability of public television stations to raise private contributions and other revenue via these new platforms continues to be a significant challenge.

Idaho Public Television
FY 2016 – 2020 Strategic Plan Supplemental

Performance Measure	FY 2014 Data	FY 2016 Benchmark	FY 2020 Benchmark
Number of DTV translators.	47 of 49	48 of 49	48 of 49
Number of cable companies carrying our prime digital channel.	28	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our DTV signal coverage area.	98.4%	98.5%	98.5%
Number of partnerships with other Idaho state entities and educational institutions.	*	21	26
Total FTE in content delivery and distribution.	18.58	Less than 29	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.6%	97.5%	100%
Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	16%	15%	75%
Number of visitors to our websites.	1,520,814	1,500,000	1,750,000
Number of visitors to IdahoPTV/PBS video player.	48,836	30,000	50,000
Number of alternative delivery platforms and applications on which our content is delivered.	**	4	12
Number of broadcast hours of educational programming.	28,107	28,000	29,000
Number of broadcast hours of news, public affairs and documentaries.	12,654	12,500	12,500
Number of broadcast hours of Idaho-specific educational and informational programming.	2,074	2,000	2,000
Number of awards for IdahoPTV media and services.	61	40	50
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	*	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

*New performance measures beginning FY 2015.
**New performance measure beginning FY 2016.

IDAHO
Division of
Professional-Technical Education
PTE

Strategic Plan

FY2016-2020

Legal Authority

This strategic plan has been developed by the Division of Professional-Technical Education (DPTE) in compliance with Idaho Code, Title 67, Chapter 19, Sections 67-1901 through 67-1905, as amended. It supersedes all previous DPTE strategic plans.

Statutory authority for and definition of professional-technical education (PTE) is delineated in Idaho Code, Chapter 22, Sections 33-2201 through 33-2212. IDAPA 55 states the role of DPTE is to administer professional-technical education in Idaho and lists specific functions.

Mission

The mission of the Professional-Technical Education system is to prepare Idaho youth and adults for high skill, in-demand careers.

Vision

The vision of the Division of Professional-Technical Education is to be:

1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

Core Functions

- Administration
- Programs
- Technical assistance
- Fiscal oversight
- Research, planning, and performance management

External Factors

- Labor market and general economic conditions
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through professional-technical education
- Availability of funds
- Policies, practices, legislation, and governance external to the Division
- Ability to attract and retain qualified instructors
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions

* Federal reporting requirement

Initiatives

1. Career Advising –Assist PTE students with their post high school education and career planning.

2. Program Standards Alignment – Align program standards to industry requirements. Serves as a foundational component to the long-term objective of seamless secondary to postsecondary transitions and SkillStack implementation.

3. PTE Digital – Expand the availability of identified PTE programs to students using an on-line or distance learning model, as appropriate.

4. Workplace Readiness – Assure work place readiness skills are an integral component of all PTE programs and student technical skill sets.

5. Limited Occupational Specialists – Identify recruitment and retention issues among limited occupational specialists, including opportunities for the Division to promote more mentorship and support

Definitions

For the purposes of this document, terms and phrases are defined as follows:

- Completer: A college student who has graduated from a PTE program of study.
- Concentrator: A high school junior or senior in their final course of a sequence or pathway.
- ISEE: Idaho System for Educational Excellence
- Level gain: Measures skill improvement between a pre and post-test, using a state-approved assessment.
- NCHEMS: The National Center for Higher Education Management Systems
- Positive Placement: Transition to additional education, military, or job placement.
- Postsecondary: A credit bearing program beyond high school.
- PTE (Professional-Technical Education, sometimes referred to as Career and Technical Education): Cutting edge, rigorous and relevant education that prepares youth and adults for a wide range of high-wage, high-skill, in-demand careers.
- Secondary: Grades 9-12

* Federal reporting requirement

- SkillStack: SkillStack is competency-based, online platform that will provide micro-certifications that lead to nationally recognized industry certifications and credentials. This will enhance the ability of students to effectively gain college credit while in high school and receive.
- SLDS: Statewide Longitudinal Data System
- TSA (Technical Skill Assessment): An end of program assessment, often administered by a third party organization that provides a summative assessment of the student's technical knowledge and skills.
- Work force training: Non-credit bearing training for workers who have lost their jobs, customized training for business and industry, upgrade training, related instruction for apprentices, and emergency services training for first responders.

* Federal reporting requirement

Goals and Objectives

This plan is divided into three sections according to each of the Idaho State Board of Education's goals. The Division has crafted objectives, performance measures, and benchmarks that align with each of the Board's three goals.

Board Goal 1: A Well Educated Citizenry – Idaho's P-20 system will provide opportunities for individual advancement across Idaho's diverse population.

1. PTE Objective: Image – Improve statewide perceptions and understanding of professional-technical education to ensure that both professional-technical programs and careers will be valued by Idaho's students, parents and educators, leading to a talent pipeline that supports Idaho's business & industry.

   Performance Measure: Improvement in the image of professional-technical education and careers.

   FY 2016 Benchmark: A marketing plan is developed, including benchmarks to evaluate success in improving PTE image.

2. PTE Objective: Student Success – Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.

   Performance Measure*: Secondary and postsecondary student pass rate for Technical Skill Assessment (TSA).

   FY 2016 Benchmarks:

   To be determined

   Performance Measure: Positive placement rate of secondary concentrators and postsecondary program completers.

   FY 2020 Benchmarks:

   To be determined

   Sub-Performance Measure**:** Placement rate of postsecondary program completers in jobs related to their training.

   FY 2020 Benchmark: To be determined

   Sub-Performance Measure: Rate of secondary concentrators who transition to postsecondary education.

   Annual Benchmark: To be determined

   Performance Measure: The total enrollment of postsecondary students in a PTE program.

   Annual Benchmark: To be determined

* Federal reporting requirement

3. PTE Objective: Advanced Opportunities – Support State Board Policy III.Y by aligning similar first semester PTE programs among the technical colleges and ensuring that secondary program standards align to those postsecondary programs.

   Performance Measure: Number of postsecondary programs that have aligned their first semester.
   FY 2017 Benchmark: 10 programs are aligned

   Performance Measure: The percent of secondary PTE concentrators who transition to postsecondary PTE programs.
   Annual Benchmark: To be determined

4. PTE Objective: Academic Equivalency – Increase the number high school students who earn academic credits that meet graduation requirements through applied PTE courses.

   Performance Measure: The number of high school students who incorporate PTE courses as part of their state non-elective graduation requirements.
   FY 2016 Benchmark: Identify baseline data

   Performance Measure: The number of PTE courses that are offered statewide as an option for meeting state non-elective graduation requirements.
   FY 2016 Benchmark: Identify baseline data

Board Goal 2: Innovation and Economic Development – The educational system will provide an environment that facilitates the creation of practical and theoretical knowledge leading to new ideas.

5. PTE Objective: Leadership and Advocacy – Provide leadership and collaboration among state agencies, education and workforce partners to benefit the economic growth of Idaho's businesses.

   Performance Measure: Number of PTE partnerships that address workforce development challenges faced by Idaho's businesses.

   FY 2016 Benchmarks:
   i. PTE is the co-applicant for a Department of Labor (USDOL) Registered Apprenticeship grant (the grant is with the USDOLto create 300 new apprenticeships over 5 years)
   ii. Develop a standarized test among the technical colleges for the journeyman electrical apprenticeship program

* Federal reporting requirement

iii. Number of successful Workforce Development Training Fund Sector grants, including application, award, and implementation
iv. Utilize a "Team Idaho" approach that coodinates the efforts of state agencies, local economic development entities, and education partners to develop workforce solutions for targeted industry sectors.

Performance Measure: Number of PTE presentations that advocate for alignment between education and the workforce through speaking events targeted to industry, education, students and the media.

FY 2016 Benchmark: PTE staff present at 15 events

6. PTE Objective: Talent Pipelines/Career Pathways – PTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model. Workforce training will provide additional support in delivering skilled talent to Idaho's employers.

Performance Measure: Implementation of competency-based SkillStack microcertifications (created using program standards).

FY 2016 Benchmarks:

i. SkillStack is formally launched, supporting 5 secondary PTE programs of study.
ii. The process for Workforce Training and other non-credit instruction to utilize the SkillStack platform will be finalized.
iii. Establish a baseline of the Number of recognized credentials obtained by students.

FY 2017 Benchmark: Additional 5 programs will be added to SkillStack

FY 2018 Benchmark: The remaining programs for which standards are available will be added to SkillStack

Performance Measure: Number of postsecondary technical credits earned via Advanced Learning Opportunity that satisfy graduation requirements for postsecondary technical programs.

FY 2016 Benchmark: Determine baseline and data collection methodology

Performance Measure: Number of program standards and outcomes that have industry endorsement and align with industry standards.

FY 2020 Benchmark: 100% of programs align to industry standards

Performance Measure: Percent of students who enter an occupation-related to their workforce training (non-credit bearing training).

* Federal reporting requirement

FY 2016 Benchmark: Establish baseline

7. PTE Objective: Adult Basic Education (ABE) – ABE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.

    Performance Measure:* The percent of ABE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English Language, and workplace readiness).
    FY 2020 Benchmark: 51% of reportable ABE students will demonstrate a level gain

    Performance Measure:* The percent of low-skilled adults provided with a viable alternative "entry point" for the workforce and Career Pathway system, who have a positive student placement after program exit.
    FY 2020 Benchmarks:
    i. 50% of qualifying ABE students who were unemployed when they enrolled are employed by the second quarter after exiting the program
    ii. 35% of qualifying ABE students will enter a postsecondary college or training program within one year after exiting the program

8. PTE Objective: Centers for New Directions (CND) – CNDs will help foster positive student outcomes, provide community outreach events and workshops, as well as collaborate with other agencies.

    Performance Measure: Percent of positive outcomes/retention that lead to completing a PTE program of study, enter employment or continued their training.
    Annual Benchmark: Maintain a 90% positive outcome rate or greater

    a. **Performance Measure**: Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.
    Annual Benchmark: Maintain 5,000 contact hours of institutional and community event/workshops

Board Goal 3: Effective and Efficient Educational System – Ensure educational resources are coordinated throughout the state and used effectively.

* Federal reporting requirement

9. PTE Objective: Technical assistance and support for PTE programs – Provide timely, accurate, and comprehensive support to PTE programs that meets the needs of administrators and instructors at both the secondary and postsecondary levels.

    Performance Measure: The overall satisfaction levels of administrators and instructors with the support and assistance provided by PTE.

        FY 2016 Benchmark: Develop a customer-satisfation survey

10. PTE Objective: Data-informed improvement – Develop quality and performance management practices that will contribute to system improvement, including current research, data analysis, and strategic and operational planning.

    Performance Measure: Full implementation of Professional-Technical Education Management System (P-TEMS).

        FY 2016 Benchmark: Launch P-TEMS

    Performance Measure: Data accuracy and automation of the SLDS (postsecondary) and ISEE (secondary) data systems as it pertains to PTE.

        FY 2016 Benchmark: Determine baseline of schools and institutions populating data fields accurately in these systems

    Performance Measure: Incorporation of PTE Postsecondary teacher certifications into the Secondary database system to increase automation, accuracy, and standardization.

        FY 2016 Benchmark: Begin transfer of postsecondary certifications and documents to the secondary SDE database

    Performance Measure: Through on-site reviews, technical assistance, or other oversight mechanisms, the percent of secondary programs reviewed for quality and performance on an annual basis.

        Annual Benchmark: 20% of programs

11. PTE Objective: Program Funding – Funding at the secondary and postsecondary levels will provide the necessary resources for high quality programs and be responsive to the needs of business and industry.

    Performance Measure: A secondary funding model that includes performance-based funding.

        FY 2017 Benchmark: Develop a plan for secondary funding that will be presented to the Board

    Performance Measure: A postsecondary funding model that includes performance-based funding.

        FY 2017 Benchmark: Develop a plan for postsecondary funding will be presented to the Board

* Federal reporting requirement

12. PTE Objective: Highly Qualified Staff – The teacher preparation and certification process will provide for the recruitment and retention of quality PTE teachers.

    Performance Measure: Number of qualified teachers in every program

    FY 2020 Benchmark: Ensure all employed teachers in secondary/postsecondary PTE programs meet the appropriate endorsement standards

13. PTE Objective: Health Matters – Health Matters will result in a better educated citizenry and more efficient and positive service delivery to Idaho's citizens by increasing their access to credible health resources, which include healthy lifestyle and behavior opportunities.

    Performance Measure: Annual website hits

    FY 2020 Benchmark: Increase total number of website hits by 10% from FY2016

14. PTE Objective: Certified Public Manager® (CPM) Program – The program will provide public employees with the skills and abilities to serve as effective leaders and managers at all levels of the public sector.

    Performance Measure: Enrollment from non-participating state agencies .

    FY 2020 Benchmark: Increase by a minimum of 10% from FY2016

    Performance Measure: Enrollment of non-state government entities.

    FY 2020 Benchmark: Increase by one participant for each new cohort track through 2020

* Federal reporting requirement

Eastern Idaho Technical College

Strategic Plan 2016-2020

Revised March 2015

Vision

Our vision is to be a superior professional-technical college. We value a dynamic environment as a foundation for building our College into a nationally recognized technical education role model. We are committed to educating all students through progressive and proven educational philosophies. We will continue to provide high quality education and state-of-the-art facilities and equipment for our students. We seek to achieve a comprehensive curriculum that prepares our students for entering the workforce, articulation to any college and full participation in society. We acknowledge the nature of change, the need for growth, and the potential of all challenges.

Mission

Eastern Idaho Technical College provides superior educational services in a positive learning environment that champion's student success and regional workforce needs.

GOAL 1: PROVIDE OPPORTUNITIES IN LEARNING FOR WORK AND LIFE

Objective A: Eastern Idaho Technical College will provide industry-driven Professional Technical Education (PTE).

Method 1: Program Reporting

- **Performance Measure**: Number of program advisory committee meetings annually
- **Benchmark**: One meeting per year for each full-time program
  Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 2: IPEDS 150% Graduation Rate Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Graduation Rates 150%
- **Benchmark**: Attain a minimum 50% graduation rate
  Results:

FY 2012	64% - Benchmark Attained	
FY 2013	53% - Benchmark Attained	
FY 2014	58% - Benchmark Attained	
FY 2015	51% - Benchmark Attained	

- **Performance Measure:** Credentials: certificates/degrees awarded (SBOE Goal 1 Objective B) (PTE Objective D ii.)
- **Benchmark**: Unduplicated awards as a percentage of student headcount greater than 20%
  Results:

FY 2012	26% - Benchmark Attained	
FY 2013	27% - Benchmark Attained	
FY 2014	30% - Benchmark Attained	
FY 2015		

- **Performance Measure:** Pass rates on Technical Skills Assessments (SBOE Goal 2 Objective B) (PTE Objective D ii.)
- **Benchmark**: Students will meet 90% of the state performance level (Perkins measures) Benchmark Attained yes/no
  Results:

FY 2012	Yes - Benchmark Attained	
FY 2013	Yes - Benchmark Attained	
FY 2014	Yes - Benchmark Attained	
FY 2015		

Method 3: EITC Placement Office Report
- **Performance Measure:** Training Related Placement Rates (SBOE Goal 1 Objective D) (PTE Objective D vii.)
- **Benchmark:** Maintain 85% placement rate
  Results:

FY 2011	73% - Benchmark Not Attained	
FY 2012	70% - Benchmark Not Attained	
FY 2013	79% - Benchmark Not Attained	
FY 2014	76% - Benchmark Not Attained	

Objective B : Adult Learner Re-Integration – Improve the process and increase the options for re-integration of adult learners into the education system.

Method 1: A designed pathway to transition students from ABE into EITC without further remediation

- **Performance Measure:** Number of students continuing education at EITC from ABE (SBOE Goal 1 Objective C) (PTE Objective D iii.)
- **Benchmark:** 60% of ABE students entering into EITC
  Results:

FY 2012		
FY 2013	45% - Benchmark Not Attained	
FY 2014	45% - Benchmark Not Attained	
FY 2015		

- **Performance Measure:** Academic gains of ABE students (SBOE Goal 1 Objective C)
- **Benchmark**: Meets state targets for academic gains for all levels
  Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

- **Performance Measure:** Number of students successfully completing English and Math plus classes (Complete College Initiative) (SBOE Goal 1 Objective C)
- **Benchmark**: 70% of students successfully complete plus classes
  Results:

FY 2012	74% Benchmark Attained	
FY 2013	70% Benchmark Attained	
FY 2014	72% Benchmark Attained	
FY 2015		

Objective C: Workforce Training division will provide on-demand customized training**.**

Method 1: Respond to industry requests or identified needs. (SBOE Goal 1 Objective B) (PTE Objective C iii.)

- **Performance Measure**: Provide customized training to local industries
- **Benchmark**: Increase Workforce Training headcount annually

Results:

FY 2012	14,143	
FY 2013	11,789 - Benchmark Not Attained	
FY 2014	11,446 - Benchmark Not Attained	
FY 2015		

Objective D: Services will be efficient and cost effective.

Method 1: Monitor cost to deliver educational resources

- **Performance Measure**: Cost per credit hour –Non-weighted (SBOE Goal 3 Objective A)
- **Benchmark**: Maintain within 20% of IPEDS Peers

Results:

FY 2012	$599 - Benchmark Not Attained	
FY 2013	$671 - Benchmark Not Attained	
FY 2014	$663 - Benchmark Not Attained	
FY 2015		

Method 2: Controller's Office Report

- **Performance Measure**: Institutional reserves comparable to best practice
- **Benchmark**: 5% of operating expenditures (SBOE Goal 3 Objective A)

Results:

FY 2012	4.801% - Benchmark Not Attained	*New Measure
FY 2013	4.116% - Benchmark Not Attained	
FY 2014	4.625% - Benchmark Not Attained	
FY 2015		

GOAL 2: EITC FACULTY AND STAFF ARE COMMITTED TO STUDENTS AND THEIR SUCCESS.

Objective A: EITC Faculty Provides Effective and Student Centered Instruction**.** (SBOE Goal 1 Objective B for all under objective A)

Method 1: Faculty utilization of the Learning Management System (LMS) to communicate with students efficiently.

- **Performance Measure:** Percentage of faculty using the LMS (SBOE Goal 3 Objective B)
- **Benchmark**: 100%

Results:

FY 2012	90% -Benchmark Not Attained	
FY 2013	100% -Benchmark Attained	
FY 2014	100% -Benchmark Attained	
FY 2015		

Method 2: Utilization of results of annual Student Satisfaction Survey of student centeredness (Noel Levitz Annual Survey)

- **Performance Measure:** Student Satisfaction Survey scale report for student centeredness
- **Benchmark**: Performance gap less than our peer comparisons

Results:

FY 2012	24% less than peers -Benchmark Attained	Annual survey administered in the Fall
FY 2013	3% above peers - Benchmark Not Attained	
FY 2014	3% less than peers - Benchmark Attained	
FY2015	27% less than peers - Benchmark Attained	

Method 3: Utilization of results of annual survey of instructional effectiveness (Noel Levitz Annual Survey).

- **Performance Measure:** Noel Levitz scale report for instructional effectiveness
- **Benchmark:** Less than our peer comparisons

Results:

FY 2012	27% less than peers -Benchmark Attained	Annual survey administered in the Fall
FY 2013	7% less than peers -Benchmark Attained	
FY 2014	8% less than peers -Benchmark Attained	
FY 2015	29% less than peers -Benchmark Attained	

Method 4: Institutional Research Report (SBOE Goal 1 Objective B)

- **Performance Measure:** Fall to Fall full-time student retention
- **Benchmark:** At or above 70%

Results:

FY 2012	66% -Benchmark Not Attained	
FY 2013	68% -Benchmark Not Attained	
FY 2014	66% -Benchmark Not Attained	
FY 2015	67% - Benchmark Not Attained	

Objective B : EITC Staff Provides Effective and Student Centered Support Services. (SBOE Goal 1 Objective B for all listed under this objective)

Method 1: Utilization of results of Student Satisfaction Survey (Noel Levitz Annual Survey)

- **Performance Measure:** EITC Admissions services meets the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement

  Results:

FY 2012	.51 (below gap) -Benchmark Attained	Annual survey administered in the Fall
FY 2013	.66 (below gap) -Benchmark Attained	
FY 2014	.64 (below gap) -Benchmark Attained	
FY 2015	.64 (below gap) -Benchmark Attained	

Method 2: Utilization of results of Student Satisfaction Survey (Noel Levitz Annual Survey)

- **Performance Measure:** Financial Aid services meets the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement

  Results:

FY 2012	.78 (below gap) -Benchmark Attained	Annual survey administered in the Fall
FY 2013	.85 (below gap) -Benchmark Attained	
FY 2014	.74 (below gap) -Benchmark Attained	
FY 2015	.73 (below gap) -Benchmark Attained	

Objective C : Tutoring center provides services to support education success (SBOE Goal 1 Objective B for all of objective C)

Method 1: End of semester student evaluations of effectiveness

- **Performance Measure:** Percentage of students satisfied
- **Benchmark:** 80 % satisfaction

  Results:

FY 2012	96% -Benchmark Attained	
FY 2013	94% -Benchmark Attained	
FY 2014	94% -Benchmark Attained	
FY 2015		

Method 2: Tutoring contact hours to support student needs.

- **Performance Measure:** Number of contact hours annually per unduplicated headcount
- **Benchmark:** 6 hours
  Results:

FY 2012	4 -Benchmark Not Attained	
FY 2013	6 -Benchmark Attained	
FY 2014	5 -Benchmark Attained	
FY 2015		

<u>Objective D :</u> EITC Technology Services meet the expectations of students (SBOE Goal 1 Objective B for all in this objective)

Method 1: Student Satisfaction Survey (Noel Levitz Annual Survey)

- **Performance Measure:** Information Technology services meet the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement
  Results:

FY 2012		* New measure for 2014FA
FY 2013		
FY 2014		
FY 2015	.15 (below gap) – Benchmark Attained	

Method 2: EITC helpdesk satisfaction surveys.

- **Performance Measure:** Measure: Information technology services meet the expectations of students, faculty, and staff
- **Benchmark:** Customer satisfaction levels at or above 90%
  Results:

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	99% average for January and February 2015 – Benchmark Attained	

Objective E : EITC library services meets the expectation of students. (SBOE Goal 1 Objective B)

Method 1: Noel Levitz Survey

- **Performance Measure:** Library services meet the expectations of students
- **Benchmark:** Student satisfaction ratings report less than a 1.0 gap between importance and level of agreement
  Results:

FY 2012	1.09 (above gap) - Benchmark Not Attained	Annual survey administered in the Fall
FY 2013	.82 (below gap) - Benchmark Attained	
FY 2014	.97 (below gap) - Benchmark Attained	
FY 2015	.43 (below gap) - Benchmark Attained	

Objective F : Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes. (SBOE Goal 1 Objective B for all in Objective F)

Method 1: CND Reporting

- **Performance Measure:** Number of applicants/students receiving CND services.
- **Benchmark:** Number of clients served per year, increase by at least one percent (1%).

FY 2012	686 - Benchmark Attained	
FY 2013	518 - Benchmark Not Attained	
FY 2014	411 - Benchmark Not Attained	
FY 2015	258 - Benchmark Not Attained	

- **Performance Measure:** Number of client contact hours
- **Benchmark:** Number of contact hours per year, increase by at least one percent (1%).

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	New Measure No Data Available	

GOAL 3: COMMUNITY ENGAGEMENT

Objective A : On Campus Community provides a safe interactive professional learning environment

Method 1: Comply with federal safety reporting.

- **Performance Measure**: Annual safety reporting (Title IX, Clerey Act)
- **Benchmark:** 100% compliance
- Results:

FY 2012	100% - Benchmark Attained	* New measure
FY 2013	100% - Benchmark Attained	
FY 2014	100% - Benchmark Attained	
FY 2015		

Method 2: Maintain active EITC safety committee

- **Performance Measure**: Regular meetings to review and improve safety
- **Benchmark:** 10 meetings annually, 10 reports
- Results:

FY 2012		* New measure
FY 2013		
FY 2014		
FY 2015	New Measure No Data Available	

Method 3: Noel Levitz Survey Safety and Security

- **Performance Measure:** On Campus safety and security
- **Benchmark:** Student Satisfaction Survey ratings report less than a 1.0 gap between importance of safety and security and level of agreement
- Results:

FY 2012	1.11(above gap) - Benchmark Not Attained	Annual survey administered in the Fall
FY 2013	.84 (below gap) - Benchmark Attained	
FY 2014	.78 (below gap) - Benchmark Attained	
FY 2015	.66 (below gap) - Benchmark Attained	

Method 4: On-Campus Communication

- **Performance Measure:** Publish and distribute college newsletter
- **Benchmark:** 6 issues annually
  Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

Method 5: On-Campus Communication

- **Performance Measure:** President forums
- **Benchmark:** 2 forums annually
  Results:

FY 2012	Benchmark Attained	
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 6: Professional Development

- **Performance Measure:** Provide funds for faculty and staff professional development
- **Benchmark:** 10K Annually
  Results:

FY 2012	New Measure No Data Available	* New measure
FY 2013	New Measure No Data Available	
FY 2014	Benchmark Attained	
FY 2015	Benchmark Attained	

Method 7: Professional Development (SBOE Goal 2 Objective B)

- **Performance Measure:** Faculty and staff that participate in professional development
- **Benchmark:** 80% participation

  Results:

FY 2012		* New measure
FY 2013		
FY 2014	New Measure No Data Available	
FY 2015		

Objective C : Regional Community Engagement - EITC will seek input and will provide regional community members educational opportunities (SBOE Goal 1 Objective A)

Method 1: Enrollment reports of credit and non-credit courses (SBOE Goal 1 Objective B)

- **Performance Measure**: Headcount (Unduplicated) in regional centers
- **Benchmark:** Increase headcount 1% annually at off-campus sites

  Results:

FY 2012	612 – (increase) Benchmark Attained	
FY 2013	533 (decrease)- Benchmark Not Attained	
FY 2014	347 (decrease) - Benchmark Not Attained	
FY 2015		

Method 2: Annual Report from the Eastern Idaho Technical College Foundation (EITCF) (SBOE Goal 1 Objective A)

- Performance Measure: Percentage of students receiving EITCF scholarships
- Benchmark: 25%

  Results

FY 2012	18% - Benchmark Attained	
FY 2013	25% - Benchmark Attained	
FY 2014	26% - Benchmark Attained	
FY 2015		

Method 3: Eastern Idaho Technical College Advisory Council Meetings

- Performance Measure: Council will meet at least three times per calendar year.
- Benchmark: Measure Attained
  Results

FY 2012	New Measure No Data Available	* New measure
FY 2013	New Measure No Data Available	
FY 2014	Benchmark Attained	
FY 2015		

Objective C: EITC supports statewide educational initiatives (SBOE Goal 1 Objective C for all listed in EITC Objective C)

Method 1: State Board of Education (SBOE) confirmation of participation

- Performance Measure: Participate in SBOE statewide initiatives (i.e. Complete College Idaho, General Education Reform, GEM stamping, etc.)
- Benchmark: College participation
  Results

FY 2012	Benchmark Attained	* New measure
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Method 2: Idaho Division for Professional Technical Education (PTE) confirmation of participation

- Performance Measure: Participate in PTE statewide initiatives (i.e. TCLC Meetings, Advanced Placement Opportunities, Host Institution Delivery, etc.)
- Benchmark: College participation
  Results

FY 2012	Benchmark Attained	* New measure
FY 2013	Benchmark Attained	
FY 2014	Benchmark Attained	
FY 2015		

Key External Factors

(Beyond the control of Eastern Idaho Technical College)

Funding:

Most State Board of Education strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Availability of state revenues (for appropriation), gubernatorial, and legislative support for some Board initiatives can be uncertain.

Legislation/Rules:

Beyond funding considerations, many education policies are embedded in State statute or rule and not under Board control. Changes to statute and rule desired by the Board of Education are accomplished according to State guidelines. Rules require public notice and opportunity for comment, gubernatorial support, and adoption by the Legislature. Proposed legislation must be supported by the Governor, gain approval in the germane legislative committees and pass both houses of the Legislature.

Federal Government:

A great deal of education funding for Idaho public schools is provided by the federal government. Funding is often tied to specific federal programs and objectives and therefore can greatly influence education policy in the State.

University of Idaho
A LEGACY OF LEADING

Leading Idaho:

The University of Idaho Strategic Plan

FY2016-FY2020

INTRODUCTION

The University of Idaho is the first choice for student success and statewide leadership. We are the premier land-grant research university in our state. We lead in teaching and engaged student learning in our undergraduate, graduate, and professional programs. We excel at interdisciplinary research, service to businesses and communities, and in advancing diversity, citizenship, and global outreach. Through our growing residential and networked university and strong alumni connections, we develop leaders who will guide Idaho to global economic success, create a sustainable American West, and address our nation's most challenging problems.

As Idaho's land-grant institution, our students, faculty, and staff are engaged in a vast network of powerful partnerships through statewide locations, laboratories, research and extension centers, outreach programs, and a base of loyal alumni worldwide. These resources provide connections to individuals, businesses, and communities that strive to improve the quality of life of all Idaho citizens and secure the economic progress of the world.

We are committed to a student-centered, engaged learning environment. Our unique geography, intimate setting, residential campus, and dedicated faculty provide aspiring leaders with the skills and abilities to challenge themselves and learn by doing.

Our leadership position in research and creative activity presents opportunities to interact and innovate with world-class faculty. Our students gain firsthand experience addressing global challenges, and bring contemporary knowledge and experience into their careers and lives.

Students, faculty, and staff at the University of Idaho are dedicated to advancing a purposeful and just community that respects individuality and provides access and inclusion for all cultures to create a climate that is civil and respectful. Innovative, productive collaborations that foster community and build morale are encouraged.

Over the past five years, the university community has implemented a strategic plan to further the vision and mission of the university. This 2016-20 Strategic Plan fulfills the promise of a 21st century land-grant institution to lead and inspire Idaho, the nation, and the world. To achieve this, all units will develop strategic actions that advance the overall strategic direction, vision, and values of the institution.

MISSION

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions.

VISION

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a land-grant research university.

PRINCIPLES AND VALUES

Learn, create, and innovate
Preserve and transmit knowledge
Act with integrity
Treat others with respect
Celebrate excellence
Change lives
Welcome and include everyone
Take responsibility for the future

Goal 1: Teaching and Learning Goal: Enable student success in a rapidly changing world.

Context: Our graduates live, work, compete, and prosper in a constantly changing environment. Consequently, curricula, co-curricular activities, pedagogy, and assessment must be quickly adaptable as the environment changes. Learning experiences drawn from our disciplinary and interdisciplinary strengths will help students develop the ability to identify and address complex problems and opportunities.

Objective A: Build adaptable, integrative curricula and pedagogies.

Strategies:

1. Streamline policies and practices to enable creative program revision and course scheduling.
2. Implement general education requirements that emphasize integrative learning throughout the undergraduate experience.
3. Use external and internal assessments to keep teaching and learning vital.
4. Build curricula to support timely degree completion.
5. Expand opportunities for professional education.
6. Apply emerging technologies to increase access and respond to the needs of local and global learners.
7. Develop increased learning opportunities for underserved or underrepresented communities.
8. Employ active learning pedagogies to enhance student learning where appropriate.

Performance Measure: The average time to complete a Bachelor's degree.

Benchmark: Four and one-half (4.50) years (using the Complete College Idaho methodology).
Rationale: Timely degree completion, along with high graduation rates, results from and reflects efficient curricula, good advising and student centered teaching. Allowing 4.5 years gives students time to take fewer credits in some terms, take a few extra elective courses, and/or change majors.

Performance Measure: Retention rates (percent of full-time and part-time freshmen returning for a second year or full-time and part-time new transfers returning or completing their program).
Benchmark: The median of our official peer institutions, which we have most recently calculated as 83%. We have not recently computed the retention/success rate for new transfers at our peer institutions.
Rationale: Required by SBOE.

Performance Measure: Graduation rate (percent of full-time and part-time freshmen graduating in six years).
Benchmark: The median of our official peer institutions (most recently 62% for full-time, part-time peer median not yet compiled for peers).
Rationale: Required by SBOE.

Performance Measure: Dual Credit (total credits and # of students)
Benchmark: Consistent annual increases to market saturation.
Rationale: Required by SBOE.

Performance Measure: Total undergraduate degrees conferred (number of undergraduate degree completions per 100 FTE undergraduate students enrolled).
Benchmark: The median of our official peer institutions.
Rationale: Required by SBOE.

<u>Objective B:</u> Develop integrative learning activities that span students' entire university experience.

Strategies:

1. Increase educational experiences within the living and learning environments.
2. Engage alumni and stakeholders as partners in student mentoring.
3. Increase student participation in co-curricular activities.
4. Integrate curricular and co-curricular activities.
5. Increase opportunities for student interaction and interdisciplinary collaboration.

Performance Measure: Number and percent of students participating in Study Abroad and National Student Exchange programs.
Benchmark: Five percent of the full-time undergraduate degree-seeking student body.
Rationale: Enabling students to not only progress through their academic career but also to do so while learning in diverse settings provides them with greater perspective.

Goal 2: Scholarly and Creative Activity Goal: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Context: Our quality of life today and in the future depends on the merit of our scholarship and creative endeavors. Many of the most pressing issues facing society cut across disciplines and require solutions that do the same. At the University of Idaho we are committed to helping address society's pressing issues by continuing to support strong disciplinary and interdisciplinary activities that emphasize quality, innovation, critical thinking, and collaboration. We intend to improve the quality of life of all Idaho citizens and secure the economic progress of our world.

Objective A: Strengthen all scholarly and creative activities consistent with the University's strategic missions and signature areas.

Strategies:

1. Engage accomplished scholars to provide mentoring and leadership for key research and creative initiatives.
2. Increase the number of endowed faculty positions and postdoctoral, graduate, and undergraduate fellowships.
3. Support faculty, student, and staff entrepreneurial activity to develop new areas of excellence.
4. Implement university-wide mechanisms to provide attractive start-up packages for faculty and reward systems that recruit and retain world class faculty and staff.
5. Leverage the skills of non-tenure track faculty to promote research growth.
6. Increase the application of and public access to the results of scholarly and creative activities.

Performance Measure: The number of grant applications supporting or requiring interdisciplinary activities in which two or more faculty from different departments are listed as Co-Principal Investigators.
Benchmark: 20%
Rationale: Increased from 10% in FY2009 to 25% in FY2013; sustainable growth is our goal.

Performance Measure: Funding from competitive federally funded grants per full-time instruction and research faculty.
Benchmark: $150,000
Rationale: Increased from $128k to $153k from FY2010 through FY2013; sustainable growth is our goal.

Objective B: Enable faculty, student, and staff engagement in interdisciplinary scholarship and creative activity.

Strategies:

1. Expand opportunities for ongoing interactions among faculty, students, and staff to identify areas of common interest.
2. Increase support for graduate and undergraduate interdisciplinary research and

creative activity.
3. Develop clear criteria for evaluating engaged scholarship.
4. Increase the national and international visibility of the University's contributions to interdisciplinary activities.
5. Partner with other educational institutions, industry, not-for-profits, and public agencies to expand resources and expertise.
6. Facilitate the submission of large, interdisciplinary proposals to obtain funding and to sustain successful projects.

Performance Measure: Percent of undergraduate degrees conferred in STEM fields.
Benchmark: Peer median (most recent value was 32%)
Rationale: Science, Technology, Engineering and Mathematics fields are essential in our highly technological society; these degree recipients contribute disproportionately to the Idaho economy.

Goal 3: Outreach and Engagement Goal: Meet society's critical needs by engaging in mutually beneficial partnerships.

Context: As the state's land-grant institution, the University of Idaho is uniquely positioned to expand its impact in Idaho and beyond. We seek to achieve that end through engagement--working across disciplines; integrating teaching, research, and outreach; and partnering with constituents for the mutually beneficial exchange of knowledge and resources.

<u>Objective A:</u> Develop processes, systems, and rewards that foster faculty, staff, and student outreach and engagement.

Strategies:

1. Increase the internal visibility of our outreach and engagement activities to facilitate interaction and develop synergies across the university.
2. Develop clear criteria for evaluating outreach and engagement.
3. Recognize and reward engagement with communities, businesses, non-profits, and agencies.
4. Develop an infrastructure and streamline administrative processes to coordinate outreach and engagement efforts.
5. Communicate best practices for development and implementation of outreach and engagement projects.

Performance Measure: Evidence of an institutional commitment to supporting faculty outreach and engagement activities in each strategic area noted above.
Benchmark: Qualitative and quantitative evidence indicating progress in each area.
Rationale: Demonstrating progress in this area requires a mixed-methods approach, which will include noting establishment of distinct organizational structures, changes in annual position descriptions, promotion and tenure policies, recognition from national agencies (e.g. Carnegie Classification for Engagement, US Presidential Higher Education Community Service Honor Role, Magrath and Kellogg Foundation Engagement Awards).

Objective B: Strengthen and expand mutually beneficial partnerships with stakeholders in Idaho and beyond.

Strategies:

1. Increase opportunities for faculty and students to connect with external constituents. Develop new partnerships with others who are addressing high priority issues.
2. Increase student participation in defining and delivering experiential learning opportunities.
3. Increase the external visibility of our outreach and engagement activities.
4. Coordinate plans to increase external funding for outreach and engagement.

Performance Measure: Percentage of students participating in service learning activities, as reported by the University of Idaho Service Learning Center and the ASUI Volunteerism Center.
Benchmark: One-third of the total student body (approximately 3200 students) will engage in community service activities.
Rationale: Over the course of the 2012-2013 academic year approximately 33% of University of Idaho students participated in 98 service-learning activities and provided more than 150,000 hours of service to more than 160 community organizations throughout Idaho.

Goal 4: Community and Culture Goal: Be a purposeful, ethical, vibrant, and open community.

Context: Our community is characterized by openness, trust, and respect. We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.

Objective A: Be a community committed to access and inclusion.

Strategies:

1. Recruit and retain a diverse student body.
2. Recruit and retain diverse faculty and staff.
3. Expand opportunities for cultural competency training.
4. Build extended community partnerships to enhance an environment that values diversity.

Performance Measure: Percentage of disadvantaged minority students, faculty and staff.
Benchmark: Meet or exceed peer medians (most recently 13% of students, 5% of faculty and 7% of staff).
Rationale: The diversity of our campus should be compared with our land-grant, high research peer institutions' diversity.

Objective B: Be a community committed to civility and respect.

Strategies:

1. Promote civil and respectful dialogue and debate both in and out of the classroom.
2. Increase systematic, consistent, and productive responses to behaviors that are destructive to the community.
3. Promote a sense of concern for and accountability to others.

Performance Measure: Percentages of faculty, staff and students who report positive experiences on surveys conducted periodically to assess the culture and climate. These include the every-third-year HERI/UCLA Faculty and UI Staff surveys, and the annual Graduating Senior Survey.
Benchmark: Peer medians when available, prior results if not (95% for students, 75% for faculty and 88% for staff).
Rationale: The periodic surveys listed above provide historical data suitable for trend analyses. The UI Diversity Task Force is also in the process of studying these issues and developing additional measures.

Objective C: Be a community committed to productivity, sustainability, and innovation.

Strategies:

1. 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.
2. Develop and promote activities to increase collaboration with new and unique partners.
3. Energize the community and foster commitment to university-wide endeavors by communicating our successes.
4. Create efficiencies through innovative collaboration, shared goals, and common experiences.
5. Invigorate the community by promoting attitudes of leadership and excellence.
6. Steward our financial assets, infrastructure, and human resources to optimize performance.

Performance Measure: For finances, the institution primary reserve ratio.
Benchmark: The institution primary reserve ratio, as reported by UI Business Systems and Accounting Services, should be comparable to the advisable level of reserves established by NACUBO, which was most recently 40%.
Rationale: This benchmark is based on NACUBO recommendations.

Key External Factors

State Board of Education (SBOE): Achievement of strategic goals and objectives assumes SBOE support and commitment to UI’s unique role and mission.

Funding: Economic conditions will play an important role in the perceived value and effectiveness of higher education in the coming years. On-going and appropriate levels of funding from state and federal sources will be critical for the success of our strategic plan.

BOISE STATE UNIVERSITY

UPDATED FOR FY2016 THROUGH FY2020

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE COMPLETE COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS

Focus on Effectiveness

Mission Statement

Boise State University is a public, metropolitan research university providing leadership in academics, research, and civic engagement. The university offers an array of undergraduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation, and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation. The university is an integral part of its metropolitan environment and is engaged in its economic vitality, policy issues, professional and continuing education programming, and cultural enrichment.

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at http://academics.boisestate.edu/planning/accreditation-standard-one/.

Undergraduate Education. *Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.*

Graduate Education. *Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is respected for its high quality, and is delivered within a supportive graduate culture.*

Research and Creative Activity. *Through our endeavors in basic and applied research and in creative activity, our researchers, artists, and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.*

Community Commitment. *The university is a vital part of the community, and our commitment to the community extends beyond our educational programs, research, and creative activity. We collaborate in the development of partnerships that address community and university issues. The community and university share knowledge and expertise with each other. We look to the community to inform our goals, actions, and measures of success. We work with the community to create a rich mix of culture, learning experiences, and entertainment that educates and enriches the lives of our citizens. Our campus culture and climate promote civility, inclusivity and collegiality.*

Vision for Strategic Plan

Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment.

Focus on Effectiveness: A Strategic Plan for Boise State University
Initially developed for the years 2012-2017
Updated in this document to cover the fiscal years 2016-2020
(* denotes system-wide measure required by SBOE)

Goal 1: **Create a signature, high-quality educational experience for all students.**

Objectives:

- Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.
- Provide bountiful opportunities within and across disciplines for experiential learning.
- Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education.
- Cultivate intellectual community among students and faculty.
- Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Goal 1: Key Performance Measures	**Recent data**				**Performance Targets**	
					For FY2016	**For FY2020**
% students achieving University Learning Outcomes[1] >Written & oral communication (ULOs 1-2) >Critical inquiry, innovation, teamwork (ULOs 3-4) >Civic & Ethical foundations (ULOs 5-6)	New program: Fall 2012 New program: Fall 2012 New program: Fall 2012				Initial assessment of ULO's 1, 3, 5, 6 in spring 2015 via ePortfolios	90% of graduates rated as "good" or "exemplary"
	2006	**2008**	**2010**	**2012**	**For FY2016**	**For FY2020**
NSSE benchmark measures of student perception of quality of educational experience (as % of urban peer rating; for seniors only):						
>Level of academic challenge	97.1%	97.8%	98.2%	98.5%	100%	100%
>Active and collaborative learning	100.0%	102.0%	96.5%	97.9%	100%	100%
>Student-faculty interaction	93.4%	96.9%	87.0%	90.8%	95%	100%
>Enriching educational experience	99.4%	96.7%	95.9%	93.0%	98%	100%
>Supportive campus environment	93.6%	90.0%	90.1%	88.3%	95%	100%

[1] % of graduating undergraduates who achieve a competency of "exemplary" or "good" for each of ULOs 1-6 (Intellectual foundations and Civic & ethical foundations) and for ULO 7-11 (Disciplinary areas). The ULOs are based on the "LEAP" program of the AAC&U, and are incorporated into our Foundational Studies Program.

Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.

Objectives:

- Identify and remove barriers to graduation.
- Bring classes to students using advanced technologies and multiple delivery formats.
- Design and implement innovative policies and processes that facilitate student success.
- Connect students with university services that address their individual needs.
- Ensure that faculty and staff understand their roles and responsibilities in facilitating student success.

Goal 2: Key Performance Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Number degree graduates[2]*						
>Baccalaureate	2,411	2,584	2,716	2,763	3,125	3,700
(SBOE target for baccalaureate graduates[3])	(2,127)	(2,270)	(2,413)	(2,557)	(2,843)	(3,416)
>Master's	641	651	691	640	700	800
>Doctoral	11	11	11	34	28	38
Baccalaureate graduates per 100 FTE enrolled[4]*	17.5	18.4	19.4	20.0	21.0	22.5
Graduate level graduates per 100 FTE enrolled[5]*	59.2	60.3	62.5	58.9	63.0	64.0
Dual enrollment [6]*						
># credits produced	9,435	10,770	11,607	12,111	14,000	17,000
># students served	2,030	2,410	2,666	2,699	3,100	3,800
eCampus (Distance Education)						
>Student Credit Hours	52,590	55,571	60,146	66,058	76,000	97,000
>Distinct Students Enrolled	9,147	9,381	9,787	10,620	12,200	15,000
	F05 cohort	F2006 cohort	F2007 cohort	F2008 cohort	Fall 2010 Cohort	Fall 2013 Cohort
Success and Progress Rate (at six years)[7]						
>First-time, Full-time Freshmen		64%	70%	70%	72%	75%
>Transfer students		75%	74%	77%	77.5%	81%
6 year graduation of first-time full-time freshman	29.3%	29.5%	38.2%	37.1%	44%	50%
	F2010 cohort	F2011 cohort	F2012 cohort	F2013 cohort	F2015 cohort	F2018 cohort
1-year retention, first-time full-time degree seeking freshmen (10th day)[8]*	69.1%	71.4%	71.2%	74.7%	77%	80%
1-year retention, degree-seeking transfer students (10th day)[9]*	69.8%	72.7%	72.8%	70.7%	77%	80%
	2006	2008	2010	2012	For FY2016	For FY2020
NSSE student rating of administrative offices (as % of urban peer average score)	98.4%	94.5%	97.1%	96.9%	100%	100%

[2] Distinct graduates summed over summer, fall, and spring terms.
[3] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3.
[4] Student FTE is based on degree seeking undergraduate students. End of term count is used. Calculated as a three year running average of # of FT students plus 1/3 # PT students. Uses baccalaureate graduates only.
[5] Student FTE same calculation as undergrad. "Graduates" is an unduplicated count of those who graduated with a master's and or a graduate certificate and/or a doctorate in summer/fall/spring.
[6] Dual enrollment credits and students are measures of activity that occur over the entire year at multiple locations using various delivery methods. When providing measures of this activity, counts over the full year (instead of by term) provide the most complete picture of the number of unduplicated students that are enrolled and the number of credits earned.
[7] "Success and Graduation Rate" is used by the Voluntary System of Accountability to provide a more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduated from or are still enrolled at Boise State, or graduated or still enrolled elsewhere.
[8] Retention for the Fall 2009 cohort is measured as the percent of the Fall 2009 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2010.
[9] Retention for the Fall 2009 cohort is measured as the percent of the Fall 2009 cohort of first time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2010.

Goal 3: **Gain distinction as a doctoral research university.**

Objectives:

- Recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.
- Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit.
- Build select doctoral programs with a priority in professional and STEM disciplines.
- Build infrastructure to keep pace with growing research and creative activity.
- Design systems to support and reward interdisciplinary collaboration.

Goal 3: Key Performance Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Total Research & Development Expenditures (as reported to the National Science Foundation)	$24.2M	$27.9M	$25.7M	$26.6M	$30.0 M	$38 M
Number of doctoral graduates (PhD and EdD)	11	11	11	34	28	38
New doctoral programs	No new doctoral programs	Fall 2012 start: PhD Biomol-ecular Science; PhD Material Science & Engineering; EdD Educational Technology	Fall 2013 start: Doctor of Nursing Practice; PhD in Public Policy	No new doctoral programs	No new doctoral programs	PhD in Ecology, Evolution, & Behavior; PhD Computing
	CY 2007-11	CY 2008-12	CY 2009-13	CY 2010-14	For CY 2012-16	For CY 2016-20
Number of peer-reviewed publications over 5-year period[10]	1,225	1,317	1,411	1,449	1,750	2,300
	CY 2007-11	CY 2008-12	CY 2009-13	CY 2010-14	For CY 2012-16	For CY 2016-20
Citations of publications by Boise State authors over five year span[11]	4,998	5,351	6,956	9,043	12,000	17,000

[10] # of publications over five year span with Boise State listed as an address for one or more authors; from Web of Science.

[11] Total citations, during the listed five year span, of peer-reviewed publications published in that same five year span, limited to those publications with Boise State listed as an address for at least one author. From Web of Science. http://library.boisestate.edu/researchindicators/index.php

Goal 4: Align university programs and activities with community needs.

Objectives:

- Include community impact in the creation and assessment of university programs and activities.
- Leverage knowledge and expertise within the community to develop mutually beneficial partnerships.
- Collaborate with external partners to increase Idaho students' readiness for and enrollment in higher education.
- Increase student recruitment, retention, and graduation in STEM disciplines.
- Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Goal 4: Key Performance Measures	Recent data				Performance Targets	
	FY 2011	FY 2012	FY 2013	FY 2014	For FY2016	For FY2020
Number of graduates with high impact on Idaho's college completion rate						
Baccalaureate graduates traditionally underrepresented groups [12]						
>from rural counties[13]	153	149	154	154	174	206
>from ethnic minorities	153	170	194	218	275	380
Baccalaureate graduates who are Idaho residents	2,188	2,264	2,317	2298	2,600	3,077
Baccalaureate graduates who started as Idaho community college transfers (in Transfer Cohort)	177	173	234	288	390	600
Number of graduates in high demand disciplines (bachelor's, master's, doctoral)[14]	1,000	1,082	1,020	1,015	1,200	1,450
Number of STEM graduates (bachelor's, STEM education, master's, doctoral)[15]	375	407	452	495	600	800
# of employers listing career-level jobs with BroncoJobs	623	832	834	Not available at this time	950	1,100
Students Participating in Courses with Service Learning Component	2,577	2,648	2,398	2,151	2,775	3,000
# of students requiring remedial coursework[16]*	108 8.4%	123 10.4%	102 8.7%	110 9.4%	100 8%	100 8%
Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation				Boise State's 's Community Engagement Classification was renewed in Spring 2015	

[12] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[13] "Rural counties" is defined as the ten service area counties minus Ada and Canyon counties.

[14] Defined as distinct number of graduates in those disciplines appropriate for the top 25% of jobs listed by the Idaho Department of Labor, based on projected # of openings 2008-2018.

[15] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both of the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

[16] Includes all new Idaho students who have been out of high school 1 year or less needing to complete remedial coursework.

Goal 5: **Transform our operations to serve the contemporary mission of the university.**

Objectives:

- Reinvent our academic and business practices to improve service and efficiency.
- Simplify or eliminate policies and regulations that waste effort and resources.
- Invest in faculty and staff to develop key competencies and motivate top performance.
- Break down silos that inhibit communication, collaboration and creativity.
- Provide widespread and timely access to reliable and understandable data, and use it to drive decision-making across the university.
- Build an infrastructure to encourage and accommodate external funding, philanthropic support, private-sector relationships, and a diversity of funding models.
- Develop and implement a model for resource allocation that supports strategic goals and promotes innovation, effectiveness, and responsible risk-taking.

Goal 5: Key Performance Measures		**Recent data**				**Performance Targets**	
		FY 2011	**FY 2012**	**FY 2013**	**FY 2014**	**For FY2016**	**For FY2020**
Cost of education[17] (resident undergrad with 15-cr load per semester; tuition & fees per year)	Boise State> WICHE avg> BSU as % of W>	$5,300 $6,005 88.3%	$5,566 $6.645 83.8%	$5,884 $7,037 83.6%	$6,292 $7,331 85.8%	Remain less than the WICHE state average	Remain less than the WICHE state average
	CPI adjusted?	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**	**For FY2016**	**For FY2020**
Total Expense per EWA Weighted SCH delivered: Undergraduate Only[18*]	***In 2011 $$>*** Unadjusted>	***$235.52*** $235.52	***$247.02*** $252.13	***$258.60*** $267.81	***$270.73*** *$284.92*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
Total Expense per EWA Weighted SCH delivered: Undergraduate and Graduate[16*]	***In 2011 $$>*** Unadjusted>	***$218.56*** $218.56	***$229.95*** $234.71	***$239.40*** $247.92	***$248.98*** $262.03	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Distinct baccalaureate graduates per $100k undergraduate expense[16*]	***In 2011 $$>*** Unadjusted>	***1.39*** 1.39	***1.42*** 1.40	***1.44*** 1.39	***1.43*** 1.36	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k
Distinct degree graduates (bacc., master's, doctoral) per $100k undergraduate + graduate expense[16*]	***In 2011 $$>*** Unadjusted>	***1.53*** 1.53	***1.58*** 1.55	***1.57*** 1.52	***1.53*** 1.45	No decrease in CPI adjusted # per $100k	No decrease in CPI adjusted # per $100k

[17] WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf

[18] Expense information is from the Cost of College study, which is produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels.

Mapping of Boise State University's Strategic Plan onto the SBOE Strategic Plan

Boise State Strategic Goals→ → ↓SBOE Strategic Goals↓	*Goal 1: Create a signature, high-quality education experience for all students*	*Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.*	*Goal 3: Gain distinction as a doctoral research university*	*Goal 4: Align university programs and activities with community needs.*	*Goal 5: Transform our operations to serve the contemporary mission of the university.*
Goal 1: A well-educated citizenry					
Objective A: Access- Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system.		✓		✓	
Objective B: Higher level of educational attainment - Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system.		✓		✓	
Objective C: Adult learner re-Integration - Improve the processes and increase the options for re-integration of adult learners into the education system.		✓		✓	
Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce.	✓	✓	✓	✓	
Goal 2: Critical Thinking and innovation					
Objective A: Critical Thinking, Innovation and Creativity – Increase research and development of new ideas into solutions that benefit society.	✓		✓	✓	✓
Objective B: Quality Instruction - Increase student performance through the development, recruitment, and retention of a diverse and highly qualified workforce of teachers, faculty, and staff.			✓	✓	✓
Goal 3: Effective and Efficient Delivery Systems					
Objective A: Cost Effective and Fiscally Prudent - Increased productivity and cost-effectiveness.		✓		✓	✓
Objective B: Data-informed Decision Making- Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system.				✓	✓

Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → ↓Complete College Idaho Strategic Goals↓	***Goal 1: Create a signature, high-quality education experience for all students***	***Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.***	***Goal 3: Gain distinction as a doctoral research university***	***Goal 4: Align university programs and activities with community needs.***	***Goal 5: Transform our operations to serve the contemporary mission of the university.***
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

Idaho State University Strategic Plan

Mapping Our Future:
Leading in Opportunity and Innovation

FY2016-FY2020

Idaho State University Strategic Plan 2016-2020

Vision: Leading in Opportunity and Innovation

Mission

The mission of Idaho State University is to advance scholarly and creative endeavor through the creation of new knowledge, cutting-edge research, innovative artistic pursuits and high-quality academic instruction; to use these achievements to enhance technical, undergraduate, graduate, and professional education, health care services, and other services provided to the people of Idaho and the nation; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

Idaho State University is a public research institution which serves a diverse population through its broad educational programming and basic, translational, and clinical research. Idaho State University serves and engages its communities with health care clinics and services, professional technical training, early college opportunities, and economic development activities. The University provides leadership in the health professions and related biomedical and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs.

STRATEGIC PLAN GOALS AND OBJECTIVES

Goal 1: LEARNING AND DISCOVERY – Idaho State University promotes an environment that supports learning and discovery through the many synergies that exist among teaching, learning, research and scholarly activities.

Objective 1.1 ISU provides a rich learning environment, in and out of the classroom.

Performance Measures

1.1.1 Number of online course sections offered.
1.1.2 Number of students participating in Career Path Internships.
1.1.3 Number of high school students participating in ISU dual credit courses.

Benchmarks:

1.1.1 900 course sections
1.1.2 600 CPI students
1.1.3 1,800 dual credit students

Objective 1.2 ISU provides a dynamic curriculum to ensure programs are current, relevant, and meet student and workforce needs.

Performance Measure:

1.2.1 Number of certificate and degree programs begun/expanded/revised; and number of certificate and degree programs discontinued.

Benchmark:

1.2.1 Number of new programs approximately equal to number of programs discontinued.

Objective 1.3 Undergraduate and graduate students participate in undergraduate teaching.

Performance Measures

1.3.1 Number of graduate assistantships and fellowships with teaching responsibilities.

1.3.2 Number of students employed as English, math, and content area tutors.

Benchmarks:

1.3.1 Increase graduate teaching assistants by 10 over the next 3 years.

1.3.2 Maintain adequate numbers of tutors to meet student need.

Objective 1.4 Undergraduate and graduate students engage in research and creative/scholarly activity.

Performance Measures

1.4.1 Number of students employed to work with a faculty member on research/creativity activities.

1.4.2 Number of students who participate each year in ISU's research symposia.

Benchmarks:

1.4.1 Increase by 3% per year for next five years.

1.4.2 Increase to 250 students per year.

Objective 1.5 The core faculty is actively engaged in research and creative/scholarly activity.

Performance Measures

1.5.1 Faculty scholarly productivity, as demonstrated by the number of publications, juried shows, exhibits, performances, and other scholarly activities.

1.5.2 Number of proposals submitted for external funding, number funded, and total amount of funding received.

Benchmarks:

1.5.1 This is a new performance measure; data will be obtained from Activity Insight, to be implemented fall 2013 (this is an electronic curriculum vitae and workload program).

1.5.2 Increase the number of proposals submitted, number funded and total amount of funding by 3% per year for next 5 years.

Objective 1.6 Graduates of ISU's programs are well prepared to enter the workforce and/or continue their education at the graduate and professional levels.

Performance Measures

1.6.1 Pass rates on professional licensure and certification exams.

1.6.2 Placement rates of graduates from academic, professional, and professional-technical programs.

Benchmarks:

1.6.1 Maintain pass rates at or above the national averages for each program where national data are available.

1.6.2 Maintain placement rates at or above the national averages for each program where national data are available.

Goal 2: ACCESS AND OPPORTUNITY – Idaho State University provides diverse opportunities for students with a broad range of educational preparation and backgrounds to enter the University and climb the curricular ladder so that they may reach their intellectual potential and achieve their educational goals.

Objective 2.1 Support services provided to enhance retention are utilized by students.

Performance Measures

2.1.1 Number of face-to-face advising contacts provided to undergraduate students by the central academic advising office.
2.1.2 Number of full-time freshmen students who participate in First Year Seminar and ACAD courses.
2.1.3 Average amount of need-based and merit-based financial aid/scholarships awarded to students.
2.1.4 Number of hours the content area tutoring, math and writing centers are utilized.

Benchmarks:

2.1.1 Maintain sufficient access to Central Academic Advising.
2.1.2 Increase to 50% over the next 3 years.
2.1.3 To be determined (based on changes in federal and state financial aid/scholarship programs).
2.1.4 To be determined (based on SBOE changes to the remedial education delivery models).

Objective 2.2 Students' progression from initial enrollment to graduation is monitored, and efforts to increase enrollment, retention and completion are in place (e.g., targeted recruitment, optimal scheduling of courses, early warning system to help students in need, etc.).

Performance Measures (red text indicates 2013-2014 SBOE-required measures for all institutions)

2.2.1 Average time to degree completion by college for full-time and part-time students.
2.2.2 Retention rates from freshman to sophomore and sophomore to junior years, for full-time and part-time students.
2.2.3 Cost per weighted credit hour to deliver undergraduate education.
2.2.4 Completion of undergraduate certificates (1 year or greater) and degrees per $100,000 of education and related spending (i.e., full cost of instruction and student services, plus the portion of institutional support and maintenance assigned to instruction).
2.2.5 Total degree production (split by undergraduate/graduate).
2.2.6 Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
2.2.7 Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission).

Benchmarks:

2.2.1 Positively impact time to degree by 5% over next 3 years.
2.2.2 Positively impact retention rates by 5% over next 3 years.
2.2.3 Positively impact by 5% over next 3 years.
2.2.4 Positively impact this ratio by 5% over next 3 years.
2.2.5 Increase undergraduate and graduate awards by 5% over the next 3 years.
2.2.6 Positively impact this ratio by 5% over next 3 years.
2.2.7 Increase retention rate to 75% over the next 3 years.

Objective 2.3 Students who require remedial coursework are successful in completing their certificate or degree programs.

Performance Measures

2.3.1 Percent of students who successfully complete required remedial courses.

2.3.2 Retention rates (fall to fall) of students who complete remedial courses.

Benchmarks:

2.3.1 To be determined based on changes to be made by the SBOE on remediation delivery models.

2.3.2 Increase retention rate to 70% over the next 3 years.

Objective 2.4 Students who enter with college credits earned while in high school (dual credit) are successful in completing their certificate or degree programs.

Performance Measures

2.4.1 Total number of students enrolled in ISU's Early College program, and total number of credits earned.

Benchmark:

2.4.1 Increase total number of students (unduplicated headcount) to 1,800, and increase total student credit hours generated to 10,800 over the next 3 years.

Objective 2.5 Students participate in community and service learning projects and activities, student organizations, and learning communities.

Performance Measures

2.5.1 Number of student organizations, and annual number of students participating in those organizations.

Benchmarks:

2.5.1 Increase number of students participating in student organizations to 4,500 over next 3 years.

Goal 3 THREE: LEADERSHIP IN THE HEALTH SCIENCES – Idaho State University values its established leadership in the health sciences with primary emphasis in the health professions. We offer a broad spectrum of undergraduate, graduate, and postgraduate training. We deliver health-related services and patient care throughout the State in our clinics and postgraduate residency training sites. We are committed to meeting the health professions workforce needs in Idaho. We support professional development, continuing education, and TeleHealth services. We are active in Health Sciences research.

Objective 3.1 A broad array of health professions certificate and degree programs are offered, many statewide.

Performance Measures

3.1.1 Number of certificate and degree programs offered, and number of students enrolled, in ISU's health professions programs.

3.1.2 Percent of graduates of ISU health professions programs who obtain employment in Idaho.

3.1.3 Pass rates on clinical licensure and certification exams in the health professions.

Benchmarks:

3.1.1 Maintain number of health professions programs offered, and maintain enrollments at or near program capacity.

3.1.2 To be determined (Data to be obtained in the future from the State Longitudinal Data System (SLDS).
3.1.3 Maintain pass rates at or above the national averages, where national data is available.

Objective 3.2 ISU serves the State, the public, and its health professions students through its clinics and other community health venues.

Performance Measures

3.2.1 Number of patient visits to ISU clinics and clinical services.
3.2.2 Number of people served by ISU's community health fairs and screening events.

Benchmarks:

3.2.1 Number of patient visits will increase by 5% over the next 3 years.
3.2.2 Number of people attending these events will increase by 5% over the next 3 years.

Objective 3.3 ISU faculty and students engage in basic, translational, and clinical research in the health sciences.

Performance Measures

3.3.1 Number of faculty engaged in research in the health and biomedical sciences.
3.3.2 Amount of external funding received for health-related and biomedical research.
3.3.3 Number of students participating in clinical research/scholarly activity as part of their degree program.

Benchmarks:

3.3.1 Increase to 40 faculty over the next 3 years.
3.3.2 Funding will increase by 3% per year over the next 3 years.
3.3.3 Increase to 750 students over the next 3 years.

Goal 4: COMMUNITY ENGAGEMENT AND IMPACT – Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region, and benefits the economic health, business development, environment, and arts and culture in the communities it serves.

Objective 4.1 ISU directly contributes to the economic well-being of the State, region, and communities it serves.

Performance Measure:

4.1.1 Total economic impact of the University.

Benchmark:

4.1.1 Total economic impact will increase by 5% over the next 5 years.

Objective 4.2 Campus resource conservation efforts have been initiated; and students and faculty conduct research in the areas of environment and in energy to benefit the State.

Performance Measure:

4.2.1 Resource conservation efforts initiated.

Benchmark:

4.2.1 ISU's efforts to conserve campus resources will continue to be developed.

Objective 4.3 ISU participates in formal and informal partnerships with other entities and stakeholders.

Performance Measure:

4.3.1 Number of active ISU partnerships, collaborative agreements, and contracts with public agencies and private entities.

Benchmark:

4.3.1 Number of partnerships, collaborative agreements, and contracts will increase by 5% over the next 5 years.

Goal 5: STEWARDSHIP OF INSTITUTIONAL RESOURCES – The University has policies and procedures in place to ensure the effective and efficient use of its internal resources to address its infrastructure requirements and to meet the needs of its various constituent groups.

Objective 5.1 The institutional reserves meet the Board's expectations based on best practices.

Performance Measures:

5.1.1 Level of Institutional reserves as a percent of total operating budget.

Benchmark:

5.1.1 The institution maintains or exceeds reserves of 5% of total budget.

Objective 5.2 The institution continually assesses and periodically reviews its utilization of resources.

Performance Measure:

5.2.1 Number of academic, co-curricular, and non-academic program/unit reviews completed each year.

Benchmark:

5.2.1 All academic, co-curricular, and non-academic programs/units will be reviewed at least once every five years.

Key External Factors
(Beyond Direct Control of Idaho State University)

Funding

Many Idaho State University strategic goals and objectives assume on-going and sometimes substantive additional levels of State legislative appropriations. Availability of state revenues, upon which appropriation levels depend, can be uncertain from year to year. Similarly, while gubernatorial and legislative support for ISU efforts are significant, priorities set by those bodies vary from year to year, affecting planning for institutional initiatives and priorities. When we experience several successive years of deep reductions in state appropriated funding, as has occurred in the recent past, it makes it increasingly difficult to plan for and implement strategic growth.

Legislation/Rules

Beyond funding considerations, many institutional and SBOE policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

The recent directives related to creation of the Student Longitudinal Data System, revision of general education and remedial education, common core standards, Smarter Balance Assessment, Complete College America/Idaho, the 60% Goal, zero-based budgeting, performance-based funding, and the additional financial and institutional research reporting requirements have required the reallocation of staff resources and time and effort to comply.

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, recently initiated a new 7-year review cycle and a set of new standards. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

ISU has the largest number of degree programs with specialized accreditation among the state institutions, which significantly increases the workload in these programs due to the requirements for data collection and preparation of periodic reports. The programs in the health professions are reliant on the availability of clerkship sites in the public and private hospitals, clinics, and medical offices within the state and region. The potential for growth in these programs is dependent on maintaining the student to faculty ratios mandated by the specialized accrediting bodies, as well as the availability of a sufficient number of appropriate clerkship sites for our students.

Federal Government

A great deal of educational and extramural research funding for ISU and the SBOE is provided by the federal government. Funding is often tied to specific federal programs and objectives, and therefore can greatly influence both education policy and extramurally-funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

Local/Regional/National/Global Economic Outlook

Conventional wisdom has long tied cyclic economic trends to corresponding trends in higher education enrollments. While some recent factors have caused this long relationship to be shaken in terms of funding students have available for higher education, in general the perceived and actual economic outlooks experienced by students continues to affect both recruitment into our colleges and universities as well as degree progress and completion rates. A greater proportion of our students must work and therefore are less able to complete their education in a timely manner.

ISU FY 2016-2020 Strategic Plan (Rev. 06-02-14)

Idaho State UNIVERSITY

STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDCATION	ISU STRATEGIC PLAN GOALS: Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
GOAL 1: A WELL EDUCATED CITIZENRY	✓	✓	✓	✓	
Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. - **Postsecondary student enrollment by race/ethnicity/gender as compared against population.**	✓	✓			
Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. - **Percent of high school students enrolled and number of credits earned in duel credit.** - **Percent of first-year full-time freshmen returning for second year.** - **Number of postsecondary unduplicated students receiving awards (Associate, bachelor's, master's, doctoral degrees) each year.**	✓	✓	✓		
Improve the processes and increase the options for re-integration of adult learners into the education system. - **Number of bridge programs.** - **Number of adults enrolled in upgrade and customized training.** - **Percent of first-year part-time freshmen returning for second year.**	✓	✓		✓	
Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workplace. - **Number of degrees conferred in STEM fields.** - **Percent of students participating in internships.** - **Percent of students participating in undergraduate research.**	✓	✓	✓	✓	✓

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

ISU FY 2016-2020 Strategic Plan (Rev. 06-02-14)

Idaho State University

STATE BOARD OF EDUCATION OBJECTIVES & MEASURES FOR HIGHER EDUCATION	ISU STRATEGIC PLAN GOALS				
	Learning and Discovery.	Access and Opportunity.	Leadership in the Health Sciences.	Community Engagement and Impact.	Stewardship of Institutional Resources.
GOAL 2: CRITICAL THINKING AND INNOVATION	✓	✓	✓	✓	
Increase research and development of new ideas into solutions that benefit society. - Institution expenditures from competitive Federally funded grants. - Institution expenditures from competitive industry funded grants. - Number of sponsored projects involving the private sector. - Total amount of research expenditures.	✓		✓		✓
Increase student performance through the development, recruitment and retention of a diverse and highly qualified workforce of teachers, faculty, and staff. - Percent of first-time students from public institution teacher training programs that pass the Praxis II	✓				
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS	✓	✓	✓		✓
Increase productivity and cost-effectiveness. - Cost per successfully completed weighted student credit hour. - Average net cost to attend public 4 year institution. - Average number of credits earned at completion of a degree program. - Institutional reserves comparable to best practice.	✓	✓	✓		✓
Increase the quality, thoroughness, and accessibility of data for informed decision-making and continuous improvement of Idaho's educational system. - Develop P-20 workforce longitudinal data system with the ability to access timely and relevant data.					✓

✓ Indicates the specific SBOE's Goals and Objectives that are supported by ISU's Strategic Plan.

Lewis-Clark State College

STRATEGIC PLAN
FY 2016-2020

Lewis-Clark
STATE
COLLEGE

Connecting Learning to Life

STRATEGIC PLAN
FY 2016-2020

LEWIS-CLARK STATE COLLEGE
1893

March 16, 2015

VISION

Lewis-Clark State College (LCSC) will fulfill the Idaho State Board of Education's vision of a seamless public education system by integrating traditional baccalaureate programs, professional-technical training programs, and community college and community support programs within a single institution, serving diverse needs within a single student body, and providing outstanding teaching and support by a single faculty and administrative team.

The college's one-mission, one-team approach will prepare citizens from all walks of life to make the most of their individual potential and will contribute to the common good by fostering respect and close teamwork among all Idahoans. Sustaining a tradition that dates back to its founding as a teacher training college in 1893, LCSC will continue to place paramount emphasis on effective instruction—focusing on the quality of the teaching and learning environment for traditional and non-traditional academic classes, professional-technical education, and community instructional programs.

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

- Actively partner with the K-12 school system, community service agencies, and private enterprises and support regional economic and cultural development
- Strive to sustain its tradition as the most accessible four-year higher-education institution in Idaho by rigorously managing program costs, student fees, housing, textbook and lab costs, and financial assistance to ensure affordability
- Vigorously manage the academic accessibility of its programs through accurate placement, use of student-centered course curricula, and constant oversight of faculty teaching effectiveness
- Nurture the development of strong personal values and emphasize teamwork to equip its students to become productive and effective citizens who will work together to make a positive difference in the region, the state, the nation, and the world.

MISSION

Lewis-Clark State College is a regional state college offering instruction in the liberal arts and sciences, professional areas tailored to the educational needs of Idaho, applied technical programs which support the local and state economy and other educational programs designed to meet the needs of Idahoans.

Core Theme One: Connecting Learning to Life Through Academic Programs
The first segment of the three part mission of Lewis-Clark State College is fulfilled under aegis of Academic Programs. This theme guides the offering of undergraduate instruction in the liberal arts and sciences and professional programs tailored to the educational needs of Idaho.

Core Theme Two: Connecting Learning to Life Through Professional-Technical Programs
The second segment of the three part mission of Lewis-Clark State College is fulfilled under the aegis of Professional-Technical Programs. LCSC functions under this theme by offering an array of credit and non-credit educational experiences to prepare skilled workers in established and emerging occupations that serve the region's employers.

Core Theme Three: Connecting Learning to Life Through Community Programs
The third and last theme of Lewis-Clark State College is fulfilled through Community Programs. The primary function of Community Programs is to provide quality delivery of outreach programs and services to students, customers, and communities throughout Region II as well as degree completion programs in Region I.

STRATEGIC PLAN
FY 2016-2020

Goal 1
Sustain and enhance excellence in teaching and learning.

Objective 1A.
Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Courses and programs will be assessed. The college will identify opportunities for improvement, expansion, and/or elimination of courses and programs; will foster closer collaboration and integration with the K-12 system; and will engage the local community and business leadership in the planning of current and future program offerings. The college will explore initiatives to improve student preparation and readiness to succeed in college level courses.

Timeline: FY 2014-2018 ongoing
Action: President, Provost and Vice Presidents, Director of Institutional Planning, Research and Assessment, Assessment Coordination Committee, Functional Area Committees, Division/Unit Assessment Committees

Progress: During FY14, all instructional and non-instructional programs, including auxiliaries and athletics, were reviewed through the program prioritization process. Program changes have been implemented and reported to the State Board at prescribed intervals. Action plans and major reviews are ongoing.

Performance Measure(s):

Assessment submission
Benchmark: All units of the college will submit assessment documents that reflect genuine analysis and accurate reporting
Performance: 98% of units completed assessment (FY 2014)

First-time licensing/certification exam pass rates for graduates of professional programs
Benchmark: Meet or exceed national average
Performance: RN: LCSC 95%/National 84%, PN: 75%/85%, ARRT 100%/89% (FY 2014)

Percentage of responding LCSC graduates with positive placement
Benchmark: 95% of responding LCSC graduates will have positive placement
Performance: 95% (FY 2014)

Number of teacher education candidates who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition
Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90%
Performance: 83% (FY 2014)

(SBOE system-wide performance measure)
Average number of credits earned at completion of certificate or degree program
Benchmark: Associate- 70 (SBOE Benchmark) Bachelor - 130 (SBOE Benchmark)
Performance: Associate 94, Bachelor 148 (FY 2013)

Objective 1B.
Ensure the General Education Core achieves its expected learning outcomes.

The alignment of the General Education Core with institutional General Education goals and statewide General Education standards will be assessed. Cross-disciplinary communication and collaboration will improve faculty design and delivery of General Education Core courses. The college will ensure faculty with teaching assignments within the General Education Core understand institutional General Education goals.

Timeline: FY 2015
Action: Provost, Dean of Academic Programs, General Education Committee

Progress: Over the course of AY14-15, college faculty have completed the GEM stamping process of all general education coursework and an internal parallel process or the institutionally designated categories. A faculty-designed and developed General Education Core Assessment Plan will be completed by the end of Spring 2015 and implemented in AY15-16. Academic Dean, Mary Flores, was appointed to the State General Education Committee. The ETS Proficiency Profile was administered in 2014 and will be administered again in spring 2017.

Performance Measure(s):

ETS Proficiency Profile critical thinking construct
Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct.
Performance: 88th percentile (FY 2014); New performance measures and benchmarks will be set once General Education Assessment Plan is completed.

Objective 1C.
Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.

Equipment, software, and technological capabilities will be current and sufficient for student, faculty, and staff needs. Training in effective online course design and instruction for faculty will be strengthened.

Timeline: FY 2014-2015
Action: Provost, Chief Technology Officer, Director of e-Learning Services, Data Advisory Committee, Instructional Technology Advisory Committee

Progress: The college moved to managed hosting and outsourced Help Desk functions for the online teaching platform, *Blackboard*. The e-Learning Services department continues to provide online training modules for faculty and one-on-one personalized instruction. Information Technology outfitted three classrooms with touch-screen switching devices, assumed support for Apple technology across campus, expanded Help Desk hours in support of students and faculty, and installed a cloud-based simulation control system in the human simulation lab.

Performance Measure(s):

Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses
Benchmark: 8,000
Performance: 8,726 (FY 2014)

Objective 1D.
Maximize direct faculty and student interactions inside and outside the classroom.

LCSC will maintain appropriate student-to-faculty ratios by providing adequate numbers of sections for high- demand courses and by keeping course capacities at appropriate levels. The college will seek to increase student participation and engagement in academic and non-curricular activities.

Timeline: FY 2016
Action: Provost, Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: PG 14-19, Demand-based Course Scheduling, was initiated to explore options to achieve a schedule of course offerings which meets the needs of students for completing degree requirements and makes the best use of campus facilities and faculty resources. Additional late-afternoon and evening classes were scheduled, beginning in Fall 2014, and the feasibility of offering intense weekend sections of core classes (including English 101 and Communication 204) is being explored. IVC use between the main campus and the Coeur d'Alene Center has expanded. During the 2014-15 academic year, several faculty have been invited to share meals and enjoy gaming and/or conversations with students living in LCSC residence halls.

Performance Measure(s):

Student to teacher ratio
Benchmark: LCSC will maintain a 16 to 1 student teacher ratio
Performance: 16 to 1 (FY 2014)

Number of students participating in undergraduate research
Benchmark: 150
[Faculty: 4; Student oral presentations: 70; Student posters: 40]

The number of presentations at the LCSC Senior Research Symposium
Benchmark: 150
Performance: Total 114 [Faculty: 4; Student oral presentations: 70; Student posters: 40]

Objective 1E.
Recruit and retain a highly qualified and diverse faculty and staff.

The college will work to provide fair and competitive compensation for faculty and staff and will support increased opportunities for faculty and staff development. All faculty and staff pay will meet or exceed the median reported from peer institutions. Faculty development opportunities will be increased. Adjunct faculty pay will be increased.

Timeline: FY 2014-2018
Action: President, Provost and Vice Presidents, Deans

Progress: College administration supported the SBOE's FY 2015 line item request for increased compensation for faculty and staff. A 2% change in employee compensation (CEC: 1% ongoing, 1% one-time) was approved by the legislature. The legislature has recommended a 3% ongoing CEC request for FY206. The college Compensation Review Committee meets regularly to consider issues of employee compensation, both monetary and non-monetary.

Performance Measure(s):

Classified Staff:
State of Idaho Classified Staff Pay Schedule
Benchmark: LCSC Classified Staff agency compa-ratio will equal or exceed 100% of State Policy
Performance: (from Dec 2014 DHR State Employee Compensation report): LCSC Classified Staff average salary = 81.2% of policy.

Professional (Exempt) Staff):
College and University Professional Association for Human Resources (C.U.P.A.) - Administrative Salary Survey
Benchmark: Average aggregated salaries of LCSC Professional Staff will equal or exceed average of C.U.P.A. average for corresponding job descriptions.
Performance: Average LCSC Professional Staff salary levels estimated at 84% of C.U.P.A. average.

Faculty:
Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report
Benchmark: Average compensation for LCSC Faculty members ("all ranks" measure) will equal or exceed the all-ranks, combined average for LCSC's peer institutions.
Performance: LCSC's 2014 IPEDS DFR all-ranks faculty salary average is 86% of peers' average.

Objective 1F.
Provide a safe, healthy, and positive environment for teaching and learning.

The college will increase the accessibility and safety of campus facilities and processes, expand wellness and healthy lifestyle participation, and foster a positive learning and working environment.

Timeline: Ongoing
Action: Vice President for Finance and Administration

Progress: Access improvements in FY 2013 through FY 2015 included construction projects to increase ADA access for campus users including, *inter alia,* additional sidewalk cuts to accommodate wheelchair access in high traffic areas, sidewalk repairs, installation of external wheel chair ramps, and internal ADA-compliant ramps within the Administration Building as part of the Silverthorne Theatre upgrade project. The LCSC Safety Committee identified traffic hazards (need for additional street lighting, signage, and tree trimming where drivers' views were obstructed) which were subsequently eliminated by Physical Plant, Security, and the City of Lewiston. Continued progress was made on the Presidential Planning Guidance wellness initiative (PG-65) which included implementation of LCSC's fresh air (smoke free) campus beginning in Fall 2013. Employee participation in the statewide "thriveidaho" program increased. The college's Behavioral Response Team and the Title IX Coordinator conducted specialized training for faculty who serve on the college's hearing board. This training was focused on helping them understand their roles and responsibilities when hearing cases involving sexual misconduct. In addition, an information campaign about Title IX related matters was initiated during the Fall 2014 student orientation program and has continued with informational posters and emails to LCSC students. Finally, an on-line sexual harassment training was piloted with selected groups of LCSC students including residence hall occupants and student athletes.

Performance Measure(s):

ADA compliance
Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved)
Performance: No significant ADA-related discrepancies were noted during the 2014 DBS inspection. Two minor items (sign placement and rail adjustment) were corrected on the spot.

Wellness Programs
Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year
Performance: 16 wellness activities conducted in 2014.

Goal 2
Optimize student enrollment and promote student success.

Objective 2A.
Marketing efforts will focus on clearly identified populations of prospective students.

The college will establish a brand identity for advertising and marketing. It will expand outreach to students seeking a residential college experience and to potential students who do not think they need college, do not think they can succeed in college, or do not think they can afford college. The college will increase its recruiting efforts for non-traditional students, strengthen its support of community college transfer students, and establish enrollment targets for out-of-state and international students. The college will leverage dual credit and Tech Prep programs as a means to connect with high school students and invest in scholarships to strategically grow enrollment.

Timeline: FY 2013 ongoing
Action: Vice President for Student Affairs, Director of College Communications, Director of New Student Recruitment, Director of International Programs.

Progress: An advertising calendar was developed in August 2013 and a marketing committee has been formed. Community college and non-traditional recruitment strategies are being vetted with the campus community. A marketing committee was formed by the president in August 2014 and, through the fall semester, identified a five-point marketing plan intended to be implemented over the course of the next year. In addition, the college increased the use of billboard and other media in all target markets but especially in Southern Idaho.

Performance Measure(s):

(SBOE system-wide performance measure)
Dual credit hours earned and the unduplicated headcount of participating students

Benchmark: 3,500; 600
Performance: 2,224; 622 (FY 2014)

High school students participating in concurrent enrollment programs (headcount and total credit hours)
Benchmark: Annual Enrollment - 1,500* Annual Total Credit Hours – 8,000*
*These values reflect anticipated loss of enrollment due to proposed fee changes for Tech Prep students.
Performance: 1,959; 7,963 (FY 2014)

Scholarship dollars awarded per student FTE
Benchmark: $1,950
Performance: $2,142 (FY 2014)

Objective 2B.
Retain and graduate a diverse student body.

LCSC will implement a student success course to enhance academic skills, impart post-secondary values and expectations, and coach students during their first semester. The course will supplement other curricular and advising reforms targeted towards students who place into Math and English courses below core levels.

Timeline: FY 2014
Action: Provost, Vice President for Student Affairs, Dean of Academic Programs

Progress: Centralized Advising has been implemented and is serving over 700 students. The program has been assessed via student surveys and feedback from faculty. Pre-admission programs include new correspondence intended better explain the financial aid, scholarship, and fee payment processes. Working with faculty leadership, the college established ID 140 – a student success courses required for students who are admitted to the college on a conditional basis or who place into developmental coursework. The courses were offered in Fall 2014 and retention rates will be monitored into Fall 2015. In addition, the college adopted a policy requiring orientation of degree-seeking students. The LCSC Teaching-Learning Center opened January 2015 with numerous formal and informal events held throughout spring semester. Next steps include fuller integration with existing campus departments such as e-Learning Services and regional K-12 partners.

Timeline: FY 2014
Action: Vice President for Student Affairs; Provost

Performance Measures:

(SBOE system-wide performance measure)
Total degree production (undergraduate)
Benchmark: 800
Performance: 739 (FY 2014)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate/graduate).
Benchmark: 700/12%
Performance: 675; 12% (FY 2014)

(SBOE system-wide performance measure)
Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).
Benchmark:
Performance: 675/2756; 25%

(SBOE system-wide performance measure)
Total full-time new and transfer students that are retained or graduate the following year (excluding death, military service, and mission)
Benchmark: 70%
Performance: 370/ 575=64% (FY 2014)

First-year/ full-time cohort retention rate
Benchmark: 60%
Performance: 61% (FY 2014)

The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled
Benchmark: 24
Performance: 25 (FY 2014)

First-year/ full-time cohort 150% graduation rate
Benchmark: 35%
Performance: 27% (FY 2014)

LCSC will establish a Center for Teaching and Learning in order to support and share improvements in teaching, assessment, and curriculum development. [Center operations commenced in FY2015.]

Timeline: FY 2015
Action: Provost, Vice President for Student Affairs

Objective 2C.

Maximize student satisfaction and engagement.

The college will conduct student satisfaction surveys on an annual basis and participate in the National Survey of Student Engagement (NSSE) every three years. The college will also conduct an internal analysis to identify areas for improvement in the student enrollment cycle and academic cycle. The college will expand infrastructure to entice students to reside on campus and, with the input and guidance of student government, will support a wide variety of social and academic student activities.

Timeline: FY 2014-2015
Action: Vice President for Student Affairs, Director of Institutional Planning, Research and Assessment

Progress: A new committee called “Student Support Committee” was formed and consists of Student Affairs directors whose primary role is to provide on-going support to students once they are enrolled at the college. This committee has developed a new student satisfaction survey, which is under review. If approved, the survey should assist college personnel in identifying gaps in the quality and overall delivery of services.

Performance Measure(s):

National Survey of Student Engagement (NSSE)
Benchmark: 90% of LCSC students will be satisfied
Performance: 89% (FY 2014)

Goal 3

Strengthen and expand collaborative relationships and partnerships.

Objective 3A.
Increase volunteer, internship, and career placement opportunities.

The college will foster, promote and track student internship opportunities within each division, determine local business and industry needs through periodic surveys or professional forums, and leverage campus expertise to build and maintain relationships with local business and industry. All matriculated students will serve as volunteers and/or interns as part of their educational program.

Timeline: FY 2017
Action: Provost, Deans

Progress: Every instructional program either requires or provides an optional internship opportunity for students. With the loss of the AmeriCorps grant, funding for coordination of volunteer or service learning services has been greatly reduced. Efforts are underway to realign these activities with existing programming.

Performance Measure:

Number of students participating in internships
Benchmark: 800
Performance: 655 (FY 2014)

Objective 3B.

Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.

The college will develop an inventory of faculty expertise that committees and boards of local organizations may draw upon. Faculty and staff will actively participate in statewide development of processes and systems to strengthen K-20 partnerships. LCSC will foster, promote, and support student, faculty, and staff research or other projects that benefit the community and region. LCSC will increase Workforce Training efforts.

Timeline: FY 2015
Action: Provost, Dean of Community Programs and Governmental Relations, Director of Grants and Contracts

Progress: Partnerships with K-12 through the Teacher Education Preparation programs and the new Teaching-Learning Center continues. The annual Research Symposium provides an opportunity to engage with community members and business leaders.

Performance Measure(s):

Number of adults enrolled in customized training (including statewide fire and emergency services training programs).
Benchmark: 4,000
Performance: 3,533 (FY 2014

Objective 3C.
Increase cooperation and engagement of alumni for the advancement of the college.

LCSC will invite alumni to participate in ongoing networking activities and campus events, create an alumni mentorship program for students, and incorporate alumni presence and testimonials in institutional advertising campaigns and recruiting efforts.

Timeline: FY 2017
Action: Director of College Advancement, Director of Alumni and Community Relations, President of the LCSC Alumni Association

Progress: The LCSC Alumni Association continues to boost program and event participation of alumni and students, regional outreach, volunteer service, and leadership opportunities. The Alumni Mentorship Program launched this year with ten (10) alumni from across the region serving as mentors to current students. The LCSCAA is actively involved in the creation and implementation of L-C's Homecoming event, which is scheduled to take place this fall.

Performance Measure(s):

Number of Alumni Association members
Benchmark: 17,500
Performance: 15,819 (FY14)

Objective 3D.
Advance the college with community members, business leaders, political leaders, and current and future donors.

The college will invite local community and business leaders to participate in college activities and arrange for current students and alumni to meet with key individuals to promote the benefits of higher education and the needs of LCSC. LCSC will create opportunities for business and political leaders and future donors to engage in learning sessions with current students.

Timeline: Ongoing

Action: President, Provost and Vice Presidents, Deans, Director of College Advancement, President of the LCSC Foundation

Progress: College Advancement has hosted a variety of special events that promote higher education and advance the needs of LCSC. The annual Scholarship Luncheon-attended by 100+ donors, business leaders, community members and students who benefit from scholarships-provides guests an opportunity to engage with students and get involved in giving. Foundation Scholar events are social events that connect students with donors who sponsor scholarships throughout the student's entire college career. Alumni Affairs recently established a mentorship program that connects a business leader to a current LCSC student in need of career advice and support.

The College Advancement team meets with businesses and community members daily to better educate the community on higher education and areas in need of support. College Advancement continues to work diligently to pursue community partners that can assist the college in achieving its mission via volunteer opportunities, mentorship programs, internships, and donations. In 2014, LCSC successfully completed a five year capital campaign generating over $13.5 million.

Performance Measure(s)
LCSC will continue to strengthen its relationship to the local community through promotion of the National Association of Intercollegiate Athletics Champions of Character student-athlete program
Benchmark: Annually meet National Association of Intercollegiate Athletics (NAIA) Five Star Champions of Character criteria
Performance: Met criteria (FY 2014)

Timeline: FY 2017
Action: Athletic Director

Progress: LC Athletics continues to advance the College with all constituents through community service and engagement. This year members of the department will exceed 1,000 hours of community service. The NAIA criteria to be a Five Star Champions of character institution changed this year and LCSC expects to meet this benchmark as projected in FY17.

Goal 4

Leverage resources to maximize institutional strength and efficiency.

Objective 4A.
Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.

Budget and assessment instruments will provide clear links to the strategic plan. Information regarding existing and expected financial resources and targeted priorities will be readily available.

Timeline: Ongoing
Actions: President, Provost and Vice Presidents, Deans, Chair of Faculty Senate

Progress: Presidential Planning Guidance (PGs) and Unit Action Plan templates and procedures were revamped prior to the Fall 2014 planning and budgeting cycle to reflect the new LCSC strategic plan and incorporate Zero-Base Budgeting (ZBB) and Program Prioritization (PP) findings. Unit Action Plan proposals were directly tied to the strategic plan. The Institutional Assessment Plan dovetails with the Strategic Plan. ZBB and PP guidelines are embedded in an expanded program assessment process. All planning and assessment reference materials and plans/reports were posted on the LCSC intranet for the Fall 2014 and Spring 2015 planning, budgeting, and assessment cycles. Strategic Plan priorities and budget plans were briefed by the President to faculty, staff, students and other key stakeholders. Budgets, strategic plan documents, annual performance measures reports, and assessment documents—directly linked to the overall strategic plan—are readily available.

Performance Measure(s):
(SBOE system-wide performance measure)
Cost per credit hour – Financials divided by total weighted undergraduate credit hours from the EWA report
Benchmark: $290
Performance: $301 (FY 2014)

Objective 4B.
Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.

LCSC will review current organizational structure and implement modifications to streamline processes and enhance communication.

Timeline: Ongoing
Action: President, Provost and Vice Presidents, Faculty Senate, Professional Staff Organization, Classified staff Organization

Progress: In Spring 2014, an expanded Functional Area Committee (FAC) structure was put in place and utilized to focus on the State Board of Education-directed Program Prioritization initiative during the annual assessment cycle. This successful effort enabled a smooth transition into the FAC efforts in the Fall 2014 planning cycle and during budget development for FY2016. Program assessment has been fortified at the division/unit level, and Program Prioritization action plans and follow-up efforts are underway.

Performance Measure(s):

(SBOE system-wide performance measure)
Efficiency – Certificates (of at least 1-year or more) and degree completions per $100,000 of financials
Benchmark**:** 2.5
Performance: 1.5 (FY 2014)

Objective 4C.
Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.

The college will assess and update the Campus Facilities Master Plan on an annual basis, with priority given to classrooms and teaching. The college will implement building maintenance initiatives to increase energy efficiency, use of green technology, and recycling.

Timeline: Ongoing
Action: Provost, Vice President for Finance and Administration

Progress Report: An updated Campus Facilities Master Plan went into effect in July 2014. Classroom refurnishing and carpeting projects continued during FY 2014 and FY 2015. A major renovation to the Administration Building (Silverthorne Theatre, and support areas) is nearing completion. A campus-wide Energy Survey and Analysis project is underway. Other major improvements included establishment of a consolidated testing center and a new Teaching and Learning Center (as part of PG-66).

Objective 4D.
Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.

LCSC will create an inventory schedule of campus physical resources that includes lifespans, maintenance contracts, and estimated replacement dates, and will update the schedule on an annual basis. The college will develop a campus-wide funding plan for maintenance and replacement of resources.

Timeline: FY 2014
Action: Provost, Vice President for Finance and Administration

Progress: The revised capital replacement process is now in operation. LCSC's capital equipment has been inventoried, and, using the value of these assets and the depreciation schedules based on the useful life spans of the various equipment categories, the college submitted capital replacement requests to the Legislature for the FY 2016 budget (this laid the groundwork for the first significant replacement capital outlay appropriation for LCSC in over five years). Budgeting for high-cost institutional technology equipment and upgrades to classroom technology is in place. A capital equipment replacement funding mechanism has also been established within the Student Union operating budget to address planned or emergency replacement of high-cost equipment used by dining services.

Objective 4E.
Identify and secure public and private funding to support strategic plan priorities.

Faculty and staff capacity to secure external funding will be strengthened by supporting grant writing efforts at both the departmental and institutional level. LCSC will collaborate with public and private stakeholders to generate the resources necessary to expand facilities and programs and will broaden communication and outreach to connect the entire college community to the LCSC Foundation and evolving fundraising initiatives.

Timeline: Ongoing
Action: President, Provost and Vice Presidents, Director of College Advancement, President of the LCSC Foundation, Director of Grants and Contracts

Progress: LCSC's General Education appropriation is expected to grow to $32.3M for FY2016, representing an increase of 11.6% in total funds and 5.7% in ongoing funds over the college's FY2015 funding level. The Professional-Technical budget appropriation is expected to exceed $4.2M, representing a 6% increase from FY2015 funding levels. Training of new grant writers and unit supervisors continues. At the end of FY 2014, the college had over 85 active grants worth over $7M, despite the negative impacts of federal sequestration on key LCSC programs and elimination of Congressional earmarks. In the College Advancement arena, the "Campaign LCSC" fund-raising initiative concluded in May 2014—and the campaign's $12M goal was exceeded by over $1.5M. The LCSC Foundation's total assets reached an all-time high of over $8.24M (as of 1 Mar 2015).

Performance Measure(s):

Institution funding from competitive grants
Benchmark: $2.0M
Performance: $2.5M (FY2014 year-end snapshot)

Institutional reserves comparable to best practice.
Benchmark: A minimum target reserve of 5% of operating expenditures
Performance: 6.5% (State Board calculation based on end of year FY2014 financials)

LCSC Capital Campaign
Benchmark: $12M to be raised by 1 June 2014.
Performance: $13.5M was raised. Campaign is complete.

Lewis-Clark State College FY 2016-2020 Appendix 1

Goal 1 - Sustain and enhance excellence in teaching and learning

Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
Objective 1A: Strengthen courses, programs and curricula consonant with the mission and core themes of the institution					
Assessment submission	84%	85%	97%	98%	**All units of the college will submit assessment documents**
First-time licensing/certification exam pass rates	NCLEX RN 95% (National Average=89%)	NCLEX RN 89% (National Average=90%)	NCLEX RN 92% (National Average=91%)	NCLEX RN 95% (National Average=84%)	**Meet or Exceed National Average**
	NCLEX PN 100% (National Average=87%)	NCLEX PN 86% (National Average=84%)	NCLEX PN 100% (National Average=85%)	NCLEX PN 75% (National Average=85%)	**Meet or Exceed National Average**
	ARRT 100% (National Average=93%)	ARRT 100% (National Average=93%)	ARRT 92% (National Average=90%)	ARRT 100% (National Average=89%)	**Meet or Exceed National Average**
Percentage of LCSC graduates with positive placement	88%	87%	92%	95%	**95%**
Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition	PRAXIS II 92%	PRAXIS II 90%	PRAXIS II 93%	PRAXIS II 83%	**90%**
Average number of credits earned at completion of certificate or degree program	Associate 108	Associate 107	Associate 102	Associate 94	**Associate 70**
	Bachelor 148	Bachelor 148	Bachelor 147	Bachelor 148	**Bachelor 130**
Objective 1B: Ensure the General Education Core achieves its expected outcomes.					
ETS Proficiency Profile Critical Thinking Construct[1]	88%			88%	**90% or better of comparison participating institutions**
Objective 1C: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.					
Fall end of term duplicated headcount for student enrolled in web and hybrid courses	7,431	7,945	7,726	8,726	**8,000**
Objective 1D: Maximize direct faculty and student interactions inside and outside the classroom.					
Student to teacher ratio	16:1	16:1	16:1	16:1	**16:1**
Number of students participating in undergraduate research	243	237	268	284	**300**
Number of presentations at the LCSC Senior Research Symposium	153	200	262	284	**300**
Objective 1E: Recruit and retain a highly qualified and diverse faculty and staff.					
State of Idaho Classified Staff Pay Schedule	80.3 %	81.7 %	80.9 %	81.2 %	**100% of Policy**
Instructional Personnel-Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report[2]	89%	87%	86%	89%	**100% of Average of Peer Institutions all Academic Rank**

Goal 2 - Optimize student enrollment and promote student success

Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
Objective 2A: Marketing efforts will focus on clearly identified populations of prospective students.					
Credit hours of high school students participating in dual credit programs*	2,268	2,865	3,328	2,224	**3,500**
Headcount of high school students participating in dual credit programs*	427	500	554	622	**600**
Credit hours of high school students participating in concurrent enrollment programs	6,103	6,972	8,312	7,963	**8,000**
Headcount of high school students participating in concurrent enrollment programs.	1,488	1,805	1,797	1,959	**1,500**
Scholarship dollars per FTE	$1,624	$1,728	$1,831	$2,142	**$1,950**
Objective 2B: Retain and graduate a diverse student body.					
Total degree production and headcount (undergraduate)*	607/ 573	773/ 712	688/ 652	739/ 675	**800**
Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate and graduate)*	573/ 10%	712/ 12%	652/ 11%	675/12%	**700/12%**
Unduplicated number of graduates over rolling 3-year average degree-seeking FTE (separated by undergraduate/graduate)	573/ 2643 22%	712/ 2762 26%	652/ 2812 24%	675/ 2756 25%	
Total full-time new and transfer students that are retained or graduate the following year (exclude death, military service, and mission)*	57%	60%	54%	64%	**70%**
First-time full-time degree-seeking freshman retention rate	54% (N=599)	57% (N=596)	51% (N=577)	61% (N=533)	**60%**
Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled.	19	23	22	25	**24**
First-time/full-time cohort 150% graduation rate	28%	31%	30%	27%	**35%**
Objective 2C: Maximize student satisfactions and engagement.					
NSSE-National Survey of Student Engagement[3]		88%		89%	**90% of LCSC Students will be satisfied**

Goal 3 - Strengthen and expand collaborative relationships and partnerships					
Performance Measure	FY 2011	FY 2012	FY 2013	FY 2014	Benchmark
Objective 3A: Increase volunteer, internship, and career placement opportunities.					
Number of students participating in internships	596	698	654	655	800
Objective 3B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge.					
Number of adults enrolled in customized training (including statewide fire and emergency services training programs)	2,921	3,627	3,659	3,533	4,000
Objective 3C: Increase cooperation and engagement of alumni for the advancement of the college.					
Number of Alumni Association members	12,176	12,726	13,301	13.904	15,000

Goal 4 - Leverage resources to maximize institutional strengths and efficiency					
Objective 4A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.					
Cost per credit hour - Financials divided by total weighted undergraduate credit hours from the EWA report.*	$289	$261	$289	$301	**$290**
Objective 4B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.					
Efficiency - Graduates (of at least 1-year or more) and degree completions per $100,000 of financials*	1.3	1.5	1.4	1.5	**2**

*** Indicates SBOE System-wide performance measures**

Notes:

1. This test is administered every 3 years. LCSC achieved an 86 percentile in the FY2008 (MAPP) administration. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LC per the ETS Proficiency Profile Comparative Data.

2. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions, based on results of annual IPEDS DFR report.

3. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years.

Key External Factors Appendix 2

Imperative for Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to increase the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree to 60% by 2020—essentially doubling output. The following factors will affect LCSC's efforts to achieve this target:

LCSC is essentially an open-access institution—reducing admission standards likely would not generate significant numbers of new students. As LCSC reaches out to encourage college participation by underserved segments in Idaho's population, the average level of college-preparedness of the student body is likely to decrease, and the level of support needed for students is likely to increase.

The current demographic trends in Idaho foretell low to modest growth in the number of secondary students and good, but flat, high school graduation rates. It is therefore not likely that the output of the K-12 pipeline would lead to a dramatic increase in enrollment at LCSC during the five-year planning window.

While a dramatic increase in Idaho's high-school graduation rates is not foreseen during the five-year planning window, LCSC may be able to increase the number of high school graduates who elect to enroll in college, taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation.

Although the national and Idaho 60% goals have been based on the premise that 60% of jobs in 2020 will require some degree of college education, the current and projected proportion of college educated employees within the Idaho workforce seems to be at a market clearing level of 36%, according to the report of the Idaho Legislature Office of Performance Evaluations. Currently, unemployment in Idaho is low compared to many states in the region. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho would likely reduce the applicant pool as workers enter or re-enter the work force as the effects of the recession ease.

Infrastructure: Currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and parking. While expansion on such a scale is theoretically possible, it is unlikely to be necessary given headcount enrollment trends, currently averaging 3% per year. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per year, the main campus student population would increase 50 percent by 2020—a level which, with good planning, could be accommodated by the current physical infrastructure.

Unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. A strategic initiative is underway to provide a joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus. The new facility has been recommended for funding by the Legislature and is expected to be completed before the end of the current strategic planning window (FY 2020). Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

Deferred maintenance needs over the course of the five-year planning window are estimated at roughly $25 million for alteration and repair of existing facilities. Recent momentum in addressing HVAC and roof repairs needs to be sustained, but will depend primarily on availability of Permanent Building Fund dollars.

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for the five-year planning window is to focus on upgrades of existing facilities rather than erecting major new facilities.

Classroom capacity is sufficient to sustain current and projected enrollment levels for brick-and-mortar classes. Increased enrollment will necessitate scheduling adjustments that spread classes throughout day, evening, and weekend hours. Utility costs of extended class hours would increase marginally, but overall efficiency of facility operations would increase with the reduction of slack hours.

Recent efforts have increased the number of classroom seats and modernized classrooms and labs. Nevertheless, continued efforts are needed to modernize the classroom and lab infrastructure (teaching technology, lighting, furniture, acoustical treatments, and flooring).

Student housing units are not currently at maximum capacity. A study is underway (Presidential Guidance initiative PG-50) on possible strategies to add bed spaces. If projected trends warrant, it would be feasible to add new student housing by the end of the five-year strategic planning window and to convert some older housing units in the LCSC inventory to other uses, including office space.

On-campus and neighborhood parking is adequate to sustain employee and student operations through the remainder of FY 2015. The college has acquired property on the perimeter of the Normal Hill campus to accommodate additional parking (or facility construction) when needed. Parking options for LCSC's downtown facilities are more limited and cooperation with the city and local merchants will be needed if main street operations continue to expand.

Recent office space modernization efforts need to continue over the five-year planning window. In the event of growth of faculty and staff beyond current levels, additional office space could be provided through conversion of rental housing units and/or conversion of older residential hall space into modern offices.

A major vulnerability is the lack of redundant capabilities for heating and cooling of major buildings—almost every major structure is dependent upon a single source of HVAC. The main campus needs a loop to interconnect multiple facilities and provide a backup in the event of single-point failure. Use of energy-saving incentive dollars and cooperative projects with external entities could help fund these improvements.

Personnel: While the current physical infrastructure of LCSC (with the exception of the Coeur d'Alene Center) is sufficient to support the increased output envisioned by the Idaho State Board of Education, this is not the case with respect to faculty and staff. Although class sizes could be increased in some upper division courses, many lower division courses and some professional courses are already up against faculty-student ratio limits imposed by specialized accreditation agencies and could not significantly expand without concomitant expansion of faculty and supporting staff. Faculty and staff workload levels at LCSC are high compared to other higher education institutions. An expanded LCSC student population will require ratios at least as low as current levels. Based on peak hiring periods over the past decade, funding an expansion spread over the next five years is technically feasible, but would require careful planning and coordination.

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14.8 to one, and 11.0 to one, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

Economy and the Political Climate: Many factors and trends will have a major impact on LCSC strategies to achieve its goals and objectives over the five-year planning window.

Funding for higher education has been used as a “rainy day” reserve to support other state operations, most notably K-12, during economic downturns and the prolonged recent recession. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education.

Since FY 2009, the state has not provided sufficient funding to cover maintenance of current operation costs (inflation, replacement of capital items, and employee salaries), nor has it funded LCSC line-item budget requests to support increased enrollment, including LCSC’s Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Change in Employee Compensation (CEC) raises appear to have resumed as a “normal” part of the Legislative appropriation (a 1% and a 3% ongoing CEC increase after a long drought)—with approximately half of the cost of increases being placed by state policymakers to student tuition. Continued effort must be made to encourage the lawmakers to fully fund future increases in college employee pay and benefit costs, rather than increasing the burden on students.

There has been significant political support for funding community college operations in the Treasure Valley, though little interest, as yet, in equalizing tuition rates among the three Idaho community colleges and no interest in providing funding to support the State Board-assigned community college function for LCSC and ISU. There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been limited support for additional funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that

Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

Students in Idaho and across the nation have become more dependent upon federal financial aid to pay for college, and increased student debt load and default rates have caused consternation among policymakers. Federal funding available for higher education has been reduced in some cases and new policy restrictions aimed at curbing operations of for-profit higher education enterprises have inflicted collateral damage on public college operations.

Costs for employee and State Board of Education mandated student healthcare plans are ballooning and threaten to have a significant impact on college access for students. Increased tax rates and sluggish economic growth may further reduce college enrollment.

Economic and population growth within LCSC's local operating area, Region II, appears to be increasing again after a sustained "flat" period. The highest growth rates in the state have been focused in southern Idaho and the northern panhandle. LCSC is increasingly reliant on a statewide market.

Implications for Lewis-Clark State College: The college cannot depend upon major infusions of state-appropriated dollars to fund growth and new initiatives during the next five years. The primary sources of funding for strategic initiatives will be reallocation of current funds and utilization of student tuition and fee dollars. The primary engine for funding growth is increased tuition from students as a result of increased enrollment (higher accessions, increased retention) with tuition rate increases likely to be restricted by policymakers and limited due to the need to provide access to financially-pressed students and their families.

LCSC needs to continue to build its grassroots support within the region and throughout the state to increase awareness of its unique strengths and its support of the values of Idaho's citizens. Strong support of students, parents, alumni, community members, and businesses is essential to undergird the tangible support provided to LCSC by Idaho policymakers.

College of Southern Idaho
Strategic Plan
FY2015 – 2020

Statutory Authority

The College of Southern Idaho Strategic Plan has been approved by the CSI Board of Trustees. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.
Approved by the College of Southern Idaho Board of Trustees on 06/16/2014

Mission Statement

The College of Southern Idaho, a comprehensive community college, provides quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

Vision

The College of Southern Idaho shapes the future through its commitment to student success, lifelong learning, and community enrichment.

Core Values

The following core values, principles, and standards guide our vision and conduct:

People	Above all, we value our students, employees, and community. We celebrate individual uniqueness, worth, and contributions while embracing diversity of people, backgrounds, experiences, and ideas. We are committed to the success of our students and employees.
Learning	We are committed to student learning and success. We value lifelong learning, informed engagement, social responsibility, and global citizenship.
Access and Opportunity	We value affordable and equitable access to higher education. We make every effort to eliminate or minimize barriers to access and support student success and completion of educational goals. We create opportunities for educational, personal, and economic success.
Quality and Excellence	We strive for excellence in all of our endeavors. We offer high-quality educational programs and services that are of value to our constituents. We are committed to high academic and professional standards, and to the continuous improvement of our educational programs, services, processes, and outcomes.
Creativity and Innovation	We value and support innovative and creative ideas and solutions that foster improvement and allow us to better serve our students and our community. We encourage entrepreneurial spirit.
Responsibility and Accountability	We value personal, professional, and institutional integrity, responsibility, and accountability. We believe in serving our constituents responsibly in order to preserve the public's trust. We strive to develop a culture of meaningful assessment and continuous improvement. We value inspired, informed, transparent, and responsible leadership and decision-making at all levels of the College. We value our environment and the conservation of our natural resources.
Collaboration and Partnerships	We value collaboration and actively pursue productive and mutually beneficial partnerships among people, institutions, organizations, and communities to share diverse ideas, talents, and resources.

Core Themes*

1. **Transfer Education**
2. **Professional-Technical Education**
3. **Basic Skills Education**
4. **Community Connections**

Strategic Initiatives

I. **Student Learning and Success**
II. **Responsiveness**
III. **Performance and Accountability**

Strategic Goals

1. Demonstrate a continued commitment to and shared responsibility for student learning and success
2. Meet the diverse and changing needs and expectations of our students and the community we serve
3. Support employee learning, growth, wellness, and success
4. Commit to continuous improvement and institutional effectiveness

* Core Themes were developed as part of the Northwest Commission on Colleges and Universities (NWCCU) accreditation process (Standard One). Merging Core Themes and Strategic Initiatives into one document allows the College to focus its planning efforts while meeting Idaho Code, SBOE and DFM guidelines, as well as NWCCU accreditation standards.

Core Themes and Objectives*

Core Theme 1: **Transfer Education**

Objective: To prepare students intending to transfer and who earn an Associate of Arts, Associate of Science, or Associate of Engineering degree for success at the baccalaureate level.

Core Theme 2: **Professional-Technical Education**

Objective: To prepare students for entry into a job or profession related to their field of preparation and study.

Core Theme 3: **Basic Skills Education**

Objective: To provide developmental courses in math, reading, writing, grammar, vocabulary, spelling, and English as a second language to assist students who need to raise existing skills to college-level competency.

Core Theme 4: **Community Connections**

Objectives: To meet the economic development and non-credit educational, social, cultural, and community support needs of the eight-county service region by making the college's human and physical resources available, including facilities and the expertise of faculty and staff.

*Each Objective under the Core Themes has Indicators of Achievement defined. These Indicators of Achievement can be found in the accreditation planning documents.

Strategic Initiatives, Goals, Objectives, Performance Measures, and Benchmarks

Strategic Initiative I: Student Learning and Success

1. *Goal:* **Demonstrate continued commitment to and shared responsibility for <u>student learning and success</u>**

Objectives:

1.1. Provide quality educational programs and experiences that prepare students to reach their educational and career goals
1.2. Maintain high standards for student learning, performance, and achievement – academic rigor and integrity
1.3. Continually improve the quality and effectiveness of teaching and support services
1.4. Identify and reduce barriers to student learning, and develop clear pathways to student success
1.5. Develop students' intellectual curiosity and subject matter competence, as well as communication, critical thinking, creative problem-solving, interpersonal, and leadership skills
1.6. Encourage meaningful engagement and social responsibility
1.7. Ensure that our students gain the knowledge, skills, perspectives, and attitudes necessary to thrive in a global society and become responsible global citizens
1.8. Continue to improve educational attainment (persistence, retention, degree/certificate completion, transfer) and achievement of educational and career goals
1.9. Maintain a healthy, safe, and inviting learning environment that is conducive to learning
1.10. Develop and maintain mutually beneficial partnerships with K-12 schools, community colleges, four-year institutions, employers, industry, and other public and private entities that will allow us to help our students reach their educational and career goals

Performance Measure: <u>Student engagement</u>
Benchmark: <u>Academic challenge</u> - CCSSE[1] survey results will demonstrate academic challenge ratings at or above the national comparison group
<u>Student effort</u> - CCSSE survey results will demonstrate student effort ratings at or above the national comparison group
<u>Active and collaborative learning</u> - CCSSE survey results will demonstrate active and collaborative learning ratings at or above the national comparison group

[1] CCSSE – Community College Survey of Student Engagement

Performance Measure	2014	
	CSI	Ntl. CC Peer Colleges
Academic Challenge	45.8	49.8
Student Effort	49.0	49.5
Active and Collaborative Learning	47.6	49.2

Performance Measure: Retention/persistence rates
Benchmark: CSI's first-time full-time retention rate will be at or above the median for its IPEDS[2] peer group

Performance Measure	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Retention Rate Full Time Students First-time, full-time, degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (IPEDS)	56% (574/1020) Fall 2012 Cohort	56%	57% (574 / 1005) Fall 2011 Cohort	53%	54% (623 / 1148) Fall 2010 Cohort	54%

Performance Measure: Technical skills attainment
Benchmark: At least 92% of PTE concentrators will pass a state approved Technical Skill Assessment (TSA) during the reporting year

Performance Measure: Licensure and certification pass rates
Benchmark: Maintain licensure and certification rates at or above state or national rates for all programs with applicable exams (and where the national/state rates are available)

Performance Measure: Employment status of professional-technical graduates
Benchmark: At least 95% of PTE completers will achieve a positive placement in the second quarter after completing the program

Performance Measure	2014
Technical Skills Attainment	94.8%
Licensure and Certification Pass Rates	94.8%
Employment Status of PTE Graduates	86.1%

[2] IPEDS – Integrated Postsecondary Education Data System

Performance Measure: Graduation rates
Benchmarks: CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group
The number of degrees and certificates awarded will increase by 3% per year

Performance Measure	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	18% (186/1011) Fall 2010 Cohort	25%	19% (200 / 1062) Fall 2009 Cohort	21%	17% (165 / 949) Fall 2008 Cohort	19%

Performance Measure: Transfer rates
Benchmarks: CSI's transfer-out rate will be at or above the median for its IPEDS peer group
The number of students transferring with a CSI degree will increase by 2% per year

Performance Measure	2014		2013		2012	
	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group	CSI	IPEDS Comparison Group
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	13% (132/1011) Fall 2010 Cohort	15%	14% (144 / 1062) Fall 2009 Cohort	20%	15% (138 / 949) Fall 2008 Cohort	20%

Strategic Initiative II: **Responsiveness**

2. *Goal:* **Meet the diverse and changing needs and expectations of our students and the community we serve**

Objectives:

2.1. Meet the diverse and changing *needs and expectations of our students*
- 2.1.1. Offer quality educational programs and support services that meet the needs of students with diverse backgrounds, preparation levels, abilities, and educational objectives
- 2.1.2. Maintain access and support student success
- 2.1.3. Provide university parallel curriculum for transfer students, state-of-the-art programs of professional-technical education, as well as

appropriate developmental education, continuing education, and enrichment programs

2.2. Meet the diverse and changing *needs and expectations of employers* in the area
  2.2.1. Provide workforce training and development, and industry certifications
  2.2.2. Ensure that the curricula provide the skills, knowledge, and experiences most needed by employers

2.3. Meet the diverse and changing *needs and expectations of the community* we serve
  2.3.1. Provide lifelong learning opportunities
  2.3.2. Serve as an engine for economic, social, and cultural development

Performance Measure: Enrollment and Full-Time Equivalency (FTE) - end-of-term unduplicated headcount, end-of-term total FTE, end-of-term transfer FTE, end-of-term professional-technical FTE, annual unduplicated dual credit enrollment, annual dual credit FTE, end-of-term unduplicated developmental enrollment, end-of-term developmental FTE, annual non-credit workforce training enrollment, annual continuing education enrollment

Benchmark: Overall headcount will increase by 2% a year
Overall FTE will increase by 1% a year

Enrollment	FY 2011	FY2012	FY2013	FY 2014
Annual (unduplicated) Enrollment **Headcount** [1]	13,740	12,915	12,042	11,747
Professional Technical	1,869	1,578	1,354	1,190
Transfer	11,871	11,337	10,688	10,557
(PSR Annual Enrollment)				
Annual Enrollment **FTE** [1]	5,535.54	5,182.73	4,934.83	4,468.17
Professional Technical	1,111.57	1,031.13	961.43	892.60
Transfer	4,423.97	4,151.60	3,973.40	3575.57
(PSR Annual Enrollment)				
Dual Credit				
- Unduplicated Headcount	2,412	2,685	2,774	2,486
- Enrollments	4,576	4,742	5,131	3,986
- Total Credit Hours	13,241	14,187	14,218	12,171
(SBOE Dual Credit Enrollment Report)				

Performance Measure: Affordability - tuition and fees

Benchmark: Maintain tuition and fees, both in-state and out-of-state, at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure	2014 - 15		
Tuition and Fee Charges	**CSI**	**NIC***	**CWI**
In-State	$115/credit	$126/credit	$136/credit
Out-of-State	$280/credit	$321/credit	$300/credit

**Charges vary slightly by credit level; numbers reflect 12 credit load.*

Performance Measure: Student satisfaction rates
Benchmarks: Student satisfaction – CCSSE survey results will demonstrate that over 92% of students would recommend CSI to a friend
Student satisfaction – CCSSE survey results will demonstrate that over 90% of students will evaluate their entire experience at CSI "Excellent" or "Good"

Proportion of students who …	2014
Respondent would recommend this college to a friend or family member	97%
Respondent would evaluate their entire educational experience at this college as either "Excellent" or "Good"	90%

Performance Measure: Employer satisfaction with PTE graduates
Benchmark: Survey results will demonstrate an overall (85% or higher) employer satisfaction with PTE graduates

Performance Measure	2014
Employer satisfaction with PTE graduates	90%

Strategic Initiative III: Performance and Accountability

3. *Goal:* **Support employee learning, growth, wellness, and success**

Objectives:

3.1. Recruit and retain faculty and staff who are committed to student learning and success
3.2. Support employees by providing the necessary information, resources, tools, training, and professional development needed to do their jobs effectively
3.3. Expect and reward competence, performance, excellent customer service, and contributions to the attainment of the institution's mission, goals, and objectives
3.4. Maintain competitive faculty and staff compensation that is comparable to that of our peer institutions
3.5. Improve the health and well-being of employees through health education and activities that support positive lifestyle changes, thereby resulting in improved morale, productivity, and healthcare cost savings

Performance Measure: Student-faculty interaction - CCSSE survey results will
Benchmark: demonstrate student-faculty interaction ratings at or above the national comparison group

Support for learners - CCSSE survey results will demonstrate ratings for learner support at or above the national comparison group.

Performance Measure	2014	
	CSI	Ntl. CC Peer Colleges
Student-Faculty Interaction	48.3	48.9
Support for Learners	47.2	49.1

Employee compensation competitiveness
CSI faculty salaries will be at the mean or above for comparable positions in the Mountain States Community College survey

Performance Measure			
	FY 15	FY 14	FY 13
Faculty Salaries: Percentage of Mean for CSI vs. Mountain States Community Colleges	91.9%	93.4%	95.2%

4. *Goal:* **Commit to continuous improvement and institutional effectiveness**

Objectives:

4.1. Ensure that the College's mission, vision, Core Themes, and Strategic Plan drive decision-making, resource allocation, and everyday operations
4.2. Continually assess and improve the quality, relevancy, efficiency, and effectiveness of our systems, programs, services, and processes
4.3. Implement Lean Higher Education (LHE) principles and practices
4.4. Employ meaningful and effective measures, methodologies, and technologies to accurately and systematically measure and continually improve institutional performance and effectiveness
4.5. Maintain the trust of our constituents through transparency, accountability, and responsible stewardship
4.6. Allocate, manage, and invest resources prudently, effectively, and efficiently
4.7. Aggressively pursue new revenue sources and grant opportunities
4.8. Implement cost-saving strategies while maintaining the quality of programs and services
4.9. Utilize appropriate information technologies that support and enhance teaching and learning, improve the accessibility and quality of services, and increase the effectiveness and efficiency of operations
4.10. Develop and implement facilities, systems, and practices that are environmentally sustainable and demonstrative responsible stewardship of our natural resources

Performance Measure: Alignment

Benchmark: Individual Development Plans (IDP) and Unit Development Plans (UDP) will be aligned with the College's mission, Core Themes, and Strategic Plan

The College's IDP and UDP process is in alignment with its mission, core themes and strategic plan.

Performance Measure: Outcomes assessment
Benchmark: Every course and program will demonstrate effective use of outcomes assessment strategies to measure student learning outcomes and for continuous improvement

As is noted in the College's Year-Seven Self-Evaluation Report to the Northwest Commission on Colleges and Universities, each course and program has clearly defined outcomes assessment strategies which are used to measure student learning outcomes and are used for continuous improvement. These outcomes are used to measure attainment of program outcomes which are reported in Program Outcomes Assessment reports on December 1st of each year. The only exception to this is with the Liberal Arts Program where program level student learning outcomes are being developed in conjunction with general education reform efforts.

Performance Measure: Lean Higher Education (LHE)
Benchmark: Implement at least two LHE projects per year

The College did not implement LHE projects during the current cycle.

Performance Measure: Total yearly dollar amount generated through external grants
Benchmark: Submit a minimum of $3,500,000 yearly in external grant requests with a 33% success rate

Performance Measure	2014	2013	2012
Total yearly dollar amount generated through external grants	$3,608,174	$3,832,100	$3,740,814

Performance Measure: Cost of instruction per FTE
Benchmark: Maintain the cost of instruction per FTE as reported through IPEDS at or below that of our peer institutions (defined as community colleges in Idaho)

Performance Measure	2014
Instruction Expense per FTE:	
College of Southern Idaho	$ 4,696
College of Western Idaho	$ 3,679
North Idaho College	$ 5,084

Note: Original Performance Measure Benchmark separated academic and PTE instructional costs into distinct measures, but this has been combined since this disaggregated data is not currently available. This measure is currently being refined.

External Factors

Various external factors outside CSI's control could significantly impact the achievement of the specific goals and objectives outlined in the Strategic Plan:

- Changes in the economic environment
- Changes in national or state priorities
- Significant changes in local, state, or federal funding levels
- Changes in market forces and competitive environment
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry)
- Supply of and competition for highly qualified faculty and staff
- Legal and regulatory changes
- Changes in technology
- Demographic changes
- Natural disasters, acts of war/terrorism

CSI will make every effort to anticipate and manage change effectively, establish and implement effective risk management policies and practices, and minimize the negative impacts of factors beyond the institution's control.

Part II. State Performance Measures

Performance Measure	2011	2012	2013	2014	Benchmark
Success & Progress Rate Full Time Students First-time, full-time, degree/ certificate seeking students still enrolled or program completers as of the following fall (IPEDS)	57% (611 / 1076) Fall 2009 Cohort	54% (623 / 1148) Fall 2010 Cohort	57% (574 / 1005) Fall 2011 Cohort	56% (574 / 1020) Fall 2012 Cohort	CSI's retention rate will be at or above the median for its IPEDS peer group.
Success & Progress Rate Transfer-In Students Transfer-in, full-time, degree/ certificate seeking students still enrolled or program completers as of the following fall	61% (180 / 295) Fall 2009 Cohort	60% (187 / 313) Fall 2010 Cohort	63% (180 / 285) Fall 2011 Cohort	66% (195 / 295) Fall 2012 Cohort	CSI's transfer-in retention rate will be at or above the rate of our peer institutions (defined as community colleges in Idaho).
Cost per credit hour [1] (IPEDS Finance and Annual Weighted Credits)	$ 221.49 ($42,411,664 / 191,484) (2009-10 year)	$ 187.29 ($37,642,948 / 200,990) (2010-11 year)	$ 191.58 ($38,130,642 / 199,032) (2011-12 year)	$ 177.54 ($34,127,570/ 192,223) (2012-13 year)	Maintain the cost of instruction per FTE at or below that of our peer institutions (defined as community colleges in Idaho).
Efficiency [2] (IPEDS Finance and Completions)	1.938 (822 / $424.12) 2009-10 year	2.638 (993 / $376.43) 2010-11 year	2.961 (1129 / $381.31) 2011-12 year	3.724 (1271 / $341.28) 2012-13 year	Maintain degree production per $100,000 instructional expenditures at or above that of our peer institutions (defined as community colleges in Idaho).
Tuition and fees Full-Time Part-Time	$1,260 $105 per credit	$1,320 $110 per credit	$1,320 $110 per credit	$1,320 $110 per credit	Maintain tuition and fees at or below that of our peer institutions (defined as community colleges in Idaho).
Graduation Rate First-time, full-time, degree/certificate seeking students (IPEDS)	18% (167 / 919) Fall 2007 Cohort	17% (165 / 949) Fall 2008 Cohort	19% (200 / 1062) Fall 2009 Cohort	18% (186 / 1011) Fall 2010 Cohort	CSI's first-time full-time graduation rate will be at or above the median for its IPEDS peer group.
Graduate Ratio Number of graduates divided by 3-yr. average degree-seeking FTE	.197 (759 / 3,844) 2009-10 year	.221 (895 / 4,043) 2010-11 year	.236 (1,032 / 4,376) 2011-12 year	.252 (1,102 / 4,372) 2012-13 year	CSI's graduate ratio will be at or above the rate of our peer institutions (defined as community colleges in Idaho).
Transfer Rate First-time, full-time, degree/certificate seeking students (IPEDS)	15% (139 / 919) Fall 2007 Cohort	15% (138 / 949) Fall 2008 Cohort	14% (144 / 1062) Fall 2009 Cohort	13% (132 / 1011) Fall 2010 Cohort	CSI's transfer-out rate will be at or above the median for its IPEDS peer group.
Employee Compensation Competitiveness	93.5%	95.2%	93.4%	95.2%	CSI employee salaries will be at the mean or above for comparable positions in the Mountain States Community College Survey. [3]
Total Yearly Dollar Amount Generated Through External Grants	$4,066,363	$3,740,814	$3,832,100	$3,589,429	Will submit a minimum of $2,750,000 yearly in external grant requests with a 33% success rate.

[1] Costs are derived from instructional, academic support, student services and institutional support expenses identified in the IPEDS Finance report divided by the annual credit hours (weighted academic credits from PSR 1.5 report plus PTE credits) for the corresponding year. This measure differs from that submitted by Idaho's four-year colleges and universities, and should be considered under development pending further discussion with the community college financial officers and the SBOE staff.

[2] Certificates and Degrees awarded per $100,000 of Education and Related Spending (as defined by the IPEDS Finance expense categories of instruction, academic support, student services and institutional support) for the corresponding year.

[3] Each year a number of community colleges participate in the Mountain States Community College Survey. This measure reflects the College of Southern Idaho mean faculty salary divided by the Mountain States mean faculty salary. The resulting percentage demonstrates how College of Southern Idaho salaries compare with other institutions in the Mountain States region.

Part III. Profile of Cases Managed and/or Key Services Provided

Cases Managed and/or Key Services Provided	FY2011	FY2012	FY 2013	FY 2014
Annual (unduplicated) Enrollment **Headcount** [1]	13,740	12,915	12,042	11,747
Professional Technical	1,869	1,578	1,354	1,190
Transfer	11,871	11,337	10,688	10,557
(PSR Annual Enrollment)				
Annual Enrollment **FTE** [1]	5,535.54	5,182.73	4,934.83	4,468.17
Professional Technical	1,111.57	1,031.13	961.43	892.60
Transfer	4,423.97	4,151.60	3,973.40	3,575.57
(PSR Annual Enrollment)				
Degrees/Certificates				
Degrees Awarded	822	993	1,129	1,271
Unduplicated Headcount	759	895	1,032	1,102
(IPEDS Completions)	2009-10	2010-11	2011-12	2012-13
Percentage of unduplicated degree earners to total unduplicated headcount [2] (IPEDS Completions and PSR Annual Headcount)	10.1% (759 / 7,495) 2009-10	11.6% (895 / 7,700) 2010-11	13.2% (1,032 / 7,829) 2011-12	14.7% (1,102/ 7,481) 2012-13
Total degrees/certificates awarded per 100 FTE students enrolled (IPEDS Completions and IPEDS Fall FTE)	17.03 (822 / 48.28) 2009-10	20.41 (993 / 48.66) 2010-11	21.98 (1,129 / 51.37) 2011-12	24.24 (1,271/52.43) 2012-13
Workforce Training Headcount	5,218	4,426	3,368	3,137
Dual Credit				
- Unduplicated Headcount	2,412	2,685	2,774	2,486
- Enrollments	4,576	4,742	5,131	3,986
- Total Credit Hours	13,241	14,187	14,218	12,171
(SBOE Dual Credit Enrollment Report)				
Remediation Rate *First-Time, First-Year Students Attending Idaho High School within Last 12 Months* (SBOE Remediation Report)	72.5% (923 / 1273)	69.5% (892 / 1284)	65.6% (820 / 1250)	60.6% (692 / 1141)

[1] There have been enrollment processing and reporting changes over the period of this report. A new PSR Annual Enrollment report was developed as of FY12 with some minor differences in enrollment calculations from prior reports. In addition, CSI continues to revise the process for determining a student's headcount affiliation (Transfer vs. PTE).

[2] Unduplicated headcount includes only degree-seeking students of the total PSR-1 annual headcount.

College of Southern Idaho
PO Box 1238
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College of Western Idaho

Institutional Effectiveness

Updated January 2015
Board of Trustee Approval Feb 17, 2015

Strategic Plan FY2016 – 2020

MISSION

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching/learning opportunities to the residents of its service area in Western Idaho.

VISION

The College of Western Idaho provides affordable, quality teaching and learning opportunities for all to excel at learning for life

CORE THEMES

Professional technical programs
General education courses/programs
Basic skills courses
Community outreach

CORE VALUES

Acting with integrity
Serving all in an atmosphere of caring
Sustaining our quality of life for future generations
Respecting the dignity of opinions
Innovating for the 21st Century
Leaving a legacy of learning

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

Mail Stop 1000 P.O. Box 3010 Nampa, Idaho 83653 phone 208.562.3505 fax 208.562.3538 www.cwidaho.cc

STRATEGIC PRIORITIES, OBJECTIVES, and MEASURES

GOAL 1: Student Success

CWI values its students and is committed to supporting their success (in reaching their educational and/or career goals).

Objective 1	CWI will improve student retention and persistence
Performance Measures	• Course Completion rates will meet or exceed 80% by 2019 • Semester-to-Semester Persistence rates will meet or exceed 80% by 2019 • Fall-to-Fall Retention Rates will meet or exceed 55% by 2019 • Develop and report all Voluntary Framework of Accountability Student Progress and Outcome Measures by 2019

Objective 2	CWI will improve student degree and certificate completion
Performance Measures	• CWI will grant 750 AA, AS, and AAS degrees annually by 2019 • CWI will grant 250 technical certificates annually by 2019 • CWI will grant 9,300 certificates of completion annually by 2019 through Workforce Development non-credit programs

Objective 3	CWI will provide support services that improve student success
Performance Measures	• Applicant to Enrolled matriculation rate will meet or exceed 40% by 2019 • Persistence Rate first to second semester of enrollment for "1st time college attenders will meet or exceed 77% by 2019 • Completion Rate within 150% of program/major requirements will meet or exceed the Community College national average of 19.6% by 2019 • Average loan indebtedness and borrowing rates for CWI students will be below national averages (IPEDS) by 2019 • Utilization of Tutoring Services/Student Success Center • CWI will provide tutoring support services that result in a penetration rate of 40% by 2019

Objective 4	CWI will develop educational pathways and services to improve accessibility
Performance Measures	• By 2019, 60% of Students who complete college prep course work will earn a C or better in the corresponding gateway course • Dual credits awarded to high school students will increase to 17,000 credits by 2019 • 20,000 discrete annual enrollments in online courses by 2019

GOAL 2: Employee Success

CWI values its employees and is committed to a culture of individual, team, and institutional growth which is supported and celebrated.

Objective 1	**Employees will have the resources, information, and other support to be successful in their roles**

Performance Measures	• >=65% of IT Help Desk tickets are resolved upon initial contact
	• >= 80 % agree/strongly agree on annual Employee Survey questions listed below:
	    • CWI does a good job of meeting the needs of staff / faculty
	    • I have the information I need to do my job well
	    • It is easy for me to get information at CWI
	    • I feel my supervisor supports me
	    • I am empowered to resolve problems quickly

Objective 2	**CWI will provide employees with professional development, training and learning opportunities**

Performance Measures	• >= 80 % agree/strongly agree on annual Employee Survey questions listed below:
	    • I have adequate opportunities for professional development and training to improve my skills
	    • My supervisor helps me improve my job performance

Objective 3	**Provide clear expectations for job performance and growth opportunities**

Performance Measures	• >=80% agree/strongly agree on annual Employee Survey questions listed below:
	    • My job description accurately reflects my job duties
	    • My responsibilities are communicated clearly to me
	    • My department or work unit has written, up-to-date objectives
	    • I have adequate opportunities for advancement

Objective 4	**Promote a culture to recognize employee excellence**

Performance Measures	• >=75% of our annual recognition budget is awarded
	• >= 80 % agree/strongly agree on annual Employee Survey questions listed below:
	    • I feel appreciated for the work that I do
	    • The type of work I do on most days is personally rewarding

GOAL 3: Fiscal Stability

The College of Western Idaho will operate within its available resources and implement strategies to increase revenue, while improving operating efficiencies.

Objective 1	**CWI will operate using an annual balanced budget, will actively manage expenditures, and create operational efficiencies**
Performance Measures	• Develop at least 2 measures each year to actively identify unfavorable revenue & expense trends • Conduct analyses of three college business processes each year to identify and correct inefficiencies • Incorporate student fees for strategic reserve, into annual operating budget

Objective 2	**CWI will maintain the integrity of existing revenue streams and will actively seek out new forms of revenue consistent with the College's mission**
Performance Measures	• Comply with all requirements of funding agencies to ensure continued and increased revenue streams • Advocate for additional state funding to achieve parity with other Idaho Community Colleges by 2019 • Apply for new grant funds each year that support the strategic mission of the college, and increase grant revenue by 10% annually • Reapply for all applicable ongoing grants each year • Increase amount of monetary awards through grants by 10% each year • Reduce the amount of unpaid tuition balances sent to collections by 5% each year • Increase annual revenue growth in Workforce Development by 10% each year

Objective 3	**CWI will work to maintain and enhance its facilities & technology and actively plan for future space and technology needs**
Performance Measures	• Improve facility utilization rates to 90% by 2019 • Achieve 75% completion of technology work-plan each year

GOAL 4: Community Connections

The College of Western Idaho will implement a variety of educational and developmental programs to bring the college into the community in meaningful ways.

Objective 1	CWI creates and delivers educational programs and services to the community through short-term training programs which foster economic development
Performance Measures	• Increase the number of people served through Workforce Development by 10% each year • Workforce Development participant survey reflects at least 85 percent positive satisfaction

Objective 2	CWI engages in educational, cultural, and organizational activities that enrich our community
Performance Measures	• Increase the number of hours CWI facilities are used by non-CWI organizations • Participate in at least 50 events that support community enrichment each year • Increase Basic Skills Education to the 8 non-district counties in southwest Idaho • CWI student-to-community engagement will exceed 6000 hours annually

Objective 3	Expand CWI's community connections within its service area
Performance Measures	• 100% Professional Technical Education programs and Apprenticeship programs in Workforce Development have Technical Advisory Committees with local business and industry members • CWI will engage in outreach activities with 100% of public high schools in its service area • 25% Increase in number of active business partnerships by 2019

GOAL 5: Institutional Sustainability

The College of Western Idaho (CWI) finds strength through its people and viability in its operations and infrastructure; therefore the institution will continually evaluate the colleges' health to ensure sustainability.

Objective 1	**CWI will promote the college's health and wellbeing**

Performance Measures	• On annual Employee Survey questions listed below:
	  • >= 80% agree/strongly agree on the question listed below
	    i. Overall, I am satisfied with my employment with CWI
	  • >=75% agree/strongly agree on the question listed below by 2019
	    i. There are effective lines of communication between departments

Objective 2	**CWI will have effective and efficient infrastructure**
Performance Measures	• CWI will consolidate locations & target development of 2 major campuses in Ada & Canyon Counties by 2019 • >= 80 % agree/strongly agree to "CWI has clearly written and defined procedures" by 2019 • CWI will reduce utility consumption (units consumed) by 10% by 2019 on college owned properties • CWI will optimize its' Core Information & Technology (IT) Network by achieving an annual target of 99.99% network availability

EXTERNAL FACTORS

There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, PTE, etc.) Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.
- Enrollment. CWI is actively engaged in recruiting and retention efforts in all of its facets. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.
- Economy. Recent years have shown that the state and national economy have significant impacts on the success of higher education.

For Additional Information Regarding The

College Of Western Idaho

2016-2020 Strategic Plan

Contact:

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North Idaho College

North Idaho College Strategic Plan

FY 2016-2020

Mission
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

Vision
As a comprehensive community college, North Idaho College strives to provide accessible, affordable, quality learning opportunities. North Idaho College endeavors to be an innovative, flexible leader recognized as a center of educational, cultural, economic, and civic activities by the communities it serves.

Accreditation Core Themes
The college mission is reflected in its five accreditation core themes:

- Student Success
- Educational Excellence
- Community Engagement
- Stewardship
- Diversity

Key External Factors
- Changes in the economic environment
- Changes in local, state, or federal funding levels
- Changes in local, state, or national educational priorities
- Changes in education market (competitive environment)

Values
North Idaho College is dedicated to these core values which guide its decisions and actions.

Goal 1 – Student Success: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life

Objectives
1) Provide innovative, progressive, and student-centered programs and services.
2) Engage and empower students to take personal responsibility and to actively participate in their educational experience.
3) Promote programs and services to enhance access and successful student transitions.

Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: Expectation will be defined after 3 years of data is gathered
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers
  Benchmark: 80% of employers indicate satisfaction with preparation of completers
- Career Program Completers, percent employed in related field
  Benchmark: 65% employed
- Fall to Spring Persistence Rate, credit students
  Benchmark: 84% persist
- First-time, full-time, student retention rates
  Benchmark: 63%
- First-time, part-time, student retention rates
  Benchmark: 45%

Goal 2 - Educational Excellence: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Objectives
1) Evaluate, create and adapt programs that respond to the educational and training needs of the region.
2) Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.
3) Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.
4) Recognize and expand faculty and staff scholarship through professional development.

Performance Measures
- Student Learning Outcomes Assessment goals achieved in general education
  Benchmark: 80% percent or more of annual assessment goals are consistently met over 3-year plan
- Full-time to Part-time faculty ratio
  Benchmark: Maintain above average ratio
- NIC is responsive to faculty and staff professional development needs
  Benchmark: Maintain or increase funding levels available for professional development
- Licensure pass rates at or above national pass rates
  Benchmark: Maintain or improve current pass rates

- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: Sustain or increase
- All instructional programs submit annual summary reports documenting program improvements
  Benchmark: 20% of total programs per year over five years until fully implemented

Goal 3 - Community Engagement: Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Objectives
1) Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.
2) Demonstrate commitment to the economic/business development of the region.
3) Promote North Idaho College in the communities we serve.
4) Enhance community access to college facilities.

Performance Measures
- Distance Learning proportion of credit hours
  Benchmark: Increase by 2% annually for a total of 25%
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.6%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3.0%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average

Goal 4 – Diversity: A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Objectives
1) Foster a culture of inclusion.
2) Promote a safe and respectful environment.
3) Develop culturally competent faculty, staff and students.

Performance Measures
- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
- Participation in sponsored events that promote diversity awareness
  Benchmark: To be defined in 2016

- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
  Benchmark: To be defined in 2016
- Students who respond "quite a bit or very much" to CCSSE survey question: "Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?"
  Benchmark: Increase by 2% annually until the national average is met or exceeded

Goal 5 – Stewardship: Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Objectives

1) Exhibit trustworthy stewardship of resources.
2) Demonstrate commitment to an inclusive and integrated planning environment.
3) Explore, adopt, and promote initiatives that help sustain the environment.

Performance Measures

- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000
- College-wide replacement schedule for personal computers
  Benchmark: 100% of the computers are replaced within the 42 month window
- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: Sustain or Increase
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: Maintain rank in the lowest 40% against comparator institutions

North Idaho College

North Idaho College Strategic Plan

Strategic Plan Supplement

2016-2020

Student Success Performance Measures

- Percentage of full-time, first-time and new transfer-in students who a) were awarded a degree or certificate, b) transferred without an award to a 2- or 4-year institution, c) are still enrolled, and d) left the institution within six years.
  Benchmark: *Expectation will be defined after 3 years of data is gathered*
  Status: *a) 25.8% b) 26.3% c) 5.3% d) 42.6%*
- Total number of employers (out of total respondents) who indicate satisfaction with overall preparation of completers
  Benchmark: *80% of employers indicate satisfaction with preparation of completers*
  Status: *97%*
- Career Program Completers, percent employed in related field
  Benchmark: *65% employed*
  Status: *50.3%*
- Fall to Spring Persistence Rate, credit students
  Benchmark: *84% persist*
  Status: *83.5%*
- First-time, full-time, student retention rates
  Benchmark: *63%*
  Status: *55%*
- First-time, part-time, student retention rates
  Benchmark: *45%*
  Status: *35%*

Educational Excellence Performance Measures

- Student Learning Outcomes Assessment goals achieved in general education
  Benchmark: *80% percent or more of annual assessment goals are consistently met over 3-yr plan*
  Status: 72%
- Full-time to Part-time faculty ratio
  Benchmark: *Maintain above average ratio*
  Status: *0.8:1.0 (164 full-time and 204 part-time)*
- NIC is responsive to faculty and staff professional development needs
  Benchmark: *Maintain or increase funding levels available for professional development*
  Status: *$78,000 in current funding*
- Licensure pass rates at or above national pass rates
  Benchmark: *Maintain or improve current pass rates*
  Status: *98% or above for all programs for which data is available*
- Dual Credit students who enroll at NIC as degree-seeking postsecondary students as a percentage of total headcount
  Benchmark: *Sustain or Increase*
  Status: *4.3%*

- All instructional programs submit annual summary reports documenting program improvements
  Benchmark: 20% of total programs per year over five years until fully implemented
  Status: This is a new measure; no status available

Community Engagement Performance Measures

- Distance Learning proportion of credit hours
  Benchmark: Increase by 2% annually for a total of 25%
  Status: 25.1%
- Dual Credit annual credit hours in the high schools
  Benchmark: Increase by 5% annually
  Status: 2,399
- Dual Credit annual credit hours taught via distance delivery
  Benchmark: Increase by 5% annually
  Status: 3,407
- Market Penetration (Credit Students): Unduplicated headcount of credit students as a percentage of NIC's total service area population
  Benchmark: 3.6%
  Status: 3.6%
- Market Penetration (Non-Credit Students): Unduplicated headcount of non-credit students as a percentage of NIC's total service area population
  Benchmark: 3.0%
  Status: 2.2%
- Percentage of student evaluations of community education courses reflect a satisfaction rating of above average
  Benchmark: 85% of total number score a satisfaction rating of above average
  Status: 93%

Diversity Performance Measures

- Number of students enrolled from diverse populations
  Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region
  Status: 81% White, 9% Other; 10% Unknown
- Participation in sponsored events that promote diversity awareness
  Benchmark: To be defined in 2016
  Status: This is a new measure; no status available
- Number of course outcomes related to multiculturalism, pluralism, equity, and diversity
  Benchmark: To be defined in 2016
  Status: This is a new measure; no status available
- Students who respond "quite a bit or very much" to CCSSE survey question: "Does the college encourage contact among students from different economic, social and racial or ethnic backgrounds?"
  Benchmark: Increase by 2% annually until the national average is met or exceeded
  Status: 37.7% (compared to national average of 52.7%)

Stewardship Performance Measures

- Dollars secured through the Development Department via private donations and grants
  Benchmark: $2,000,000

Status: *$5,240,105*

- College-wide replacement schedule for personal computers
  Benchmark: *100% of the computers are replaced within the 42 month window*
  Status: *94.5%*
- Efficiency measures and energy upgrades result in dollars saved
  Benchmark: *Sustain or Increase*
  Status: *11% overall decrease (over 7 year period) in utilities expenditures*
- Tuition and Fees for full-time, in-district students (full academic year)
  Benchmark: *Maintain rank in the lowest 40% against comparator institutions*
  Status: *$2,974*

<u>Idaho State Board of Education System-Wide Performance Measures</u>

- Graduation Rate - Total degree production and headcount
  Benchmark: *Maintain graduation rate at or above the median for IPEDS peer group*
  Status: *998 awards / 930 headcount*

- Graduation Rate - Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE
  Benchmark: *Maintain graduation rate at or above the median for Idaho peer group*
  Status: *21.2%*

- Success and Progress Rate – Total full-time new and transfer degree-seeking students that are retained or graduate the following year
  Benchmark: *To be defined after three years of VFA data is collected*
  Status: *51% (new); 56% (transfer)*

- Cost of College – Cost per credit hour to deliver education
  Benchmark: *Maintain cost per credit hour at or below that of Idaho peer group*
  Status: *$290.40*

- Efficiency – Certificate and degree completions per $100,000 of education and related spending by institutions
  Benchmark: *Maintain completions per $100k of financials at or above that of IPEDS peer group*
  Status: *2.38*

- Remediation - Number and percentage of first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per ISBOE*
  Status: *66.5%*

- Dual Credit – Total annual credit hours
  Benchmark: *This measure is an input from the K-12 system and is not benchmarkable, per SBOE*
  Status: *9,884*

- Dual Credit – Unduplicated Annual Headcount
  Benchmark: *Increase annually by 2% until 25% of total student population is achieved*
  Status: *921*

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

FY2016-2020

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2016-2020

MISSION STATEMENT

The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:

- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering the healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT

The College of Agricultural and Life Sciences values:

- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT

We will be the recognized state-wide leader and innovator in meeting the state’s current and future challenges to create healthy individuals, families and communities, and enhance sustainable food systems respected regionally and nationally through focused areas of excellence in teaching, research and outreach with extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

Goals

Teaching and Learning: Enable student success in a rapidly changing world through transformed teaching and learning.

Objective:

1. Build adaptable, integrative curricula and pedagogies.
   Performance Measure: Approved ISEM 301 course listed in spring 2014 course catalog.
   Benchmark: Approved ISEM 301 course listed in spring 2014 course catalog.

2. Increase the number of course offerings via distance learning.
   Performance Measure: Exploration of additional course offerings to meet students' curricular needs to support timely degree completion for on-campus and off-campus programs.
   Benchmark: 10% increase in distance course offerings from CALS

Scholarly and Creative Activity: Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.

Objectives:

1. Increase grant submissions and awards from agencies, commissions, foundations, and private industry by all tenure and non-tenure track faculty, staff, and administration for scholarship and creative activities in research, extension, and teaching.
   Performance Measure: Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year
   Benchmark: Five percent increase per year in the number of grants submitted.

2. Increase grants awarded to faculty by hiring grant specialists to assist in identifying funding opportunities and grant writers to assist in proposal development
   Performance Measures: Availability and use of grant specialists and grant writers, number of grants identified by grant specialists and, number of grants submitted using the services of a grant writer
   Benchmark: Attain an average of $20 million in extramural funding across research, extension, and teaching scholarship during the 2015-2017 time period

3. Allocate resources preferentially to defined college Programs of Distinction and departmental areas of excellence, and to emerging Programs of Distinction and areas of excellence

Performance Measures: Funds or in-kind donations acquired through development, endowments, and collaborations with public and private organizations
Benchmark: Attain $45 million by 2016 as aligned with UI campaigns

4. Facilitate the formation of Programs of Distinction teams and other interdisciplinary teams to identify and address key research problems and opportunities
Performance Measures: Number of interdisciplinary teams formed
Benchmark: Formation of four or more interdisciplinary teams that will develop Programs of Distinction by July 2016

5. Provide competitive funding for planning and reward faculty participation in interdisciplinary programs by providing necessary incentives and training to improve competitiveness of center- or team-based grant proposals.
Performance Measures: Number of competitive grant proposals submitted and awarded
Benchmark: Be awarded 4 to 5 large, longer term competitive grants that are led by faculty by 2016

Outreach and Engagement: Meet society's critical needs by engaging in mutually beneficial partnerships.

1. Actively participate in identifying, developing, and implementing Programs of Distinction and areas of excellence.
Performance Measures: Programs of Distinction identified, work plans created, and measures of effectiveness established for each Program of Distinction by 2016; measures assessed annually thereafter
Benchmark: Twenty percent of faculty working effectively in Programs of Distinction and engaged with clientele and stakeholders

2. Redirect internal resources and recruit industry and agency funding for student internships and student service learning projects that support outreach and engagement in priority areas.
Performance Measures: Amount of funding redirected and recruited annually; number of students engaged in internships and in service learning projects during their undergraduate or graduate programs
Benchmark: By 2017, funding for internships and student projects doubled (2013 baseline); number of students involved in internships doubled (2013 baseline);

and number of students involved in service learning projects doubled (2013 baseline)

3. Recognize faculty for outreach and engagement accomplishments as part of annual evaluation, promotion and tenure
   Performance Measures: Unit administrators recognize, value, and reward significant outreach and engagement outcomes and impacts
   Benchmark: Unit administrators can clearly communicate outcomes and impacts resulting from outreach and engagement accomplishments of their faculty

4. Expand the role of all advisory boards by utilizing the networking capabilities of advisory board members to enhance partnership development
   Performance Measures: Partnerships developed through collaborative efforts with advisory board members, Development, and administration
   Benchmark: Outreach and engagement programming enhanced through partnerships with key agencies, organizations, and foundations

5. Market outcomes of Programs of Distinction and areas of excellence through college publications, popular press articles, and presentations to decision makers and stakeholders.
   Performance Measures: Number of articles featuring outcomes and impacts of Programs of Distinction and areas of excellence; number of major presentations featuring Programs of Distinction and areas of excellence outcomes and impacts
   Benchmark: Outcomes of Programs of Distinction and areas of excellence have been documented and reported to stakeholders and decision makers by 2018

Organization, Culture and Climate: Be a purposeful, ethical, vibrant and open community.

1. Include an emphasis on diversity by providing multi-cultural events and training opportunities or by participating in University sponsored activities.
   Performance Measures: Number of faculty and staff who complete a multi-cultural competency training in addition to increased faculty, staff, and student participation in multi-cultural events or UI sponsored activity.
   Benchmark: Increased diversity awareness among faculty, staff, and students.

2. Seek private and public funding for scholarships to increase enrollment by underrepresented groups
   Performance Measures: Amount of funding raised
   Benchmark: Double the scholarships over 5 years.

3. Utilize established university policies and procedures to address problematic behaviors
   Performance Measures: Number of reported incidences and investigations
   Benchmark: Reduce the number of reported incidences and investigations relative to the average of the previous five years

4. Encourage faculty and staff participation in conflict resolution and/or management training offered by UI Professional Development & Learning office.
   Performance Measures: Number of participants completing conflict resolution and/or management training
   Benchmarks: 100% participation

External Factors:

Loss of essential personnel: Comparisons of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.

Cultivation of Partnerships: We continue to cultivate partnerships to maintain the agricultural research and extension system. Although to date these efforts have been successful, these efforts are very time consuming and take many months to reach agreement and produce revenue streams to help maintain this system and meet our land grant mission.

Statewide Infrastructure Needs: Our ability to fund infrastructure maintenance and improvements to maintain our research intensive facilities remains limited. As mentioned in previous years, this clearly impacts our ability to obtain external grant funding and develop collaborative partnerships with state, federal, and private entities and other institutions.

University of Idaho
Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN
FY2016-2020

Forest Utilization Research and Outreach (FUR)

MISSION

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. It's purpose is to increase the productivity of Idaho's forest and range lands by developing, analyzing, and demonstrating methods to improve land management and related problem situations such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

OUTCOME-BASED VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full range of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

GOALS & OBJECTIVES

Goal 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.

Strategies:

1. Upgrade and development of university human resource competencies (faculty, staff and students) to strengthen disciplinary and interdisciplinary scholarship that advances the college's strategic themes and land-grant mission directly linked to FUR.

2. Establish, renew, remodel, and reallocate facilities to encourage funded collaborative disciplinary and interdisciplinary inquiry in alignment with FUR programs in forest and nursery management as well as the Rangeland Center and Policy Analysis Group.

Performance Measures:

- Number of CNR faculty, staff, students and constituency groups involved in FUR related scholarship or capacity building activities.
- Non-FUR funding leveraged by FUR funded indoor and outdoor laboratories, field facilities, and teaching, research and outreach programs.

Benchmarks:
Numbers of CNR faculty, staff, students and constituency groups set as of 2015 level with an ongoing objective for them to stay the same or increase based on the investment level in this aspect of FUR programming.

Start with a 3:1 return on investment ratio meaning every one dollar of FUR state funding leverages at least three non-FUR funded dollars from other sources.

Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.

Strategies:

1. Enhance scholarly modes of discovery, application and integration that address issues of importance to the citizens of Idaho that improve forest and rangeland productivity, regeneration, and rehabilitation, including nursery management practices, fire science and management, and a full range of ecosystem services and products, including environmental quality.

2. Create new products, technologies, protocols and processes useful to private sector natural resource businesses — such as timber harvesting and processing, regeneration and rehabilitation firms, working livestock ranches, as well as governmental and non-governmental enterprises and operating units.

3. Conduct research and do unbiased policy analyses to aid decision-makers and citizens understanding of natural resource and land use policy issues.

Performance Measure:

- An accounting of products (i.e., seedlings produced, research reports, refereed journal articles) and services (i.e., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases) created and delivered including an identification of those which are recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.
- Number of external stakeholders (non-university entities) that request information and/or consultancies on FUR funded protocols for technologies or knowledge related to programs such as regeneration of native plants and seedlings, fire science, timber harvesting, wood residue utilization, livestock grazing, forest and rangeland restoration, etc.

Benchmark:
Numbers and types of products and services delivered and stakeholders serviced as of 2013-2015 average levels with an ongoing objective for benchmarks to stay the same or increase based on investment levels in this aspect of FUR programming during the defined period.

Goal 2: Outreach and Engagement

Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.

Strategies:

1. Enhance the capacity of the College of Natural Resources to engage with communities by involving faculty and students in programs relevant to local and regional issues associated with forest and rangeland management and the maintenance of environmental quality.
2. Engage with communities, governmental and non-governmental organizations through flexible partnerships that share resources and respond to local needs and expectations.

3. Foster key industry and business relationships that benefit entrepreneurship and social and economic development through innovation and technology transfer that will increase the productivity of Idaho's forests and rangelands while enhancing air and water quality.

Performance Measure:
Document cases:
- Communities served and resulting documentable impact;
- Governmental agencies served and resulting documentable impact;
- Non-governmental agencies and resulting documentable impact;
- Private businesses and resulting documentable impact; and
- Private landowners and resulting documentable impact.

Benchmark:
Meeting target numbers for audiences identified above as well as developing and experimenting with a scale for measuring documentable impact.

Goal 3: Teaching and Learning

Engage students in a transformational experience of discovery, understanding, and global citizenship.

Objective A: Develop effective integrative learning activities to engage and expand student minds.

Strategies:

1. Provide undergraduate, graduate and professional students with education and research opportunities in nursery management, wood utilization technologies including bioenergy and bioproducts, forest and rangeland regeneration and restoration, fire science and management, and ecosystem services and products.
2. Integrate educational experiences into ongoing FUR and non-FUR research programs at CNR outdoor laboratories, including the University of Idaho Experimental Forest, the Forest Nursery complex, and McCall campus.
3. Engage alumni and stakeholders as partners in research, learning, and outreach.

Performance Measures:
- Number and diversity (as measured by variety of academic programs impacted) of courses which use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.
- Number of hits on PAG and other FUR related web-sites, and where feasible number of documents or other products downloaded by stakeholders.

Benchmark:

Meeting or being above target numbers for the audiences and programming proposed above as per investment in a given funding cycle.

KEY EXTERNAL FACTORS

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; (4) uncertainty associated with the State of Idaho's commitment to retaining high quality programs associated with the mission of the nation's land grant universities; and (5) changing demand for the state and region's ecosystem services and products.

Idaho Geological Survey
(IGS)

STRATEGIC PLAN
FY2016 - 2020

IDAHO GEOLOGICAL SURVEY

VISION

The Idaho Geological Survey's vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through *service and outreach, research, and education* activities.

MISSION

The Idaho Geological Survey is designated the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Idaho Geological Survey staff acquires geologic information through field and laboratory investigations and through grants and cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. These products contain the current geologic knowledge of Idaho and are the critical to all geoscience applications and related issues. Other main Idaho Geological Survey programs include geologic hazards, hydrology, energy resources, mining, mine safety training, abandoned and inactive mines inventory, and earth science education outreach. As Idaho grows, demand is increasing for geologic information related to population growth, energy- mineral- and water-resource development, landslide hazards and earthquake monitoring.

AUTHORITY AND SCOPE

Idaho Code provides for the creation, purpose, duties, reporting, offices, and advisory board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations and establish cooperative projects and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: OUTREACH AND ENGAGEMENT (SERVICE)

Context: *Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to Survey information primarily through publications, Web site products, in-house collections and customer inquiries. Emphasize Web site delivery of digital products and compliance with state documents requirements (Idaho Code 33-*

205). Maintain concentrated effort to collect and preserve Idaho's valuable geologic data at risk.

<u>Objective A</u>: Produce and effectively deliver relevant geologic information to meet societal priorities and requirements

Performance Measure:

- Number of published reports on geology/hydrology/geologic hazards/mineral and energy resources.
  Benchmark: The number of IGS published reports TBD based on preceding years and staffing.

<u>Objective B</u>: Build and deliver Web site products and develop user apps and search engines

Performance Measure:

- Number of IGS web site viewers and products used/downloads.
  Benchmark: The number of website products TBD based on preceding years and staffing.

<u>Objective C</u>: Maintain compliance of Idaho State Library Documents Depository Program and Georef Catalog (International)

Performance Measure:

- Percentage of total survey documents available
  Benchmark: 100%

GOAL 2: SCHOLARLY AND CREATIVE ACTIVITY (RESEARCH)

Context: *Advance the knowledge and practical application of geology and earth science in Idaho. Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping techniques in compliance with required state and federal GIS standards. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, and state and federal land management agencies. Pursue opportunities for public and private research partnerships.*

<u>Objective A:</u> Sustain and enhance geological mapping and related studies

Performance Measure:

- Increase the area of modern digital geologic map coverage for Idaho by mapping in priority areas designated by Idaho Geological Mapping Advisory Committee (IGMAC).
  Benchmark: A sustained increase in cumulative percent of Idaho's area covered by modern geologic mapping.

Objective B: Sustain and build research funding

Performance Measure:

- Externally funded grant and contract dollars
  Benchmark: The number of externally funded grants and amount of contract dollars compared to a five year average.

GOAL 3: TEACHING AND LEARNING (EDUCATION)

Context: *Educate clients and stakeholders in the use of earth science information for society benefit. Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.*

Objective A: Develop and deliver earth science education programs and public presentations

Performance Measure:

- Educational programs for public audiences

  Benchmark: The number of educational reports and presentations TBD based on previous years and staffing.

GOAL 4: COMMUNITY AND CULTURE (SERVICE)

Context: *We are committed to a culture of service to Idaho. We value the diversity of Idaho's geologic resources and diversity of community uses. We strive to partner with communities and stakeholders to increase the intellectual capacity to resolve resource challenges facing Idaho and consumers of our state resources.*

Objective A: Develop and deliver products serving all sectors of users.

Performance Measure and Benchmark: (included in deliverables listed in Goal 1)

KEY EXTERNAL FACTORS:

Funding:

Achievement of strategic goals and objectives is dependent on appropriate state funding and staffing levels. External research support is mostly subject to federal program funding and increasing state competition for federal programs. Many external programs require a state match and are dependent on state funding level.

Demand for services and products:

Changes in demand for geologic information due to energy and minerals economics play an important role in achievement of strategic goals and objectives. State population growth and requirements for geologic information by public decision makers and land managers are also key external factors.

University of Idaho

Idaho

(Washington-Idaho-Montana-Utah, WIMU)

Veterinary Medical Education Program/

Caine Veterinary Teaching Center

STRATEGIC PLAN

FY2016 - 2020

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program/ Caine Veterinary Teaching Center

STRATEGIC PLAN 2016-2020

VISION STATEMENT:

Improved health and productivity of Idaho's food-producing livestock

MISSION STATEMENT:

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

Authority and Scope:
The original Tri-State Veterinary Education Program (WOI Regional Program – Washington State University, Oregon State University, and University of Idaho) was authorized in 1973 by the Idaho Legislature (SJM 127). The Program in Idaho is administered by the State Board of Education and The Board of Regents of the University of Idaho. The first Idaho-resident students were enrolled in the program in 1974. In September 1977, the Caine Veterinary Teaching Center (CVTC) at Caldwell, an off-campus unit of the University of Idaho's then Veterinary Science Department, was opened as a part of Idaho's contribution to the WOI Regional Program in Veterinary Medicine. Oregon withdrew from the cooperative program in 2005. In 2012, Washington State University and Utah State University (USU) announced a new educational partnership (W-I-U). In 2013, Montana State University (MSU) became a fourth partner in what is now known as the Washington-Idaho-Montana-Utah (WIMU) Regional Program in Veterinary Medicine. The first DVM class to include MSU students was admitted in Fall 2014.

The CVTC serves as a food animal referral hospital/teaching center located in Caldwell where senior veterinary students from Washington State University/College of Veterinary Medicine (WSU/CVM) participate in elective rotations on food animal production medicine. The CVTC program is administered through the Department of Animal and Veterinary Science (AVS) in the College of Agricultural and Life Sciences (CALS) at the University of Idaho.

The Program allows Idaho resident students access to a veterinary medical education through a cooperative agreement with WSU, whereby students are excused from paying out-of-state tuition. The program currently provides access for 11 Idaho-resident students per year (funding for 44 students annually).

The American Veterinary Medical Association (AVMA) accredits the WIMU Program. Faculty members are specialized in virology, bacteriology, pharmacology, epidemiology, medicine, and surgery, and hold joint appointments between the UI College of Agricultural and Life Sciences in the AVS Department (scholarly activities/research/service) and the WIMU Regional Program in Veterinary Medicine (education/service/outreach/engagement).

The service and diagnostic components of the CVTC are integral to the food animal production medicine teaching program, offering clinical and laboratory diagnostic assistance for individual animal care or disease outbreak investigation for veterinarians and livestock producers in Idaho and surrounding states. Live animals referred by practicing veterinarians are utilized as hospital teaching cases for students when on rotation at that time. Students have access to select, in-house laboratories to process samples they collect and analyze the results. Practicing veterinarians throughout the state who need diagnostic help with disease problems also send samples directly to the laboratories at the CVTC for analyses. Diagnostic services and assistance are also provided to Idaho State Department of Agriculture and to the Idaho Department of Fish and Game. When additional services are required or requested by practitioners, personnel at CVTC receive, process, and ship samples to other diagnostic laboratories.

Supervision and leadership for programs, operations, the faculty and staff at the CVTC are the responsibility of the Director, Dr. Gordon W. Brumbaugh with administrative responsibility by the Head of the AVS Department, Dr. Mark McGuire, and Dean of CALS, Dr. John Foltz.

Education:

Faculty provides 1- to 4-week blocks of time designed to prepare veterinary students for entry-level positions upon graduation. Blocks target general food animal medicine, dairy production medicine, cow/calf management, feedlot medicine, sheep/lambing management, and small ruminant clinical medicine.

Activities are selected that allow the student to develop and gain confidence in technical skills as well as professional critical thinking and management of information. Disease agents, fluid therapy, appropriate drug use, nutrition, diagnostic sampling, and necropsy are examples of skills emphasized during individual animal medicine instruction. Production animal medicine stresses development of confidence with professional and technical skills, disease prevention strategies, investigational skills, animal well-being, recordkeeping and interpretation, and reduction of stress for beef or dairy cattle, and for small ruminants (primarily sheep and goats).

Five faculty positions are budgeted within the Idaho Vet Med Program. In 2013, one faculty member that was stationed at the Moscow campus resigned and has not yet been replaced. Three faculty members are stationed at the CVTC, Caldwell, ID, with an additional vacancy there. The Dawn and Wes Downs Pre-Veterinary Internship Endowed Scholarship, which was initiated in 2013, will become fully-endowed in 2015. This scholarship supports one AVS undergraduate pre-vet student annually during a summer experiential internship at the Caine Center. The Northwest-Bovine Veterinary Experience Program (NW-BVEP) – started in 2007 for a limited number of first- and second-year WSU/CVM veterinary students – is a 6-week summer dairy/beef veterinary experiential learning program funded primarily by grants and gifts.

The CVTC and AVS faculty are involved in statewide producer educational programs using the CVTC facilities, when appropriate, to offer continuing education programs for veterinarians and livestock producers.

<u>Scholarly Activities/Research/Service</u>:

Nationally- and internationally- acclaimed research has been conducted at the CVTC and includes subjects of neonatal calf diseases and fluid therapy, reproductive diseases of cattle and sheep, EID (electronic identification) of beef cattle, Johne's disease in cattle, sheep, and goats, and scrapie in sheep. Collaboration with the Idaho Department of Fish & Game regarding wildlife/domestic livestock disease interaction has resulted in elucidation of respiratory organisms causing death in bighorn sheep. Research in many of those areas developed out of past experiences involving teaching/clinical or diagnostic services/outreach. Those activities serve as a source for continuing investigational activities. Funding to conduct research is derived from a variety of sources and results have been published in numerous scientific papers. The research is dedicated primarily to that relevant to regional disease problems.

<u>Service/Outreach/Engagement/Extension</u>:

Faculty members of the CVTC have responsibility for outreach activities, although none have official Extension appointments. Their routine activities such as regular interaction and consultation with livestock producers, commodity groups, veterinarians, UI Extension specialists, and others regarding a variety of topics including production medicine, disease diagnostics, control and prevention of disease, and management of reproductive problems are all service-oriented. These activities are major contributors to "hours of operation" of the CVTC and include receiving, processing, and/or shipping of samples for diagnostic services requested by practicing veterinarians. Faculty members contribute material on a regular basis to lay publications and industry newsletters, and are active in state and national professional associations. Faculty and staff members organize on-site tours for individual students, groups, or organizations as well as area residents who are interested in our activities, give presentations at county and state fairs, and participate in "Career Day" or "Job Fair" events at area high schools.

Selective diagnostic services, disease investigations, and clinical studies have significantly benefited many producers through the control of a number of economically devastating diseases. That form of assistance is provided on a fee-for-service basis and in conjunction with the veterinary teaching program.

Goal 1. Education

Objective A: Continue to provide and improve the highly-rated and effective experiential veterinary clinical teaching program.

Action Items:

- Ensure offerings of elective rotations for experiential learning opportunities that meet contractual requirements (minimum of 65 rotations offered)

Performance Measures:

- Percentage of elective offerings (blocks) filled
- Number of senior selecting rotations at CVTC
- Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho

Benchmark:

- Student participation in at least 80% of elective rotations offered
- Greater than 40 students selecting rotations at CVTC
- At least 7 Idaho resident graduates (65%) licensed to practice veterinary medicine in Idaho

Objective B: Pre-clinical veterinary educational opportunities

Action items:

- Administer experiential summer learning opportunities for first- and second-year students in veterinary education program (Northwest Bovine Veterinary Experience Program – NW-BVEP)
- Administer experiential learning opportunities for endowed pre-veterinary summer internship and scholarship

Performance Measures:

- Annual recurring placement of students

Benchmark:

- Total of 12 first- and second-year veterinary students in the NW-BVEP annually
- One student annually selected to receive the internship/scholarship

Goal 2. Scholarly and Creative Activity

Objective: To provide the atmosphere, environment, encouragement, and time for faculty members to cultivate and nurture their scholarly and creative abilities.

Action Items:

- Encourage faculty to remain influential in their professional/educational disciplines appropriate to the educational mission of the CVTC
- Contribute to the AVS Department areas of excellence and the CALS Beef Program of Distinction by the Idaho Veterinary Medical Education Program

Performance Measures:

- Number of fellows in disciplinary associations
- Personnel elected to leadership role in professional organizations
- Personnel invited to participate as presenters/speakers/advisors for professional organizations, private businesses, or public agencies/institutions
- External grants received
- Refereed journal articles

Benchmark:

- Participation in at least one departmental area of excellence and in the CALS Beef POD
- At least one invited presentation by each faculty member to local, state, regional, national, or international meeting.
- At least one external research grant per year funded for scholarly activities for the CVTC beyond Idaho Fish and Game support of Dr. Weiser and funding of NW-BVEP
- At least one refereed journal article published per year per faculty FTE

Goal 3. Outreach and Engagement

Objective A: Provide diagnostic laboratory, referral professional services, consultation, and field services for the veterinarians and livestock producers in Idaho and the region.

Action Items:

- Update clinical and laboratory instrumentation as budgets allow; thereby, maintaining or enhancing diagnostic laboratory testing procedures and services for veterinarians and livestock producers in the region.

- Encourage continuing education (personal and professional development) by laboratory or clinical support personnel in their given specialty.

Performance Measures:

- Number of field investigations; number of animals/herds served
- Number of laboratory diagnostic and live animal case accessions
- Demonstrate utilization of new clinical and laboratory instrumentation

Benchmarks:

- At least 250 live-animal clinical accessions per year
- At least 10,000 laboratory accessions per year
- At least 150 field investigations per year
- At least 75 necropsies per year

Objective B: Endeavor to recruit potential students in Idaho and the region who are interested in careers in agriculture and/or veterinary medicine.

Action Items:

- Encourage the participation of faculty and staff in Extension activities, community activities such as “job fairs”, 4-H/FFA activities, and county fairs in order to elevate the visibility of the CVTC, AVS, CALS, and UI; and, to discuss future needs and careers in agriculture or veterinary medicine.

Performance Measures:

- Number of job fairs, career day or fair activities, or Extension-sponsored meetings in which faculty and staff participated

Benchmarks:

- Participation in at least 10 community activities as described above

External Factors:

1) Caseload. Numbers vary for live animal and diagnostic accessions subject to need and economic demand. Ideally, cases and services should be sufficient for instructional goals and objectives as well as to support in-house laboratories

2) Loss of essential personnel. Many factors have contributed to suboptimal numbers of personnel currently at the CVTC. In 2013 the number of faculty was decreased to 3 due to resignations and positions left unfilled. It is difficult to hire and retain sufficient numbers of qualified individuals to meet current demands of the program. Positions have been restructured and funding sources modified to the extent possible. There is also very limited means to recognize, reward, and retain individuals with outstanding performance.

3) Diagnostic Veterinary Pathology. This position has been vacant since the retirement of the second of our two veterinary pathologists in 2005. The Pathology specialty is in high demand in veterinary medicine and by clientele of the CVTC. We are outsourcing some diagnostic services, but are unable to incorporate this extremely important specialty in the veterinary teaching program at this time. Diagnostic Veterinary Pathology has been a core service for the producers and veterinarians of Idaho and the surrounding region. The study of disease (pathology) will always be an indispensable discipline for livestock production, veterinary medicine, homeland bio-security, international marketing, and regulatory activities. The importance was reinforced by wording in the 2014 Farm Bill [ex. National Animal Health Laboratory Network (NAHLN), Animal Health and Disease Research/1433 Formula Funds, and Agriculture and Food Research Initiative (AFRI)]; and, by other forecasts (Dennis F. Lawler, DVM; *Veterinary Over-Supply: Moving Forward*. 2014 AVMA Annual Convention, presentation #16162, 07/28/2014

4) Agriculture beyond animal health. Agriculture is the most important contributor to the economy of Idaho. Dairy and beef production are the two largest commodities (farm gate receipts) in Idaho. Other agricultural products and by-products (e.g., alfalfa, cereal grains, beet pulp, and potato by-products) serve as cash crops for some producers and are utilized in dairy and beef production. Idaho is a major provider of food for man and animals ("Economic Contribution of Idaho Agribusiness 2014, UI Extension Bulletin 892, published December 2014"), Respective influences in those markets require that the CALS, AVS, and the CVTC remain astute to strategically help producers and veterinarians of the future. That requires trained personnel, foresight, resources, and engagement. In January 2015, there was an announcement that a beef packing facility will be constructed near Kuna, Idaho to be functional in Fall of 2016. Significant contributions to agribusiness in Idaho include employment opportunities and retention of current expenses related to hauling animals out of state. Educational opportunities also exist for the Idaho Veterinary Medical Education Program.

WWAMI

Idaho WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan FY2016-2020

WWAMI is Idaho's regional medical education program, under the leadership and institutional mission of the **University of Idaho**, in partnership with the **University of Washington School of Medicine** (UWSOM). Currently Idaho medical students spend the first year of their medical education on the campus of the **University of Idaho** in Moscow, study medicine on the campus of UWSOM in Seattle during their second year, and complete their third and fourth year clinical training at **regional medical sites in Boise, across Idaho,** or throughout the **WWAMI** (Washington, Wyoming, Alaska, Montana, Idaho) region. The University of Washington School of Medicine is currently engaged in a major review and **revision of the medical school curriculum** which will impact delivery of education and training in the WWAMI programs in Idaho. Beginning **Fall 2015** students will be on the University of Idaho campus for **three terms instead of two**.

As the **medical education contract program for the State of Idaho** with the University of Washington, the **UI-WWAMI Medical Program** supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

UWSOM and its partners in the WWAMI region are dedicated to improving the general health and wellbeing of the public. In pursuit of our goals, we are committed to **excellence in biomedical education, research, and health care**. The UWSOM and WWAMI are also dedicated to ethical conduct in all of our activities. As the **pre-eminent academic medical center in our region** and as a national leader in biomedical research, UWSOM places special emphasis on educating and training physicians, scientists, and allied health professionals **dedicated to two distinct missions:**

- **Meeting the health care and workforce needs of our region**, especially by recognizing the importance of **primary care** and providing service to **underserved populations;**

- **Advancing knowledge** and assuming leadership in the **biomedical sciences and in academic medicine.**

We acknowledge a **special responsibility to the people** in the states of Washington, Wyoming, Alaska, Montana, and **Idaho,** who have joined in a unique regional partnership. UWSOM and WWAMI are **committed to building and sustaining a diverse academic community** of faculty, staff, fellows, residents, and students and **to assuring that access to education and training** is open to learners from all segments of society, acknowledging a **particular responsibility to the diverse populations within our region**.

Vision for Medical Student Education

Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

UWSOM – Idaho WWAMI Medical Student Education Mission Statement

Our mission is to improve the health and wellbeing of people and communities throughout the WWAMI region, the nation, and the world through educating, training, and mentoring our students to be excellent physicians.

Goals for Medical Student Education

In support of our mission to educate physicians, our goals for medical student training are to:

1. Challenge students and faculty to achieve excellence;
2. Maintain a learner-centered curriculum that focuses on patient-centered care and that is innovative and responsive to changes in medical practice and healthcare needs;
3. Provide students with a strong foundation in science and medicine that prepares them for diverse roles and careers;
4. Advance patient care and improve health through discovery and application of new knowledge;
5. Teach, model, and promote:

  a. the highest standards of professionalism, honor, integrity, empathy, compassion, and respect;
  b. a team approach to the practice of medicine, including individual responsibility and accountability, with respect for the contributions of all health professions and medical specialties;
  c. the skills necessary to provide quality care in a culturally sensitive and linguistically appropriate manner;

6. Encourage students to maintain and model a balanced and healthy lifestyle;
7. Foster dedication to service, including caring for the underserved;
8. Engage students in healthcare delivery, public health, and research to strengthen their understanding of healthcare disparities and regional and global health issues; and
9. Provide leadership in medical education, research, and health policy for the benefit of those we serve regionally, nationally, and globally.

Alignment with the Idaho State Board of Education's Strategic Plan 2016-2020

Goal I: A WELL EDUCATED CITIZENRY –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

- ***Performance measure***: the number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.
- ***Benchmark*:** National ratio of state applicants to medical school per state-supported seats.

Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

- ***Performance measure***: Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.
- ***Benchmark***: target rate – national average or better.

GOAL 2: CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

- ***Performance Measure***: WWAMI faculty funding from competitive federally funded grants.

- ***Benchmark***: $3M annually, through FY15.

Objective B: Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

- ***Performance Measures*****:** Percentage of Idaho WWAMI medical students participating in medical research (laboratory and/or community health)

- ***Benchmark*****:** 100%

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

- ***Performance measure***: pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

- ***Benchmark***: U.S. medical student pass rates, Steps 1 & 2.

GOAL 3: Effective and Efficient Delivery Systems – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A: Increase medical student early interest in rural and primary care practice in Idaho.

- ***Performance measure***: the number of WWAMI rural summer training placements in Idaho each year.
- ***Benchmark***: 20 rural training placements following first year of medical education.

Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

- ***Performance measure***: the number of WWAMI medical students completing clerkships in Idaho each year.
- ***Benchmark***: 20 clerkship students each year.

Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

- ***Performance measure***: Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.
- ***Benchmark***: 50% of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year.

Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

- ***Performance measure***: Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.
- ***Benchmark***: target ratio – 60%

Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

- ***Performance measure***: Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.
- ***Benchmark***: 50%

Key External Factors (beyond the control of the Idaho WWAMI Medical Program):

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Planned Changes to Medical Curriculum in 2015: the University of Washington School of Medicine is currently engaged in a major review and revision of the medical school curriculum which will impact delivery of education and training in the WWAMI programs in Idaho. Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho is in the process of identifying and hiring necessary faculty to support programmatic changes to be implemented Fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state for the majority of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

Supplement: Performance Measures

Goal 1 / Objective A. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats. The ratio of applicants in Idaho to the number of available seats was 8.6:1; the national ratio of in-state applicants to available seats is 2.2:1.

Goal 1 / Objective B. The benchmark is 41%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 51% (286/561).

Goal 2 / Objective A. The benchmark for this objective is $1.4M annually, through 2015. In FY14, UI WWAMI faculty earned $3M in new funding from federal grants.

Goal 2 / Objective B. The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity.

Goal 2 / Objective C. The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

Goal 3 / Objective A. The benchmark is 20 rural training placements following the first year of medical education. During the past summer, twenty-six students completed a R/UOP experience in Idaho.

Goal 3 / Objective B. The benchmark is 20 clerkship students per year in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete five of six required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Fourteen third-year students and thirteen fourth-year students participated in the Idaho Track during the 2013-2014 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2013-14, a total of 89 UWSOM students completed one or more clinical rotations in Idaho.

Goal 3 / Objective C. The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in the state (primary care, psychiatry, general surgery, and OB/GYN specialties). The specialties of the 2014 graduating class are as follows:

Emergency medicine (3)
Family Medicine (9)
Internal Medicine (1)
Obstetrics – Gynecology (1)
Ophthalmology (1)
Orthopedic surgery (1)
Pediatrics (3)
Radiation – Diagnostic (1)
Urology (1)

Goal 3 / Objective D. The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (424/561).

Goal 3 / Objective E. The benchmark for this objective is 50%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY14, 67% of the State appropriations were spent in Idaho.

ISU Department of Family Medicine
Strategic Plan
FY2016-2020

Vision:
The Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

Mission:
ISU FMR is committed to interdisciplinary, evidence-based care and service to our patients and community; university-based education of residents and students; and recruitment of physicians for the State of Idaho.

Values:

PROFESSIONALISM – We adhere to the highest level of professionalism in our relationships with our patients, staff and colleagues

COMMUNICATION – We aspire to clear, open communications with each other and our patients; and to precise, well-formatted presentation of medical information to other physicians

QUALITY – We continually seek ways to analyze and improve the quality of care provided to our patients, and to fulfill the published criteria of excellence in residency education.

COLLEGIALITY – As medical educators and learners we coordinate education and care with colleagues from a wide range specialties and health professions.

INNOVATION – We espouse current innovations in primary health care including electronic record keeping and communication, and the Patient Centered Medical Home Model.

ACCOUNTABILITY – We are accountable to ourselves and to our sponsors for the financial viability of the residency and the efficiency of the department.

RESPONSIBILITY – We take responsibility for our actions and work to improve patient care through excellence in medical education.

RESPECT – We demonstrate respect for each other and those with whom we interact. We remain courteous in our interactions and in respecting diversity. Even if we disagree, we do so with both civility and a desire to reach mutually beneficial solutions.

JUSTICE – We believe all patients have a fundamental right of access to appropriate health care. We advocate for our patients and assist them in navigating through the health care system.

BENEFICENCE – Primum non nocere. Patients will not be harmed by our care. Resident education will not be abusive or excessive in work hours or disrespectful of personal needs.

AUTONOMY – We respect a patient's right to decide their health care, and to information to assist in the decision making process.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access:

a. Work with Portneuf Medical Center to establish collaborative hospitalist program
    - *Performance measure:*
        - *Integration of hospitalist and residency services*
    - *Benchmark:*
        - Complete shared attending supervision: 24 weeks / 28 weeks. Uniform standards of care including core measures.

b. Start the new rural training track (RTT) in Rexburg
    - *Performance measure:*
        - Interview and enter match for the RTT
    - *Benchmark:*
        - Match RRT residents

c. Expand first-year class to 7 residents and total residency size to 21 to fill Rural Training Track
    - *Performance measure:*
        - Number of residents
    - *Benchmark:*
        - Overall number of residents will increase

d. Structure the program so that 50% of graduates open their practices in Idaho
    - *Performance Measure*
        - Number of graduates practicing in Idaho
    - *Benchmark:*
        - 50% of graduates practicing in Idaho

GOAL 2: Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research
Objectives for quality:

a. Develop additional pediatric training opportunities with FMRI in Boise at St. Lukes.
    - *Performance measure:*
        - Number of pediatric rotations

- *Benchmark:*
  - Number of pediatric rotations in Boise in third residency year will increase

b. Improve Quality of Care criteria of a Patient Centered Medical Home
- *Performance measure:*
  - Meet the national criteria of PCMH
- *Benchmark:*
  - 2013: 75% of criteria met. 2014: 90% of criteria met.

c. Maintain and expand clinical research program by identifying new project opportunities
- *Performance measure:*
  - Number of new clinical research projects
- *Benchmark:*
  - Number of new research projects will increase

GOAL 3: Efficiency – improve long-term financial viability of the department/residency program

Objectives for efficiency:

a. Identify the best operational and financial structure to maximize funding streams and clinical revenues
- *Performance measure:*
  - Identify residency structural change for the clinic to become a New Access Point for Health West.
- *Benchmark:*
  - Integration of Health West and Pocatello Family Medicine

b. Transition residency program through change in ownership and administration of Portneuf Medical Center (PMC)
- *Performance measure:*
  - Level of support from PMC for ISU Family Medicine
- *Benchmark:*
  - No reduction in financial and programmatic support

c. Increase GME reimbursement
- *Performance measure:*
  - GME dollars reimbursed through cost report
- *Benchmark:*
  - Number of resident FTEs reimbursed

External Factors (beyond control of the ISU Department of Family Medicine)

1. **Access – Recruitment of physicians for Idaho.**

   a. Hospitalist program is dependent on financial support from PMC. The integration of the hospitalists and residency services is dependent on PMC/ISU affiliation.
   b. For the rural training track RTT to move forward, Madison Memorial Hospital must have adequate financial resources. As of January 2010, Madison has postponed its financial commitment to the RTT. As of March 2013, Madison Memorial has a new CEO and is able to contemplate the local financial support. A new site director is being appointed and maintenance of accreditation being pursued to allow late implementation.
   c. Applicant interest in the ISU FMR Rural Training Track.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
   a. Availability of pediatric training in Boise
   b. National criteria of a Patient Centered Medical Home.
   c. External research funding opportunities.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
   a. New Access Point funding
   b. Medicaid interim rate
   c. The policies of Legacy are critical to the long term viability of the residency programs that are housed in PMC.

Strategic Planning – Mid-term (3-5 years)
The ISU Department of Family Medicine has defined mid-term (3-5 years) and long-term (6-10 years) strategic planning components some of which are outlined below.

GOAL 1: Access – Recruitment of physicians for Idaho
Objectives for access
1. Expand core residency program to 8-7-7 with two residents in RTT
   - *Performance measure:*
     - Number of residents
   - *Benchmark:*
     - Increased number of residents

2. Start a rural & international academic fellowship program
   - *Performance measure:*
     - Number of fellows
   - *Benchmark:*
     - Increased fellows

GOAL 2: Efficiency – Improve long-term financial viability of the department/residency program
Objectives for access

1. Develop collaborative and supportive affiliation with Health West.
   - *Performance measure:*
     - Completion of joint budgeting process
   - *Benchmark:*
     - Meeting joint budgetary goal
2. Develop collaborative and supportive affiliation with PMC.
   - *Performance measure:*
     - Completion of affiliation agreement with agreed ongoing support.
   - *Benchmark:*
     - Dollar amount of financial support

sbdc IDAHO
Small Business Development Center
direction. solutions. impact.

Strategic Plan

FY2016-2020

Background:

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as part of a nationwide network created to improve for the success of small businesses. The U. S. Small Business Administration, the State of Idaho, the hosting institutes of higher education, and private donations fund the organization.

The Idaho SBDC network includes business consultants, trainers, support staff and volunteers that operate from the state's colleges and universities. Boise State University's College of Business and Economics serves as the main host with administrative responsibility for directing the type and quality of services across the state. Six Regional offices are funded under sub-contracts with their host institutions. The locations result in 90% of Idaho's businesses being within a 1 hour drive:

- ❶ North Idaho College - Coeur d'Alene
- ❷ Lewis-Clark State College - Lewiston
- ❷ Boise State University – Boise and Nampa
- ❹ College of Southern Idaho - Twin Falls
- ❺ Idaho State University - Pocatello
- ❻ Idaho State University - Idaho Falls

Services include confidential one-on-one consulting and focused training. Staff members are very involved in the business and economic development efforts in their areas and; therefore, are positioned to respond rapidly to the changing business environment.

Mission:

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

Vision:

Idaho SBDC clients are recognized as consistently outperforming their peers.

Tag Line:

directions. solutions. impact.

Operating Principles:

Service is the primary product of the Idaho SBDC. Creating and maintaining a high standard of service requires a commitment to four principles:

1. Focus on the Client: The very future of the Idaho SBDC program depends on creating satisfied clients. To this end, each client contact must be considered an opportunity to focus on client needs and desires. Responding quickly with individual attention to specific and carefully identified client needs, then seeking critical evaluation of performance are standard processes followed with each client and training attendee.

2. Devotion to Quality: Providing consulting and training through a quality process and constantly seeking ways to improve that process are necessary to providing exceptional service. Fostering teamwork, eliminating physical and organizational barriers that separate people, establishing long-term relationships with partners and encouraging all to participate in quality improvement are some of the actions that demonstrate devotion to quality.

3. Concentration on Innovation: To innovate is to improve through change. Staff members constantly seek ways to improve methods and processes and assume a leadership role in trying new approaches to serve clients. Regular performance reviews, participation in related organizations, and attending professional development workshops are some of the ways that innovation is supported.

4. Commitment to Integrity: The Center values integrity and will conduct all of our services in an ethical and consistent manner. We will do our best to provide honest advice to our clients with our primary motivation to be the success of the business. In return, we also expect our clients to be straight forward and share all information necessary to assist them in their business.

Priorities:

The Idaho SBDC will focus on the following priorities:

1. Maximum client impact – While the SBDC provides services to all for-profit small businesses, it is clear that a small percentage of businesses will contribute the majority of the impact. Improving the ability to identify impact clients, develop services to assist them, and create long-term connections will increase the effectiveness of the Idaho SBDC.

2. Strong brand recognition – The Idaho SBDC remains unknown to a large number of businesses and entrepreneurs, as well as stakeholders. A consistent message and image to convey the SBDC value in conjunction with systematic marketing are necessary to raise the awareness of the SBDC value to both potential clients and stakeholders.

3. Increased resources – Federal funding remained level from 1998 until 2007 resulting in a very lean operating budget and loss of several positions. A slight increase was received for 2008 however; funding was again reduced from the state and host institutions during the recession. In addition, funding was cut in 2012 due to the recession. Additional resources – both cash and in-kind – are necessary to have an impact on a greater portion of small businesses and entrepreneurs.

4. Organizational excellence – The Idaho SBDC is in the top 10% of SBDCs on all impact measures, is consistently one of the top 5 states on the Chrisman impact survey, and received accreditation in 2009 with no conditions. The organization must continually improve to maintain this excellence.

Market Segments:

The small business market served by the Idaho SBDC can be divided into four key segments. With limited resources and the knowledge that in-depth, on-going consulting gives greater returns, the focus is on Segment 3 – high impact clients. The Idaho SBDC Marketing Plan contains additional information on state demographics and how these segments fit into the overall plan.

Segment 1:
Pre-venture – These potential clients are not yet in business. They will be assessed for the level of effort already put into the venture. Entrepreneurs who have not moved beyond the idea stage will be directed to a variety of resources to help them evaluate the feasibility of their idea. They will need to take further steps before scheduling an appointment with a consultant. These pre-venture clients will be less than 40% of the total clients and will receive 25% or less of consulting services. A small segment of these clients will be designated as high impact potential clients (Segment 3) and/or export/tech clients (segment 4).

Segment 2:
Established businesses – This segment has already established a business. A consultant will meet with them to evaluate their needs and formulate a plan to work together. The majority of businesses in this category will have 20 employees or less. Over 60% of Idaho SBDC clients and over 75% of consulting time will be spend on clients in this category. This segment will also contain some businesses that will be designated as high impact potential (segment 3) and/or export/tech clients (segment 4).

Segment 3:
Impact clients – This segment is composed of businesses with the potential to grow sales and jobs. It is further divided into those with expected short-term impact and those that are considered long-term growth clients. These businesses will receive focused long-term services and coaching and be tracked separately in the MIS system with a goal of spending at least 40% of time on these clients.

Segment 4:
Export and Technology clients – Focus is on these segments because exporting brings wealth into the state and technology companies tend to create higher paying jobs. Cross network teams have been created to assist these clients. Export companies are typically existing businesses while tech companies can occur in either pre-venture or existing business segments.

Segment 5:
Rural businesses – Ensuring that the Idaho SBDC serves all counties in Idaho is important for local and regional economies. In conjunction with local economic development initiatives, the Idaho SBDC provides consulting, coaching and training to help small businesses in rural areas operate efficiently and effectively in a changing economy.

Success:

Success is defined as a client achieving the best possible outcome given their abilities and resources. Success does not necessarily mean that the business will start or that there will be increases in capital, sales, and jobs. For some clients, the best possible outcome is to decide not to open a business which has a high likelihood of failure. Preserving capital can be success in some situations. There may also be circumstances that cause a client to choose to limit the growth of their business. It is important to recognize the clients' goals, help them understand their potential, and then jointly identify success.

Allocation of Resources:

The Idaho SBDC shifts resources as appropriate to achieve the goals of the Strategic Plan. Lean budgets have prompted shifting financial resources from operating to personnel to assure that Idaho small businesses receive the same level of service. Currently, the operating budget for the Idaho SBDC is at what is considered a floor for supporting existing personnel and offices. The annual budget for the Idaho SBDC is distributed as follows:

- Personnel = 71% of total budget, 90% excluding indirect costs
- Operating (travel, supplies, etc.) = 8% of total budget, 10% excluding indirect costs
- Indirect costs = 21%

Increases in funding will be directed toward client assistance. Reduction in funding will favor minor reductions in employee hours versus eliminating positions.

In addition to financial constraints, the *Operations Manual* sets a policy for allocation of time as 60% consulting, 20% training, and 20% administrative. Milestones for each center and minimum hours for consultants and regional directors are based on the time allocation. To maintain service at the existing level, operate within the financial constraints, and meet the time allocation policy, the Idaho SBDC focuses on shifting personnel resources to achieve strategic plan goals. For example, to shift the focus to high impact clients, requests for assistance from pre-venture businesses are shifted to training and web resources to free up consulting time. The SBDC will continue to use this model for distribution of resources to achieve the strategic plan goals as long as a constraint remains on operating resources.

Needs:

In the statewide needs assessment process – the areas were identified as top client needs and will be incorporated into trainings and professional development.

- Access to capital
- Marketing
- Health care insurance
- Business model
- Mobile apps and tools

SWOT

INTERNAL	EXTERNAL
Strengths	Opportunities
• No-cost • Staff – expertise, passion, and professional development system • Public and private partnerships and networks • Systems for high performance • Leadership at all levels	• Changes in the economy • Strategic partners – leveraging resources • Entrepreneurial culture • Increase in angel investors • New business trends • Baby boomers
Weaknesses	Threats
• Market position – penetration of established small business market, brand, awareness beyond startup assistance (attraction of high growth companies) • Sharing tools and resources at state and national levels • Large geographical area to cover	• Economy – especially in rural areas, hard for businesses to succeed and hard for businesses in all area to find funding • Past funding reductions at state and federal level • Competitors

Goals and Objectives:

Maximum Client Impact

Goal 1: Maintain Idaho SBDC client sales and employment growth at 8 times the growth of the average Idaho small business.

Objective 1.1: Integrate the Business Model Canvas approach into the network.
Performance Measure: Incorporate into professional development conference and present at national association meeting.
Benchmark: All staff are proficient in using the approach by 2019.

Objective 1.2: Develop long-term relationships with growth and impact clients.
Performance Measure: Percent of impact clients
Benchmark: 50% impact clients by 2019.

Objective 1.3: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.
Performance Measure: Integrate the PTAC program, increase cross-network consulting and identify new tools.
Benchmark: Accepted PTAC proposal, 10% hours of cross-network consulting/region, # of tools used, # new partnerships created.

Strong Brand Recognition

Goal 2: Increase brand awareness with stakeholders and the target market.

Objective 2.1: Increase website usage by 20% by 2014 including search engine optimization.
Performance Measure: Continually refresh website.
Benchmark: Increase website usage by 20% by December 2016.

Objective 2.2: Maintain strong community engagement through presentations, newsletters, articles, press releases, Chambers, etc.
Performance Measure: client referrals
Benchmark: Increase referrals from community partners.

Objective 2.3: Create a marketing plan.
Performance Measure: Marketing Plan
Benchmark: Complete Marketing Plan by Dec. 2015

Increase Resources

Goal 3: Increase funding to the Idaho SBDC by $300,000 and student/volunteer resources to 6,000 hours.

Objective 3.1: Bring additional resources to clients through partnerships, students, and volunteers.
Performance Measure: hours of consulting from non-SBDC staff
Benchmark: 20% of hours

Objective 3.2: Develop specialized training such as around the Business Model Canvas approach.
Performance Measure: new workshops generating additional revenue
Benchmark: a new workshop/year to 2019

Objective 3.3: Seek additional state funding increase for FY16.
Performance Measure: Line item request
Benchmark: $300,000 funding for 100 jobs, $2,000,000 in client capital

Objective 3.4: Seek additional grants (FAST, ITD, etc.), sponsorships, etc. for increased funding in focused areas.
Performance Measure: funds received
Benchmark: $200,000 in funds each year

Organizational Excellence

Goal 4: The percentage of Idaho SBDC clients' impact to the total national impact is greater than Idaho's percentage of SBA funding.

Objective 4.1: Integrate the highest standards and systems into day-to-day operating practices to achieve excellence on all reviews and meet goals.

Performance Measure: Achieve highest rating and/or meet goals for SBA exam, program reviews, Accreditation, SBA goals, etc.
Benchmark: Highest rating

Objective 4.2: Update the Professional Development Certification process and institute online tracking.
Performance Measure: Completion of update
Benchmark: Online tracking system for professional development by June 2015

Objective 4.3: Update new employee orientation process.
Performance Measure: Completion of update
Benchmark: Completion by December 2015

Objective 4.4: Add an export certified consultant to the network.
Performance Measure: Completion of hire
Benchmark: total of 2 export certified consultants by Dec. 2019

External Factors

The items below are external factors that significantly impact the Idaho SBDCs ability to provide our services and are outside of our control.

1. **Economy**. The general state of the economy in Idaho and across the nation has a huge impact on the Idaho SBDC's ability to create impact through our assistance to entrepreneurs. The Idaho SBDC has observed that businesses that use our services do much better in poor economic times than the average business in Idaho. The recent economic downturn has highlighted how challenging it is to grow sales, increase jobs, raise capital, and start a new business.

2. **Funding.** Funding from federal, university and state sources directly impact the resources available to the Idaho SBDC. Without the financial resources available to hire and retain the right people and provide them with the tools they need (phone, computers, professional development, etc), it will be challenging to serve Idaho's entrepreneurs effectively.

Idaho Small Business Development Center
Program Performance Measures/Benchmarks

Supplemental to Strategic Plan 2014

Performance Measure	Description/Benchmark*	CY2014
Consulting Hours	The total number of hours of consulting and preparation time; Goal is 16,000	22,042
Average Hours Per Client	Goal is 8.5	14
% hours for Impact Clients	Goal is 40%	48%
# of tech companies	Goal is 100	110
Student/volunteer hours	Goal is 6,000	10,731
Number of Client with 5 hours or more of contact and preparation time	Goal is 506	503
Business Starts	Goal is 72	96
Jobs Created	Goal is 500	717
Sales Growth	Growth in sales year to year. Goal is $25,000,000	$70,891,048
Capital Raised	Capital raised in the current year. Goal is $25,000,000	$32,301,697
ROI (Return on Investment)	The cost of the Idaho SBDC versus the increase in taxes collected due to business growth by SBDC clients. Goal is 3.0	4:1
Customer Satisfaction	Percentage of above average and excellent rating, Goal is 90%	99%

*The benchmarks (goals) are developed with data from other SBDCs, the SBA, and from our accrediting organization.

Idaho Dental Education Program

S T R A T E G I C   P L A N

FY2016-2020

MISSION STATEMENT

The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry.

The Idaho Dental Education Program is designed to provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

The Idaho Dental Education Program is managed so that it fulfills its mission and vision in the most effective and efficient manner possible. This management style compliments the design of the program and provides the best value for the citizens of Idaho who fund the program.

GOALS OF THE IDAHO DENTAL EDUCATION PROGRAM

The Idaho Dental Education Program (IDEP) serves as the sole route of state supported dental education for residents of Idaho. The IDEP program has been consistent in adhering to the mission statement by fulfilling the following goals:

Goal 1: Provide access to a quality dental education for qualified Idaho residents.

Objective:
Provide dental education opportunities for Idaho residents comparable to residents of other states.

- *Performance Measure:*
  - Contract for 4-year dental education for at least 8 Idaho residents.
- *Benchmark:*
  - Current contract in place with Creighton University School of Dentistry or another accredited dental school.

- *Performance Measure:*
  - Board examination scores on both Parts I and II of the Dental National Boards.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.

- *Performance Measure:*
  - Percentage of first time pass rate on the Western Regional Board Examination or Central Regional Dental Testing Service.
- *Benchmark:*
  - Pass rate will meet or exceed 90%.

Objective:

Provide additional opportunities for Idaho residents to obtain a quality dental education.

- *Performance Measure:*
  - Number of students in the program.
- *Benchmark:*
  - Increase the number of students in the program from 8 to 10.

Goal 2: Maintain some control over the rising costs of dental education.

Objective:
Provide the State of Idaho with a competitive value in educating Idaho dentists.

- *Performance Measure:*
  - State cost per student.
- *Benchmark:*
  - Cost per student will be less than 50% of the national average state cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective:
Help meet the needs for dentists in all geographic regions of the state.

- *Performance Measure:*
  - Geographical acceptance of students into the IDEP program.
- *Benchmark:*
  - Students from each of the 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

- *Performance Measure:*
  - Return rates.
- *Benchmark:*
  - Maintain return rates of program graduates in private practice which average greater than 50%.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective:
Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

- *Performance Measure:*
  - Continuing Dental Education (CDE).
- *Benchmark:*
  - Provide continuing dental education opportunities for regional dental professionals when the need arises.

- *Performance Measure:*
  - Remediation of Idaho dentists (if/when necessary).
- *Benchmark:*
  - Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

KEY EXTERNAL FACTORS:

Funding:
Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget reductions that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 is not feasible, but this will remain a long-term goal for the program.

Program Participant Choice:
Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio
The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates
The average educational debt of IDEP graduates continues to increase each year (for 2012 it was $186,385). This amount of debt may limit graduates to more urban areas of practice initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Idaho Museum of Natural History
Strategic Plan Revision
FY2016-2020

Leif Tapanila, Acting Director
Idaho Museum of Natural History
Stop 8096
Idaho State University
Pocatello, ID 83209
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Dear Fellow Idahoan:

I present to you a five-year vision — a strategic plan — for the Idaho Museum of Natural History (IMNH). The plan outlines how we will build on the museum's accomplishments in researching, preserving and sharing the story of Idaho's natural and cultural history. It also takes us toward a new frontier: development of a "virtual" museum that uses the Internet to mitigate the challenges of Idaho's geography and extend the benefits of the museum to all.

The plan puts substantial focus on important issues that impede our ability to fulfill the museum's legislated mandate. Among those issues are funding, and the inadequacy of our current building. The overriding goal for the next five years, however, is increasing access to the research and educational benefits we offer not only to the people of Idaho, but to people around the world.

Various Internet-driven technologies make it possible now to deliver IMNH research and educational programs to students, educators, families, scientists and others wherever they live, learn and work. A "virtual visit" is no substitute for a personal visit to our exhibitions and collections. Yet we are acutely aware that personal visits to our facilities in Pocatello aren't possible for many of the people we are obligated to serve. The Internet empowers us to bring the museum to them.

This is an ambitious plan, and the challenges we face in achieving its goals are formidable. Yet we are inspired by the determination of a few professors and community leaders to establish this museum during the depths of the Great Depression. They looked beyond the difficulties of their time, and saw what a museum could do for the generations to come. They saw opportunities when it was reasonable to see only obstacles. We are committed to doing no less.

The Idaho Museum of Natural History has been at the forefront of science education in Idaho for more than 75 years. This strategic plan reflects opportunities to build on that legacy. It is a pathway with obstacles to overcome, but the destination is worthy. Please join me on the journey ahead.

Sincerely,

Leif Tapanila, Ph.D.
Acting Director, Idaho Museum of Natural History

Idaho Museum of Natural History
Draft Strategic Plan Revision
2016-2020

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Idaho Museum of Natural History

Introduction

The Idaho Museum of Natural History (IMNH) is the state's premier institution of its kind for discovering, interpreting, preserving and disseminating knowledge is the core disciplines of Natural History. These include:

Earth Sciences and Ancient Environments
- paleontology
- rocks and minerals
- earth history

Life Sciences and Ecosystems
- botany
- mammals, birds, fish and reptiles
- ecosystems and adaptations

Peoples, Cultures, and Ancient Lifeways
- anthropology
- archaeology
- human ecology

Accredited by the American Association of Museums, IMNH operates under the auspices of the State Board of Education from the campus of Idaho State University, a doctoral-level and Carnegie-designated "research high" university in Pocatello. The university provides substantial support, advocacy and supervision. This is a mutually beneficial and supportive relationship that facilitates museum engagement with students, faculty, K-12 educators and other important constituents locally, statewide and around the world.

Our four divisions -- anthropology, earth sciences, life sciences and education -- operate in facilities that include classrooms, research laboratories, artifact and fossil preparation laboratories, storage for permanent collections, and an exhibition fabrication shop. The museum houses an exhibition gallery, the Idaho Virtualization Laboratory, curator offices, and research areas for students and visiting scientists. There also are administrative offices, the Education Resource Center, Children's Discovery Room and the Museum Store.

Through a range of opportunities for learning and enrichment, we reach out continually to diverse constituencies, from K-12 and graduate students to higher-education faculties and field researchers.

Our roots

The museum is rooted in Idaho's higher-education system. A group of forward-looking professors and community leaders founded it in 1934 as the Historical Museum at the Southern Branch of the University of Idaho — today's Idaho State University. In 1977, Gov. John Evans signed a proclamation designating IMNH as Idaho's museum of natural history; in 1986 the Legislature made the proclamation law.

Our mission

We are caretakers of Idaho's natural and cultural history. Our legislative mandate is the collection, interpretation and exhibition of artifacts, fossils, plants and animals in educational ways. Our goal each day is to enrich the lives of the people of Idaho through understanding of our natural heritage.

We use science to tell the story of Idaho. Through scholarship, stewardship and outreach, we add new knowledge to past discoveries and make what we learn accessible to all for benefits we may not foresee. We answer questions about our world and raise new ones, always nurturing humankind's yearning to know more.

Our vision

The Idaho Museum of Natural History strives to make science and cultural history accessible, relevant and meaningful. We aspire to democratize science, that is, to make our research and knowledge portfolios more broadly accessible through measures that will mitigate the limitations of brick-and-mortar facilities.

We see existing and emerging information technologies as tools that will enable us to overcome logistical, geographic and financial barriers to learning. There is no substitute for a leisurely afternoon spent among our exhibits. Yet there is a new frontier: bringing Idaho's museum to the people wherever they live, work and learn.

In this spirit, our staff is eager to augment our physical facilities in Pocatello with Internet-driven tools that will help us deliver the scientific, educational, cultural and economic benefits of this institution to its stakeholders wherever they are.

We work each day at IMNH to expand our contribution to Idaho as a productive research and education resource for the State and region. We are committed to being efficient and innovative in work that fulfills our mandate. So over the next five years IMNH will focus on making the benefits of our work known and available to all.

We will accomplish this through the following means:

- scholarship, exhibitions and educational programs

- partnerships and fundraising
- outreach, lectures and symposiums
- information technologies

IMNH today

The Idaho Museum of Natural History has never been just a storehouse of artifacts and exhibits. While it is indeed a steward of important artifact collections, it also is a research and education institution.

For the first time since the early 1990s, the museum is led by a permanent director who is a scientist with a history of success not only in research and teaching, but also in obtaining funding. Appointed in March 2011, Herbert Maschner, Ph.D., is a tenured professor of anthropology who has done pioneering work among Native Alaskans and in arctic archaeology. He was named Idaho State University Distinguished Researcher in 2006, and Idaho Academy of Sciences Distinguished Scientist in 2011. Yet the high caliber of the staff goes deeper.

IMNH educational resources coordinator Rebecca A. Thorne-Ferrel, Ed.D., who plays a key role in reaching out to our publics, is a recipient of the Idaho Academy of Sciences Distinguished Science Communicator award.

Education Coordinator Rebecca Thorne-Ferrel, D.Ed., is in the final year of implementing a three-year (2009-2011) $143,000 grant from the Institute of Museum and Library Services. The funds support the Idaho Geology Outreach Project, which provides resources to teachers in rural school districts for geology and science education, and teacher workshops.

Curator Rick Williams, Ph.D., is one of the leaders in the development of The Consortium of Intermountain Region Herbaria (CIRH), which is seeking to "virtualize" herberia of the Intermountain West by putting 3 million plant specimens online. That will provide access to researchers globally.

Curator Leif Tapanila, Ph.D., recently received more than $200,000 from the National Science Foundation for the Alamo Impact Project, a study of a Devonian Period meteor impact event in southern Nevada. This project will study the effects of that event on geology and on invertebrate life. The IMNH will work on developing and designing the website for the project, and will do public outreach through teacher workshops and other activities.

The following are further examples of research projects in which IMNH is involved:

- New discoveries of ice-age fossil tracks and trackways at American Falls Reservoir will provide critical details about life on the Snake River Plain more than 20,000 years ago.

- A study of stable isotopes of small mammals as indicators of climate change on the Snake River Plain is using new technologies to analyze bones from archaeological sites as a measure of environmental changes so that we might better understand the global changes occurring today.

- Ecological and genetic studies of Rocky Mountain plant reproduction and ongoing additions of plant specimens from throughout the Rocky Mountain West to track plant biodiversity in the region.

- We are using archaeometric techniques to identify the sources of obsidian artifacts from southeastern Idaho's Wasden Site, and other sites across the region. Elemental composition of obsidian artifacts and the source flows from where the raw obsidian was collected, are helping us learn about Native American trade, migration and land use.

- Further investigation of Helicoprion sharks, found in the fossil beds of the modern mines in southern Idaho, is transforming understanding of the evolution of sharks. This rare species of shark is completely unknown in the modern oceans and is critical to our understanding of life in the Permian Period.

- Digitization of the Life Sciences Project, which is creating a new database structure; development of a digital-image library; and development of online visual keys to plants of the region. This will include online specimen records and images with capabilities to map distributions, produce dynamic species lists, and multi-entry keys to plants of the Intermountain West -- critical to all studies of landscape change and the effects of both people and climate on ecosystems.

- Equine Navicular Syndrome, an incurable lameness in modern horses traditionally thought to be caused by humans, has now been found ago in the fossil horses of Idaho dating to over 3.5 million years ago. This discovery is changing our views of this pathology in modern horses.

- Studies of the ancient invertebrates of Grand Staircase-Escalante National Monument are leading to new interpretations of environmental changes through comparisons between ancient ecosystems and the modern world.

IMNH-related research and education projects are being conducted by educators and scientists from around the world. These projects range from the Idaho Master Naturalist Program and studies of ice-age mammals of North America, to research on the global extinction of dinosaurs.

This caliber of scientific work by IMNH scientists, and the professional credentials of IMNH staff, attract and nurture professional networks and knowledge. This helps open doors, raise funding and enhance the stature of Idaho State University and the museum. We are currently enhancing the museum's professional and scientific stature by expanding the museum's collections and research activity in three key areas:

The **John A. White Paleontological Repository** houses the largest paleontological collections in Idaho. We are expanding these collections through extensive field research, and using these collections to assist the State of Idaho in meeting new US Government regulations concerning the discovery of paleontological resources on State and Federal lands.

The **Swanson Archaeological Repository** at the IMNH currently houses and preserves archaeological collections from southern and eastern Idaho that belong to state and federal agencies. This includes hundreds of boxes containing over 300,000 archaeological specimens. These collections are growing through active field research and contractual arrangement with a number of agencies. We are further expanding the existing Swanson Archaeological Repository to store collections for federal and state agencies outside of Idaho as well.

The **Ray J. Davis Herbarium**, with a collection of nearly 80,000 plants, is expanding through a consortium of regional herbaria through grants and cooperative agreements. Students and staff are actively collecting and processing plant specimens expanding our holdings, and making possible new studies of biodiversity and range management.

Collection efforts are substantial in all other areas of the museum as well. Active expansion in ethnography, mammalogy, herpetology, and geology are making the museum a stronger research and education institution, and enhancing our National and International reputation.

Guiding IMNH's future

Stakeholder groups will be central to our success over the next five years. The new **Executive Committee**, comprised of IMNH curators, is tasked with long-range planning, seeking consensus in key areas of management, and building a team approach to solving important management priorities, including budgets. **Friends of the Museum** is a community auxiliary to the museum with broad subscription membership from southern Idaho. The Friends will provide an organizing network, sponsor lectures, field trips and community events. The 16-member **Museum Advisory Committee** includes state legislators, bankers, philanthropists, mayors, and business and community leaders; it is our organizational and advisory leadership unit, providing opportunities to reach out across Idaho and the Nation.

Goals and objectives

FY 2016 - 2020

Goal 1

A "virtual" museum

In this era of "virtual" participation in so many aspects of life, visiting a museum to benefit from its collections, exhibits and research no longer has to mean traveling to a brick-and-mortar facility many miles away. Today's Web-based multi-media communication channels — interactive websites, Web cams, blogs, HD video, YouTube, Facebook and such — make it possible to take classes or view exhibitions, collections and artifacts "virtually" from any Internet-connected device in the world. We intend to be part of this revolution by developing a "virtual museum."

Over the years, an amalgam of circumstances — museum closures due to renovations and remodeling, the challenge of preparing exhibitions that are relevant to K-12 curricula, strained school budgets, security concerns, testing mandated by federal "No Child Left Behind" legislation, the economy, rising fuel prices — has been chipping away at school districts' ability to accommodate student visits to the museum. In addition, high gasoline prices and Idaho's far-flung geography have impacted other IMNH constituents as well as students.

The virtual museum concept will help us mitigate these challenges. This strategy promises to make the benefits we offer more accessible than ever before.

A milestone in achieving this goal came in September 2010. The Idaho Museum of Natural History, Idaho State University Informatics Institute and the Canadian Museum of Civilization jointly received a $1 million grant from the National Science Foundation. This grant will bolster efforts to further develop an online, interactive "virtual museum" of northern animal bones. The title of the grant is "Virtual Zooarchaeology of the Arctic Project (VZAP): Phase II." Combined with an additional Technology Incentive Grant from the State Board of Education for $135,000, the NSF award will enable us to develop a virtual Idaho natural-history program — the foundation in developing a plan to provide online access to all of our collections for all of our audiences.

Objective: Design, deploy and manage a "Virtual Museum"

We will accelerate development of a virtual museum that will use digital technology to make our collections, exhibitions and other resources available to learners, educators and researchers online and on demand.

Our virtual museum will be a key tool for overcoming the growing challenges involved in making physical visits to our gallery and activities. It will help spread awareness of and access to the benefits of our work, including research and educational programs.

We will strive to have the entire museum collection online and accessible from anywhere in the world, in the next five years. This will require considerable funding from outside resources. We will immediately begin writing grant proposals to U.S. government agencies and philanthropic foundations in order to begin implementation of the Virtual Museum.

Goal 2

Adequate staffing

The museum currently serves the entire State of Idaho — and to a degree the Intermountain West — with fewer than eight (8) full-time-equivalent (FTE) positions. We rely as well on five (5) part-time employees. In academic year 2010-2011, we had 19 student employees.

Until academic year 2008-2009, IMNH's functions and outreach were limited by inadequate staffing across divisions and in central administration. Efficient reorganization has provided positions necessary for expanded research and collections oversight.

Additional staff is required, however, because the needs and expectations of our expanding constituent base are evolving and expanding just as state funding is declining.

Objective: Additional museum professionals

To perform our expanding professional functions effectively, we will seek funding for additional staff according to the following priorities:

1. **Development officer** to help secure major financial gifts. This is the key missing link in the advancement of the IMNH.

2. An **information-technology specialist** to manage and maintain a database for the virtual museum; and to establish and maintain an interactive, multimedia IMNH Web presence.

3. An **exhibit design technician** to support our public-outreach mission and assist in delivering high-quality educational programs and exhibitions that reflect current best practices.

4. A **professional conservator** to ensure adequate care of collections.

5. **Professors** to work as curators and division leaders in each of the four IMNH divisions. Especially a Curator of Anthropology.

To achieve our immediate goals, we will propose to the State of Idaho an IMNH funding increase to hire a development officer. But we also fully recognize that we cannot "hire" our way to fulfillment of the museum's complete mission. So we will rely to a significant degree on an energized museum membership drive to gain access to essential human and financial resources. We also recognize that managing volunteer staff will require time and energy from full-time staff.

Goal 3

Upgrade collections functions

IMNH houses more than 500,000 natural and cultural objects. These irreplaceable items are central to our research, exhibitions and educational work. They must be properly prepared, inventoried, preserved and stored following current best practices.
As we become increasingly active in research, educational programs and exhibitions at locations beyond the museum building, we must deploy a secure internal system to track and manage our collections.

Objectives:

- We will purchase and deploy new storage systems that will help us make more efficient use of collections storage space. We will seek capital improvement funds to meet our storage and curation needs by implementing a $500,000 campaign for storage systems.

- The museum will update collection-management policies and procedure manuals. To do so, we have begun the process of hiring a new museum Registrar, who will be an experienced leader in museum regulations and best practices.

- We will complete development of a digital collections database for each division. To accomplish this, collections managers have begun training initiatives, and have been creating new database systems to enhance management of their collections.

Implementation is in collaboration with the Informatics Research Institute at Idaho State University.

- We shall begin writing proposals to complete a conservation assessment of the museum, which will be done be a team of experts from other institutions. This will specifically define the conservation needs of our collections and make it possible to secure further grants to match those needs. Based on this assessment, we will create a conservation plan for each division.

Goal 4

Increase funding

Working through our regional Museum Advisory Committee, Friends of the Museum and other partners, we will be even more proactive in developing research grants, philanthropic and membership-based funding streams independent of State appropriations.

Objective: An endowment

Key to fulfilling and sustaining the museum's mission for the long term will be establishment of an endowment founded on one or more major philanthropic gifts. To accomplish this goal in an era of declining public funding for higher education will require the continuing services of a professional development officer.

We will employ a number of tactics: events, outreach, marketing and communication initiatives, and opportunities to name facilities after philanthropists who support our mission with major gifts.

Objective: Research and stewardship grants

Competitive research grants from entities such as the National Science Foundation are a major source of funding for every higher-education institution. Such funding helps fund not only scholarship, research and stewardship of collections, but it also helps fund staff positions, faculty, even equipment and operating costs. The Idaho Museum of Natural History must be competitive, energetic and entrepreneurial in identifying and pursuing appropriate opportunities. And we shall be.

Objective: A gift-funded travel and research fund

We will seek philanthropic support to establish and sustain a fund to support approved research projects that advance the museum's core functions.

Goal 5

Develop and support programs for K-12, higher-education and the general public

IMNH collections have been used for paleontological research leading to master's and doctoral degrees, and in scholarly research related to Doctor of Arts degrees.

Much of what we do, however, is for the benefit of K-12 education. Since 1990, more than 36,150 K-12 students have come through our doors. We also have long provided a number of popular, informal science-education programs that enrich learners of all ages and backgrounds — school and community groups, individuals and families alike — through direct experience with science.

Among these programs are:

> **Pint-Sized Science Academy**, an early childhood science-learning opportunity
>
> **Science Trek**, an overnight adventure at the museum for children in the third through fifth grades
>
> **Forays into the Field**, a unique week-long science experience for young women in junior and senior high school; and
>
> **Science Saturdays**, a special series of hands-on classes for elementary-age students.

We offer tools to educators through the Education Resources Center. We've also received significant extramural funding for innovative projects designed to get science resources to K-12 and university educators. Among these are online educational resources such as: "Digital Atlas," "Idaho Virtualization Lab," "Fossil Plot" and "Bridging the Natural Gap." The museum's local partnerships, as well as its associations with Idaho State University faculty and students, enable each group to be mutually supportive.

To sustain and build on these successes in a cost-effective manner, the museum must build infrastructure that enables planning for efficient and effective expansion of educational programs.

We hope that by more effectively aligning our exhibits and educational programs with Idaho's K-12 curriculum, we will improve the relevance of our work to the K-12 system. We see our "virtual museum" initiative doing a great deal to mitigate the access issues schools face today as well.

Personal visits will remain a cornerstone of the IMNH experience, so we are developing a long-term exhibit plan to ensure thematic continuity and regular rotations. An exhibition gallery that emphasizes research and education is a critical museum centerpiece.

Efforts are underway to bring parents and other adults back to the museum experience. An important obstacle to filling classes for adults is communicating the availability of adult classes for the public. Overcoming this will require a strong communications person and communications plan, based on efficient contemporary tactics and tools, to "get the word out." Through granting and fund-raising we will work towards the following objectives.

Objectives:

- Maintain on-site visitation by students at an average of 8,000 per year by including exhibits that are relevant to K-12 curricula; providing appropriate outdoor accommodations for classes and families; making classrooms more accessible to adult learners; equipping classrooms with computers, Smartboards, digital projectors, DVD players, conferencing capabilities and other learning tools.

- Establish a Career Path Internship Program for 10 students each summer

- Create graduate-student assistantships to aid in program development and delivery.

- Build an interactive, multimedia website to connect self-learners with a rich array of science-education resources and experiences.

- Develop a Museum Store business plan to ensure success of store activities, including coordination of educational programming, a successful museum E-Store, and effective sales of IMNH and other relevant publications.

Goal 6

Improve communications and marketing

The Idaho Museum of Natural History is mandated to serve all of Idaho, yet for a variety of reasons it can seem most closely associated with only one of Idaho's four-year higher education institutions — Idaho State University — and only one geographic region, southeastern Idaho. Geography explains much of that. Employing contemporary marketing and communications tools and tactics will help us strengthen our image and role as a statewide resource.

To raise the stature of our staff, our work and Idaho's museum — which will strengthen our case for research funding and philanthropic support — we will tell our story more effectively. That will require staff skilled in crafting and projecting communications that alert, inform and persuade targeted audiences. Key to meeting these objectives is the hiring of a development specialist; but in the meantime, we will begin many of these activities using a dedicated part-time staff of student employees.

Objectives:

- We will develop a media-relations strategy to generate positive publicity.

- The museum will improve two-way communications with K-12 educators to increase their awareness of the opportunities we offer, and our awareness of ways to make exhibitions and programs relevant to their needs.

- Implementation of a communications plan will be undertaken to raise general-public awareness of museum educational programs, leading to increased enrollment.

- We will offer online virtual tours of the museum and its exhibitions. Digital video technologies will be use to deliver lectures and workshops online.

- Partnerships will help us develop an interactive site where students can ask questions and receive authoritative answers.

- We will place IMNH news and feature stories on the IMNH website, in *ISU Magazine* and other channels, and we will publish a "viewbook" (print and digital) illustrating IMNH's work.

- A redesign of the IMNH website will include interactive and multimedia communication tools.

- An active social-media presence will be established to engage targeted audiences. Included will be YouTube videos featuring IMNH subject-matter experts and exhibits.

- IMNH staff will place exhibits at University Place in Idaho Falls, the Capitol building in Boise and other high-profile venues to raise awareness of and interest in the museum.

- We will evaluate resuming the IMNH publication series (Tebiwa, Miscellaneous and Occasional Papers) in peer-reviewed online formats.

- Our outreach will spotlight IMNH research news using internal and external multimedia channels.

- We will strive to raise the public profile of our staff by encouraging them to serve as conference presenters, guest speakers and lecturers, editors of publications, and officers of relevant associations.

Goal 7

A new museum building

In December 2010, we proudly reopened our renovated and revitalized exhibit area. It features a more welcoming and comfortable foyer, new and familiar displays, easier-to-read interpretive panels, improved lighting and a more open look and feel. . We debuted many exhibits, including ice-age animal mounts and an exhibit on how climate change on the Snake River Plain has affected its plant and animal life. The event attracted 500 visitors; since then the museum has received thousands of visits from K-12 students and the public.

We have maximized what can be done with the former library building we occupy on the Idaho State University campus. We cannot grow and expand our services to Idaho for the long term and remain in our current building.

Our operations are confined to 35,786 square feet as follows:

Basement: 15,337 sq. ft.
Main floor: 15,693 sq. ft.
Warehouse: 3,606 sq. ft.
Garden: 1,150 sq. ft.

Participation in one of our most popular and effective programs for children, the Science Trek sleepover program, provides an example of the impact our building is having on service to our constituents. Necessary remodeling has imposed space limitations that, in turn, hold participation to 120 children. Science Trek previously accommodated up to 150 children.

Meeting spaces also have been reduced so that classroom and auditorium capacity no longer permits comfortable seating for lectures and programs with more than approximately 25 people.

We have been resourceful and adaptable in making the best of our building, yet it has never been adequate for the work of a research- and exhibit-oriented public museum that must meet the expectations of constituents and stakeholders in the 21st century.

Obstacles the current building presents include the following:

- little or no room for expansion
- overcrowded collections areas
- security, environmental, pest-management and parking issues posed by sharing facilities with other campus operations
- lack of adequate storage for exhibits and educational materials

If the museum is to maximize its benefits to Idaho and focus increasingly on well-funded research, education and public engagement, a new building — constructed specifically for museum uses — is a necessary investment.

Objective: Plan a capital campaign for a new building

In partnership with our advisory and stakeholder groups, we will plan the launch of a multi-year capital campaign. The campaign would raise major financial gifts for construction, maintenance and operation of a museum-centered U.S. Green Building Council LEED-certified building to be located on the ISU campus.

Benchmarks and Performance Measures

In the following areas of museum operations, we shall target 10 percent increases per year in each year of this plan:

- philanthropic financial gifts
- research grants and other grants
- scientific publication
- public visitation
- enrollment in public programs

Performance Measures and Benchmarks FY 2010-2011

Performance Measure	FY 2007	FY 2008	FY 2009	FY 2010	FY 2010 Benchmarks	FY 2011 Performance
Number of People Served by the General Public Museum Programs	9,064	11,022	11,054	8,937 Reduction because of gallery closure	Reopen the Gallery and return to 2009 levels *reduced as the gallery closed in Dec. 2009	Gallery re-opened Dec. 2010 1/11 to 5/11 attendance 7000+
Grant/Contract Revenue Received	$181,150	$14,823	$10,098	$208,736	Increase by 5%	Over $1.1 million 500% increase
Number of Exhibitions Developed	Data not collected prior to 2008	1	5	0	Reopen the gallery and return to 2009 levels *All new exhibits currently being developed for Fall 2010	Gallery re-opened Dec. 2010 Over 25 new exhibits created
Museum Store Revenue Received	$23,249	$22,912	$24,588	$12,707 online sales only because of store closure	Reopen the Museum Store and return to 2009 levels *Museum Store closed Dec. 2010.	Store was re-opened on a small scale and a new fiscal plan initiated.
Number of Educational Programs	95	84	64	70	Expand when Museum Reopens and return to 2009 levels *Reduced because of temporary gallery closure	126 (5566 children as of May 19, 2011)

Performance Measures FY 2012-2017 Based on New Goals

Performance Measure	FY 2012-2017 Benchmarks	FY 2012-17 Performance
Goal 1 A "virtual" museum	Active Solicitation of grants, foundation awards, and donations to create the Virtual Museum – approximately $250,000 per year.	Success in the active solicitation of the funds and the implementation of the Virtual Museum concept. 2012: write proposals 2013: database construction 2014: beta implementation
Goal 2 Adequate staffing	Propose to State of Idaho the funding and creation of an Information Technology Specialist	Active discussion towards the resolution of all staffing needs in Goal 2.
Goal 3 Upgrade collections functions	Seek Capital investment in adequate curation facilities, and in the storage of collections. State of Idaho, grants, foundations.	2012: Write 3 grants. Identify 10 potential donors. 2013: Review success of grants and write additional proposals. Move to ask stage with donors.
Goal 4 Increase funding	Increasing Development activities in grants and donations.	At 10% per year.
Goal 5 Develop and support programs for K-12, higher-education and the general public	Increase outreach and increase educational opportunities through new and exciting programs	At 10% per year.
Goal 6 Improve communications and marketing	Create new exhibits in other areas of the State. Create newsletters and other public information.	Create exhibits in Idaho Falls and Boise. Increase public participation and visitation by 10% per year.
Goal 7 A new museum building	Form Capital committee for fund raising.	Create Capital Committee

External Factors

All external factors are based in the success or failure of finding initiatives.

Moving forward

New leadership. New tools. A new vision of how we can give the people of Idaho an even greater return on their investment in science (STEM) education. These are stepping stones in our pathway through the final quarter of the museum's first century. The professors and community leaders who joined together during the Great Depression to establish this museum looked beyond the challenges of their day to the promise of tomorrow. Today, we commit to doing the same.

TechHelp Strategic Plan
FY2016 – 2020

TechHelp Business Definition
TechHelp is Idaho's MEP center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
"Our identity is shaped by our results."

TechHelp Strategic Mission Statement
TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2019:

- 80 manufacturers reporting $100,000,000 economic impact
- 170 jobs created
- > $20,000 and < $50,000 Net Income

TechHelp Core Strategy
TechHelp will use a team-based network of experienced staff and proven partners from private industry, Idaho's Universities and the National MEP network to develop trusted and lasting relationships with Idaho companies and communities. TechHelp will have a reputation for developing, teaching and delivering innovative processes and services that enable Idaho's medium, small and rural companies to drive profitable growth through self-sustaining business practices.

Goal I: Impact on Manufacturing – Deliver a positive return on both private business investments and public investments in TechHelp by adding value to the customer and the community.

Objectives for Impact:

1. Offer products and workshops that meet Idaho manufacturers' product and process innovation needs.
    a. *Performance Measure:*
        i. Client economic impacts resulting from projects
    b. *Benchmark:*
        i. Reported cumulative impacts for sales, savings, investments and jobs each improve by five percent over the prior year

2. Exceed federal system goals for impacted Clients served per $Million Federal.
    a. Performance Measure:

i. Score on federal sCOREcard

b. *Benchmark:*

i. Number of clients served exceeds federal minimum with a goal of 80 clients reporting impact by 2017

Goal II: Operational Efficiency – Make efficient and effective use of TechHelp staff, systems and Advisory Board members.

Objectives for Efficiency:

1. Improve efficiency of client projects.

a. *Performance Measure:*

i. State dollars expended per project/event

b. *Benchmark:*

i. Dollars expended is less than prior year's total

2. Improve effectiveness of client projects.

a. *Performance Measure:*

i. Total economic impact reported by TechHelp clients

b. *Benchmark:*

i. Reported total impacts increase by 5% each year with the goal of $100,000,000 in impacts by 2017.

Goal III: Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives for Financial Health:

1. Increase total client fees received for services.

a. *Performance Measure:*

i. Net revenue from client projects

b. *Benchmark:*

i. Annual net revenue exceeds the prior year by five percent

2. Increase external funding to support operations and client services.

a. *Performance Measure:*

i. Total dollars of non-client funding (e.g. grants) for operations and client services

b. *Benchmark:*

i. Total dollars of non-client funding for operations and client services exceed the prior year's total

Key External Factors

State Funding:

Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

Federal Funding:

The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

Economic Conditions:

Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

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TAB	DESCRIPTION	ACTION
1	**IRSA – IDAHO EXPERIMENTAL PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCOR) COMMITTEE APPOINTMENT**	Motion to Approve
2	**PPGA - PRESIDENT APPROVED ALCOHOL PERMITS REPORT**	Information Item
3	**PPGA – BOISE STATE UNIVERSITY – LICENSE PLATE DESIGN**	Motion to Approve
4	**PPGA – IDAHO STATE REHABILITATION COUNCIL APPOINTMENTS**	Motion to Approve
5	**PPGA – UNIVERSITY OF IDAHO – CHANGES IN CONSTITUTION AND BYLAWS OF THE UNIVERSITY FACULTY**	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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SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Committee Appointment

REFERENCE

December 2013	Board reappointed David Barneby to the Idaho EPSCoR Committee
February 2014	Board appointed Matt Borud as the Commerce Representative to the Idaho EPSCoR Committee (Replacing Gynii Gilliam)
October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tibbits to the Idaho EPSCoR Committee (Replacing Senator Goedde)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy including the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University. Idaho State University recently hired Dr. Cornelis J. Van der Schyf as the new Vice President for Research and Economic Development following Dr. Grimes acceptance of a position with Idaho National Laboratory.

ATTACHMENTS

Attachment 1 – Dr. Cornelis J. Van der Schyf Bio Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (EPSCoR) Idaho Committee as a representative of Idaho State University, effective immediately.

Moved by____________ Seconded by____________ Carried Yes_____ No_____

Dr. Van der Schyf Biography

Neels Van der Schyf earned his BPharm, MSc, DSc (PhD), and DTE degrees from North-West University (NWU, formerly Potchefstroom University) in South Africa, and spent 1986-7 as a postdoctoral fellow in the Department of Medicinal Chemistry at the University of Connecticut and at the National Magnet Lab at MIT, Cambridge, MA.
Before joining Idaho State University in May 2013 as Dean of the Graduate School and Professor of Biomedical and Pharmaceutical Sciences, Van der Schyf was Associate Dean for Research & Graduate Studies, Founding Chair and Professor of Pharmaceutical Sciences in the College of Pharmacy, and Professor of Neurobiology in the College of Medicine at Northeast Ohio Medical University (NEOMED). At NEOMED he played a pivotal role in the establishment of the College of Pharmacy and was the primary author/architect in creating and establishing NEOMED's graduate program in Integrated Pharmaceutical Medicine (IPM) and in the creation of the College of Graduate Studies. He was also intimately involved with the planning and design of the new Research and Graduate Education (RGE) Building, a $42 million campus expansion focused on graduate research and education.

As of February 2015, he has published 116 peer-reviewed research and review articles, 205 abstracts and presentations - many of these as invited keynote speaker; 10 book chapters, several reports to industry, and numerous journal editorials. He holds 14 patents. He is the Editor-in- Chief of the Journal of Biophysical Chemistry and is or has been a member of the editorial advisory boards for an additional 11 international research journals and an invited guest editor for one. The impact of his research is reflected by his work receiving more than 2,400 peer citations in the literature. He has an h-index of 30 and an i10 index of 66.

Van der Schyf served as visiting professor in Australia (University of Queensland, Brisbane), Belgium (FUNDP, Namur), USA (Virginia Tech), and currently as Emeritus Extraordinary Professor at Northwest University (South Africa), and has extensive international experience. In addition to serving or having served (since 2002) as a chartered and ad hoc member on several NIH Study Sections and many other national and international research granting agencies (including the UK, Portugal, South Africa and the Russian Federation), he is a member of the Phi Beta Delta Honor Society and Sigma Xi, and has received several teaching and research honors, including "Teacher of the Year" and "Most Cited Paper" awards, the APSSA Upjohn Achievement Award and South Africa's highest honor in drug discovery research, the FARMOVS Prize for Pharmacology and Drug Development.

Van der Schyf is also the recipient of the 2010 Olson/Blair Award for Administrative Excellence. He has been the major advisor for more than 20 graduate students since 1985 (11 PhDs, remainder MS degrees) and served on the graduate committees of more than 30 additional graduate students. He is an avid marathon runner.

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SUBJECT

President Approved Alcohol Permits Report

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 February 2015 Board meeting. Since that meeting, Board staff has received thirty-three (33) permits from Boise State University, seven (7) permits from Idaho State University, nineteen (19) permits from the University of Idaho, and two (2) permits 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 3-8

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2015 - April 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
YMCA Strong Kids Campaign Kickoff	Student Union Building		X	2/5/15
Micron Legal	College of Business and Economics		X	2/6/15
Givens Pursley LLP Annual Meeting	Stueckle Sky Center		X	2/7/15
Loaves and Fishes Gala and Roast	Stueckle Sky Center		X	2/7/15
America's Got Talent	Taco Bell Arena		X	2/10/15
Ballet Idaho	Morrison Center		X	2/13 & 2/14/15
Great Basin Consortium Meeting	Student Union Building	X		2/17 & 2/18/15
Albertsons Meeting	Stueckle Sky Center		X	2/18/15
State Board of Education	Stueckle Sky Center	X		2/18/15
Idea of Nature	Student Union Building	X		2/18/15
Jim Brickman Concert	Morrison Center		X	2/20/15
Boise Philharmonic	Morrison Center		X	2/21/15
Bethel Church Memorial Dedication	Student Union Building	X		2/22/15
Executive Masters Business Administration Open House	Stueckle Sky Center	X		2/24/15
Social Enterprise and Entrepreneurship	Student Union Building	X		2/24/15
President's Dinner with Idaho Legislature	Hall of Fame	X		2/26/15
Alton Brown/Comedy	Morrison Center		X	2/26/15
Be Inspired Dinner	Stueckle Sky Center		X	2/26/15
Jay Owenhouse/Magician	Morrison Center		X	2/27/15
Mila Basabe Perry	Stueckle Sky Center		X	2/28/15
Zions Bank Idaho Entrepreneurship Challenge Series	Stueckle Sky Center	X		3/07/15
Idea of Nature Reception	Student Union Building	X		3/09/15

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Albertson's Vendor Reception	Stueckle Sky Center		X	3/10/15
Roosevelt Elementary School Auction	Stueckle Sky Center		X	3/13/15
Widespread Panic/Concert	Morrison Center		X	3/13/15
Boise Philharmonic Concert	Morrison Center		X	3/14/15
Boise High Booster Gala	Stueckle Sky Center		X	3/14/15
Mama Mia/Musical	Morrison Center	X		3/17 & 3/18/15
Idea of Nature	Student Union Building		X	3/19, 4/3, & 4/23/15
Gabriel Iglesias/ Comedy	Morrison Center	X		3/21 & 3/22/15
Kate Hall Bridal Shower	Student Union Building		X	3/22/15
Association of Collegiate Schools and Planning Administrator Conference	Stueckle Sky Center		X	3/27/15
Henry's Fork Foundation Fundraiser	Stueckle Sky Center		X	3/27/15

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY March 2015 - May 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Merril Hoge Recognition Dinner	Marshall Rotunda	X		3/5/15
Bonneville County 4-H Benefit	Bennion Student Center		X	3/14/15
Gem Legacy Donor Recognition Dinner	Stephens Performing Arts Center	X		4/2/15
Idaho Business Leader of the Year	Stephens Performing Arts Center	X		4/9/15
Outstanding Student Awards	Idaho State University Performing Arts Center, Marshall Rotunda	X		4/10/15
Truman Banquet	Bennion Student Center, Idaho Falls		X	5/2/15
2015 DHS Awards Reception	Stephens Performing Arts Center	X		5/8/15

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2015 – May 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
"ART" Play reading Fundraiser	Prichard Art Gallery	X		2/21/15
Fondue Farewell Party	Brink Hall, Faculty Staff Lounge	X		2/27/15
Lionel Hampton Jazz Festival	Kibbie Events Center	X		2/26, 2/27, & 2/28/15
Alison Hawthorne Deming Reception	Prichard Art Gallery	X		3/4/15
Faculty Interdisciplinary Research Reception	Brink Hall, Faculty Staff Lounge	X		3/13/15
Rocky Mountain Elk Foundation Annual Banquet	Student Union Building Second Floor		X	3/28/15
Physics Awards Banquet	University Commons	X		4/6/15
Memorial Service for Fred Johnson	University Commons	X		4/8/15
Borah Reception	Student Union Building Bruce Pitman Center	X		4/8/15
Academy of Engineers and College Awards Dinner	Vandal Ballroom	X		4/9/15
Advisor Appreciation Social	Clear White Combo	X		4/10/15
Spring 2015 Faculty Gathering/ Interdisciplinary Reception	Brink Hall, Faculty Staff Lounge	X		4/10/15
College of Business & Economics Advisory Board/Graue Scholar Reception	J.A. Albertsons Building	X		4/23/15
VIEW Elevator Pitch	Student Union Building	X		4/24/15
Business Plan Competition Winners Reception	Kibbie Dome, Lighthouse Center	X		4/25/15
Petrino Vandal Athletic Scholarship Fund Golf Tournament	Golf Course	X		4/25/15
EXPO 2015 Dean's Reception	Student Union Building Bruce Pitman Center	X		4/30/15
Sigma Nu Centennial Celebration	Student Union Building Bruce Pitman Center	X		5/2/15

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Faculty and Staff End of the year Reception	Student Union Building Bruce Pitman Center	X		5/12/15

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE April 2015

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Joel DeTray Printmaking	Center for Arts & History	X		4/10/15
25th Annual Confluence Grape & Grain	Center for Arts & History	X		4/17/15

BOISE STATE UNIVERSITY

SUBJECT

Institutional license plate decal available through the Idaho Transportation Department.

REFERENCE

August 2003	Board Approved a new license plate design for Boise State University.

APPLICABLE STATUTE, RULE, OR POLICY

Section 49-418A, Idaho Code

BACKGROUND/DISCUSSION

Boise State University sought and received Board approval when the Collegiate License Plate Program first began in 2003. Since that time, new logos have been adopted for the University. The new logo is a commonly recognized logo of the University. In order to properly represent the University logo, and to foster increased sales of Boise State University license plates, Boise State is seeking Board approval of the new Boise State University license plate design.

The statute, in pertinent part, provides as follows:

(1) Any person who is the owner of a vehicle may apply for special plates featuring one of Idaho's public colleges or universities.

(2) The department shall transfer twenty-five dollars ($25.00) of the initial fee and fifteen dollars ($15.00) of the renewal fee for deposit to the institution designated on the license plate.

(4) All special college and university plates shall be of a color and design comparable to the standard issue of license plates with blue numerals on a red, white and blue background and shall indicate the participating institution.

(b) Each public college or university that chooses to participate in this program shall provide that portion of the design which features the particular institution and such design shall be acceptable to the president of the institution. For public colleges and universities, approval of the state board of education and board of regents of the university of Idaho shall also be required.

Each version of the special college and university plate featuring the participating college or university shall be approved by the department, utilizing a numbering system as determined by the department. Initial costs of the plate program, including the cost of plate design, shall be paid by the participating college or university.

(5) The state board of education and board of regents of the university of Idaho shall adopt rules to account for receipt and distribution of revenues accruing

to participating public colleges and universities from the special license plate program. Revenues from the special plate program shall be used to:
(a) Fund scholarships for Idaho residents attending that college or university.

IMPACT

Revenues from the special plate program at Boise State are being used to fund scholarships for Idaho residents attending Boise State University. In fact, Boise State University has received a donation from an alumnus that matches scholarships funded by the license plate program.

Since 2011, annual revenues from the Boise State University Collegiate License Plate program have ranged between $60,000 and $65,000. Annual revenues for FY 2014 were $63,535.

Boise State University will be responsible for paying the costs of plate design, per Idaho Code.

ATTACHMENTS

Attachment 1 – Proposed Design Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Boise State University's request is in compliance with Section 49-418A, Idaho Code. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to approve a new Collegiate License Plate design as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

PROPOSED DESIGN

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STATE REHABILITATION COUNCIL

SUBJECT

Idaho State Rehabilitation Council Appointments

APPLICABLE STATUTE, RULE, OR POLICY

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;

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 two (2) nominations for Board approval: Jayne Womack to fulfill the federal regulation as a representative of a disability advocacy groups. The other nomination is for Judith James as a representative of business, industry and labor. Sean Burlile is currently a representative of a disability advocacy groups. His second term on the Council will expire June 30, 2015. Mr. Burlile is not eligible to serve any additional terms at this time. His seat on the council will be replaced by Jayne Womack.

The Council currently does not have a representative for the State Independent Living Council (SILC) as Robbi Barrutia; the former Director was their representative and is no longer associated with the SILC. The council hopes to have a nominee once the SILC has a new Director in place.

IMPACT

The above appointments will bring the Council membership to a total of sixteen (16) with one vacancy on the council for a representative from the State Independent Living Council. Minimum composition for the council is 15 members.

ATTACHMENTS

BOARD ACTION

I move to approve the appointment of Jayne Womack to the State Rehabilitation Council as a representative for disability advocacy groups for a term of three years effective July 1, 2015 and ending June 30, 2018.

Moved by ____________ Seconded by ___________ Carried Yes_____ No_____

AND

I move to approve the appointment of Judith James to the State Rehabilitation Council as a representative for business/industry and labor for a term of three years effective immediately and ending June 30, 2018.

Moved by ____________ Seconded by ___________ Carried Yes_____ No_____

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Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
Parent Training & Information Center…	Minimum 1	Angela Lindig	6/30/2015	1
Department of Education	Minimum 1	Alison Lowenthal	6/30/2017	1
Client Assistant Program	Minimum 1	Dina Flores - Brewer	n/a	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2015	1
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	n/a	No Limit
Former Applicant or Recipient	Minimum 1	Lonnie Pitt	6/30/2015	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2015	1
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2017	1
		Rachel Damewood	6/30/2017	2
		Judith James	4/30/2018	1
VR Counselor	Minimum 1	Max Sorenson	6/30/2015	1
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	6/30/2014	No Limit
		David Miles	6/30/2014	No Limit
State Independent Living Council	Minimum 1	Vacant		
Disability Advocacy groups	No minimum or maximum	Sean Burlile	6/30/2015	2
		Jayne Womack (term begins 7/1/2015)	6/30/2018	1
		Molly Sherpa	3/31/2017	1
		Mike Hauser	2/28/2018	1
				Total Mbrs 16

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UNIVERSITY OF IDAHO

SUBJECT

Changes in Constitution and Bylaws of the University Faculty

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

The Constitution of the University Faculty is set out in Faculty Staff Handbook (FSH) Section 1520 and the Bylaws are set out in FSH 1580.

A - The university faculty proposes to change FSH 1520 Article I General Provisions, Section 4 Constituent Faculties to add reference to faculty speech or writing on matters pertaining to university governance programs and policies as set forth in Attachment 1 hereto;

B - The university faculty proposes to change FSH 1520 Article V Section 4 Terms of Office to expand the ability of willing qualified faculty to serve multiple terms in office as set forth in Attachment 2 hereto; and

C – The university faculty proposes to change FSH 1580 Article III Section 3 Members Completing Unexpired Terms to clarify when a member appointed to an unexpired term will be considered as having served a full term, as set forth in Attachment 3 hereto.

In accordance with University of Idaho policies, the proposals first went to the Faculty Senate for review and approval and then were presented to the full faculty. Approval of the full faculty occurred in conjunction with the January 15, 2015 General Faculty Meeting. These policy changes were then presented to the president of the university who has approved them and now presents them to the Board for approval.

IMPACT

The university anticipates no specific fiscal impact from these changes.

ATTACHMENTS

BOARD ACTION

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

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve changes to University of Idaho Faculty Senate bylaws as set forth in the materials submitted to the Board.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

1520
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13]

CONTENTS:

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

ARTICLE I--GENERAL PROVISIONS.

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

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

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

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

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

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

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

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., "assistant research professor", "assistant clinical professor" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

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

Section 3. Associated Faculties.

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

(5) Staff. The representative body (Staff Affairs) of the university staff elects two employees who do not have faculty status to serve with vote in the senate. *[ed. & ren. 7-09, rev. 7-12]*

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09, rev. 7-13]*

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officiis* of the senate, with voice but without vote. *[ed. 7-09]*

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. *[ed. 7-09]*

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. ~~No elected~~ A faculty member elected to~~of~~ the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election. ~~an immediately ensuing term~~[~~but~~ see also FSH 1580 III-3]. *[ed. 7-09, rev. 7-12]*

1580
BYLAWS OF FACULTY SENATE

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11, 7-12, 7-13]

CONTENTS:

ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] *[ed. 7-10]*

ARTICLE II--DUTIES OF OFFICERS.

Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or *ad hoc* committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. *[ed. 7-10]*

Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-10]*

Section 3. Secretary. The secretary shall: maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university-level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-97, 7-10, rev. 7-11]*

ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. *[ed. 7-10]*

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. *[ed. 7-10]*

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that ~~member's normal~~ term ~~of office~~ will be considered to have served one full term ~~is ineligible for membership on the senate until one year has elapsed.~~ [see FSH 1520 V-4 – Terms of Office] *[ed. 7-10]*

No further changes to this policy.

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 16, 2015

TAB	DESCRIPTION	ACTION
1	**UNIVERSITY OF IDAHO PROGRESS REPORT**	Information Item
2	**PRESIDENTS' COUNCIL REPORT**	Information Item
3	**IDAHO EPSCOR ANNUAL REPORT**	Information Item
4	**2015 LEGISLATIVE UPDATE**	Information Item
5	**AMENDMENT TO BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE - FIRST READING**	Motion to Approve
6	**AMENDMENT TO BOARD POLICY III.C. INSTITUTIONAL GOVERNANCE – FIRST READING**	Motion to Approve
7	**AMENDMENT TO BOARD POLICY, SECTION I.O. - DATA MANAGEMENT COUNCIL- SECOND READING**	Motion to Approve
8	**UNIVERSITY OF IDAHO - AMENDMENT TO SEED AND PLANT CERTIFICATION STANDARDS**	Motion to Approve
9	**TEMPORARY PROPOSED RULE IDAPA 08.02.03.105**	Motion to Approve

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SUBJECT

University of Idaho Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

President Chuck Staben will provide a 15-minute overview of UI's progress and achievements for the past year that set the stage for assessment and determination of our future strategic direction in the coming year.

IMPACT

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

ATTACHMENT

BOARD ACTION

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

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Progress Report

April 2015

Strategic Plan Implementation

- Completing the current strategic plan; we anticipate our new Provost and Executive Vice President will begin the process of developing a new strategic plan and responding to NWCCU for the Year One Core Themes in fall, 2015.
- University of Idaho has fully implemented a revised general education curriculum that includes assessment points across all four years of undergraduate education
- University of Idaho has fully implemented program assessment with continuous improvement based on the University learning outcomes
- Beyond the university-wide cultural competency initiatives fostered by the President's Diversity Council, we have also formed a Latino Advisory Council in response to this growing demographic group for both the State and University.

Personnel Budget

- 918 FTE faculty (38% of the population)
- 590 FTE managerial/professional (24% of the population)
- 906 FTE classified (38% of the population)

Enrollment/Student Success

- Retention Rate of 77%
- Total Enrollment 11,534 (headcount); 9,610 FTE – Fall, 2014
  - Undergraduate 8,102 (headcount)
  - Masters 1,249 (headcount)
  - Post-baccalaureate/masters certificates 65 (headcount)
  - Doctorate 450 (headcount)
  - Juris Doctorate 355 (headcount)
  - Medical Students 30 (headcount)
- Student Demographics
  - Graduation Rate (six year) 56%
  - International Students 568
  - National Merit Scholars 76
  - Scholarships Awarded (2011/2012) 5,403 **|** $27,062,748
  - Student/Faculty Ratio 17:1
  - Student Organizations 200
  - Gender Ratio 54% Male, 46% Female
- Freshman Profile:
  - Approx. First Generation Students 36%
  - National Merit Scholars - 23
  - Average ACT Composite 23.6
  - Average High School GPA 3.42
  - Average SAT Combined 1051

- International Students 2.3%
- Under-represented Minorities 19%
-

Research and Economic Development

- New NIH COBRE award, *The Center for Modeling Complex Interactions,* $10.7 M for 5 years.
- Idaho Pathways: a project funded by the Economic Development Agency and the Idaho Department of Commerce completed with a Statewide comprehensive economic development strategy.
- NIH IDeA INBRE award $16.6 M for five years.
- Commerce IGEM award *N-E-W Tech* $427K for one year.
- Research expenditures reported to NSF for 2013 were $95,594,000
- Classified by the prestigious Carnegie Foundation distinction for “high research activity” among national Research Universities
- Celebrating 126 years as one of the nation's top research institutions, which provides an engine for educational innovation and economic growth in Idaho
- Contributes nearly $1 billion to Idaho’s economy through the combined activities of the University and its alumni which is nearly 2 percent of the state’s economy (2010 EMSI Study).

Special/Health Programs

- WWAMI added five seats (Washington, Wyoming, Alaska, Montana, Idaho) to reach a total of 35 students in the UI first year program.
- Idaho Veterinary Medical Education done in collaboration with Washington, Montana, and Utah – 11 Idaho residents per year for a total of 44
- Forest Utilization Research and Outreach (FUR) $667,400 expenditures
- Agricultural Research and Extension Service (ARES) $28,749,832 expenditures

University Updates

- Named to the Presidential Honor Roll for Community Service again in 2014 awarded "with distinction" status for the second year in a row.
- Ranked in the top 11 percent out of 1,500 four-year universities in the nation by Time’s Money publication. Idaho was in the top three in the Northwest based on a combination of factors that include “educational quality, affordability and career outcomes.”
- Recognized by The Princeton Review as one of its nationwide “Best Colleges,” the top 15 percent in America, and one of the top 124 “Best Western Colleges” in its 2015 edition.
- Completed mandatory compliance-related training for almost 6000 faculty, staff and student workers on sexual harassment, discrimination, Title IX and workplace inclusivity.

- Offers the option of a highly engaged residential campus and quintessential college town that provide a dynamic 24/7 living and learning environment that rivals that of all major public universities in America.

Collaborations

- Leads Northwest team of researchers to better understand and plan for a changing climate in the Pacific Northwest, thanks to a $20 million grant from the USDA's National Institute of Food and Agriculture. (REACCH PNA – Regional Approaches to Climate Change for Pacific NW Agriculture)
- Completed a high-speed network to research computing resources at the Idaho National Laboratory through collaboration with the Idaho Regional Optical Network.
- Leads a network of nine Idaho colleges and Universities in the largest bio-medical research project in Idaho's history. The Idea Network of Biomedical and Research Excellence – INBRE – creates new, state-of-the-art research facilities and greater research opportunities for faculty and students statewide.
- City/Chamber of Commerce/UI to promote and brand community events via CUSP (Community-University Strategic Partnership).
- City of Moscow/City of Pullman/Latah County/Whitman County/Washington State University/University of Idaho are working together to complete an airport expansion.
- City of Moscow/University of Idaho promotes city transit operation.

Capital Campaign

- The University successfully completed its 7.5 year $225M Inspiring Futures capital campaign, raising $261M.
- The University received 100,000 gifts from over 45,000 donors in support of our capital campaign.
- Through the generosity of individuals, corporations and foundations, we achieved 116 percent of our campaign goal.
- In FY 2014 the University raised a record $34,512,051 and is poised to break that record in the current year.

Outreach

- ConAgra Foods Foundation and National 4-H Council have partnered to create the 4-H Food Smart Families initiative to help families live healthy on a budget. This toolkit provides promotional and educational resources to help promote the 4-H Food Smart Families program in grantee states.
- More than 2,000 UI students, in 110 service-learning courses, who volunteered 107,992 hours of work with 211 community partners.
- Digin' It Science, Technology, Engineering & Math program for middle school aged girls in Coeur d'Alene

- Outreach occurs from every college on UI's Moscow campus, the UI Library, and from each of the University's physical locations around the state. Our outreach infrastructure includes 42 county Extension offices, UI Boise, UI Idaho Falls, UI Coeur d'Alene, multiple research and learning facilities, and the telecommunications infrastructure that bridges physical distance.
- New emphasis on Conference Management Services' facilitation of conferences and events exposed more than 3000 potential faculty, staff and students to the University of Idaho.

New Buildings

- Projects now or soon under construction include:
  - IRIC
  - Education Building Renovation
  - Ada County Courthouse/Law and Justice Learning Center
  - Life Science South Classroom 277 Renovation
  - 6th Street Traffic Calming
  - Pitman Center Enrollment Experience Improvements
- Projects out for bid include:
  - University House
  - Shower House for MOSS Field Campus in McCall, Idaho
  - Janssen Engineering Bldg HVAC, phase 3
- Projects in various stages of design include:
  - Construct new Aquaculture Research Lab
  - Library Main Floor Renovations
- Recently completed:
  - Four additional classrooms received renovations ranging from new furniture and technology to complete remodels including Ag Science 106, a large capacity room.
  - Campus Gateway Improvements
  - Student Health Center Water/Waste Pipe Replacement
  - Demolition of old Pi Kappa Alpha House
  - Academic Mall Bicycle Pavilion
  - Perimeter Drive Outdoor Lighting
  - College of Business Trading Room
  - Deakin Ave Traffic Calming

PRESIDENTS' COUNCIL

SUBJECT

Presidents' Council Report

BACKGROUND/DISCUSSION

President Joe Dunlap, North Idaho Community College President and current chair of the Presidents' Council, will give a report on the recent activities of the Presidents' Council and answer questions. The Presidents' Council last met on April 7^{th}, 2015.

BOARD ACTION

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

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IDAHO EPSCOR

SUBJECT

Experimental Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2013	EPSCoR provided their annual report to the Board
April 2014	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

Consistent with Board Policy III.W.2. d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – Annual Report Presentation Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho EPSCoR was awarded a new NSF-EPSCoR award for $20M over a five (5) year period. NSF-EPSCoR grants require a state matching component, these funds are paid out of a portion of the funds allocated for use by the Board's Higher

Education Research Council (HERC). The state match for the current award is $600,000.

BOARD ACTION

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

Idaho NSF EPSCoR Research Infrastructure Improvement (RII): *Annual Report - 2015*

Peter Goodwin, Project Director
Laird Noh, EPSCoR Committee Chair

Idaho State Board of Education
Moscow, Idaho
April 16, 2015

IDAHO EPSCoR

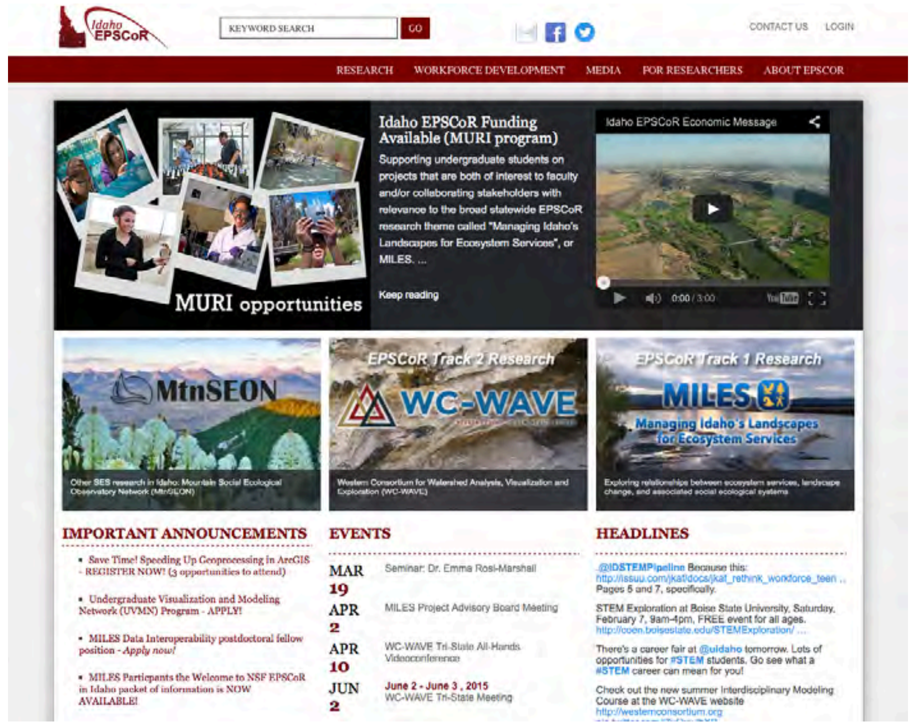
IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

2015 Annual Report

www.uidaho.edu/epscor

- ✓ A National Perspective on Idaho EPSCoR
- ✓ Active EPSCoR RII Awards
- ✓ Accomplishments
- ✓ Concluding Remarks



BOISE STATE UNIVERSITY

University of Idaho

Idaho State UNIVERSITY

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

"ONEIdaho" Philosophy

ONE Idaho

Innovation ★ Integration ★ Inspiration

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

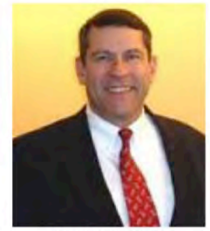
Idaho EPSCoR Committee

Howard Grimes
Idaho State University

Dennis Stevens
Veterans Affairs
Medical Center

Maxine Bell
Idaho State Representative

Doug Chadderdon
Great Floors LLC



David Tuthill
Idaho Water Engineering

Frank Roberto
Newmont Mining
Corporation

John McIver
University of Idaho

Todd Allen
Idaho National Laboratory

Laird Noh, Chairman
Idaho State Senate (retired)

Doyle Jacklin, Former
Chairman
Riverbend Commerce Park

Jean'ne Shreeve
University of Idaho

Mark Rudin
Boise State University

David Barneby
Nevada Power and Sierra
Pacific Power (retired)

John Tippets
Idaho State Senate

Leo Ray
Fish Breeders of Idaho

Gynii Gilliam
Idaho Department of
Commerce (formerly)

Bill Goesling
State Board of Education

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

Research Competitiveness

0.24% of NSF's Total
Research funding to Idaho (FY10-12)


IDA

SCIENCE & TECHNOLOGY POLICY INSTITUTE

Evaluation of the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR): Final Report

Brian L. Zuckerman
Rachel A. Parker
Thomas W. Jones
Brian Q. Rieksts
Ian D. Simon
Gilbert J. Watson III
Elaine A. Sedenberg
Sherrica S. Holloman
Ryan M. Whelan
Lucas M. Pratt
Christopher T. Clavin
Abigail R. Azari
Mitchell J. Ambrose
Jessica N. Brooks
Pamela B. Rambow

Total NSF funding to Idaho (FY13) =
$26.6M up 83% in 5 years

"The EPSCoR program has contributed meaningfully to Jurisdictions' increased competitiveness for NSF funds."

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

Idaho's History of Success

Idaho

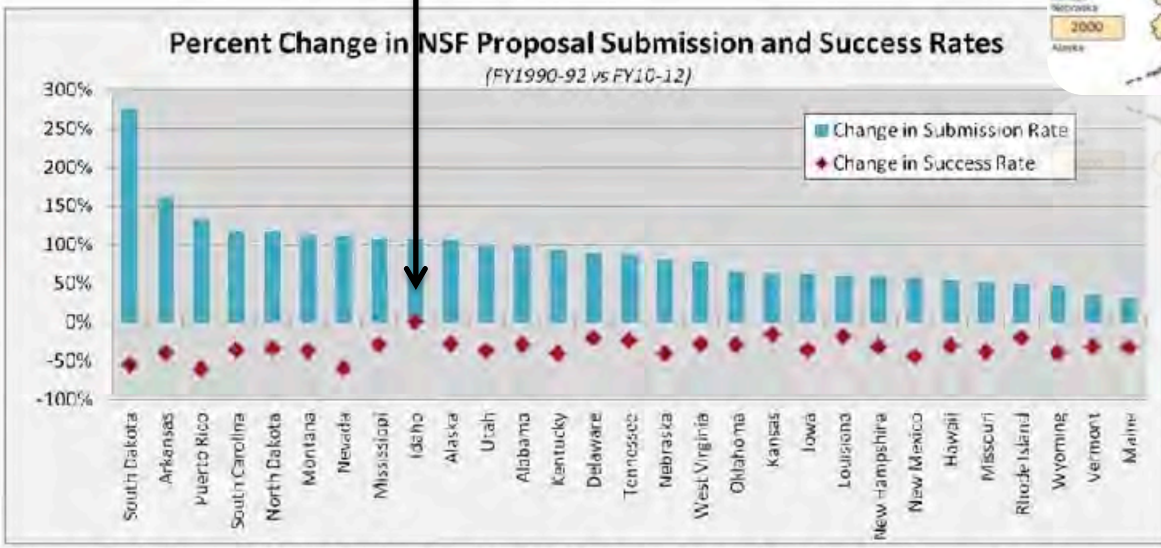
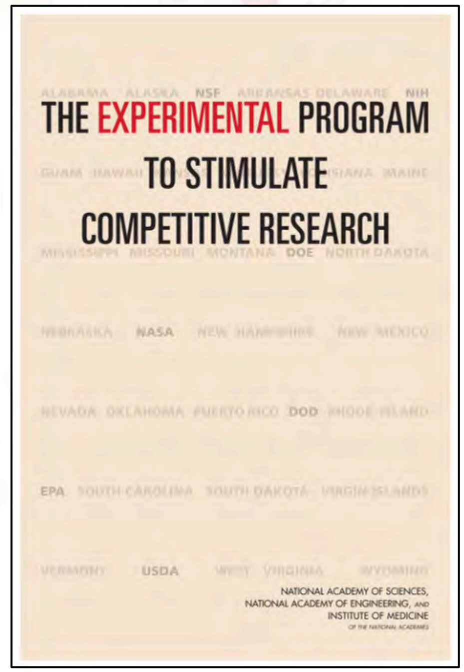


Figure 3-4. Some FY 2012 eligible EPSCoR states have done better than others in increasing their submission rates while minimizing a reduction in success rates. Here a positive "Change in Submission Rate" means an increase in the number of proposals submitted, and a negative "Change in Success Rate" means a decrease in the number of proposals approved. [SOURCE: NSF Competitive Proposal and Award Counts by State/Territory and Fiscal Year of Decision; NSF.gov/awardsearch]



IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

Active NSF EPSCoR RII Projects

✓ Track 1: Academic Research Capacity

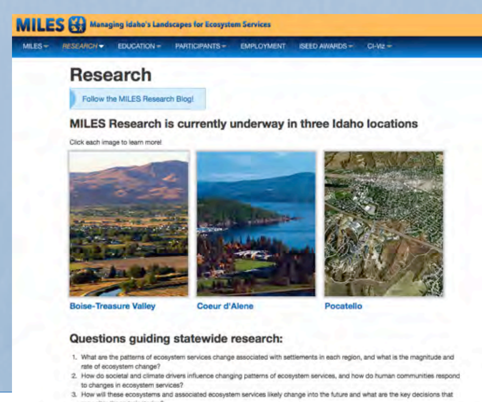
- ***Managing Idaho's Landscapes for Ecosystem Services (MILES); June 2013–2018) $20M plus required 20% match***

✓Track 2: Regional Collaboration

- ***Western Consortium for Watershed Analysis, Visualization, and Exploration (WC-WAVE) (2013-2016) $6M ($2M to Idaho)***

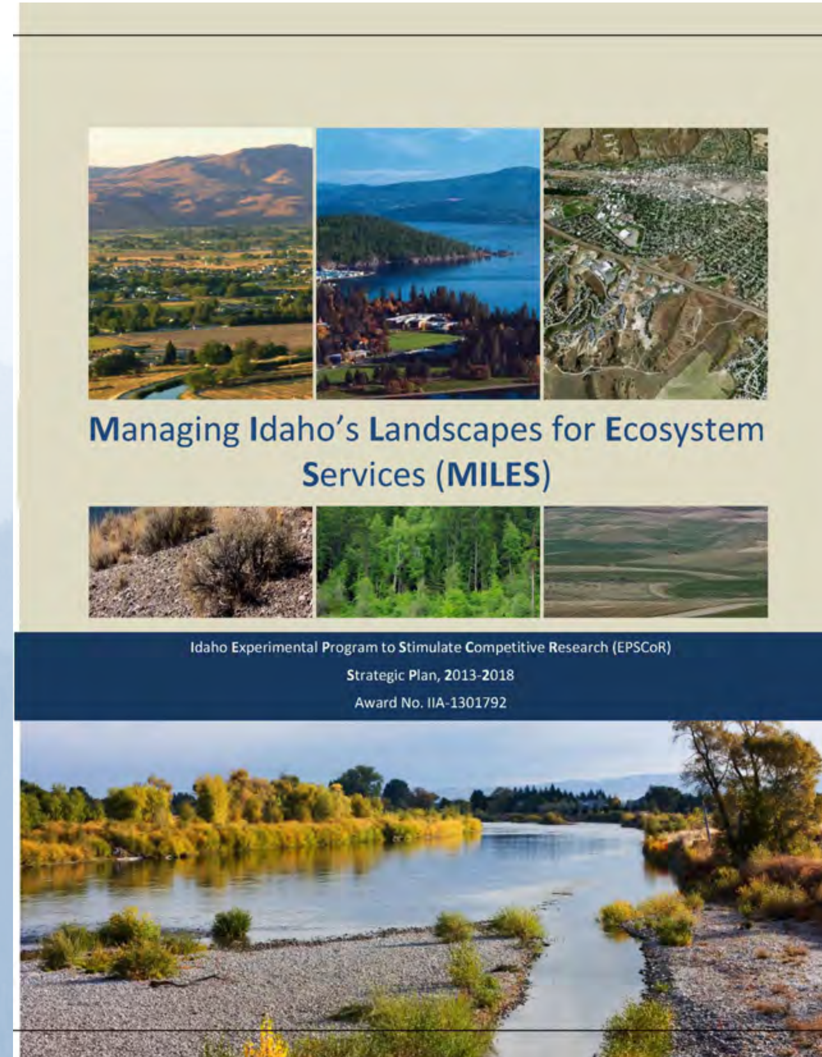
✓ Track 3: STEM Education

- ***Indigenous Program for STEM Research and a Regional Native Network of Graduate Education: A National Research and Educational Model (2014-2019) $750k***



NSF EPSCoR RII - MILES

- ✓11 New Faculty Positions
- ✓MURI – Undergraduate Research
- ✓Cyberinfrastructure
- ✓Integrated Statewide Social-Ecological Research
- ✓Modeling and Visualization
- ✓Diversity contributions to State STEM Roadmap
- ✓Stakeholder Engagement



IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

NSF EPSCoR RII - MILES

Infrastructure Improvement Strategy

- Place-based studies provide integrative research laboratories
- Statewide collaboration
- Stakeholders as partners
- New faculty positions
- Integrated research and education

www.idahoecosystems.org

IDAHO EPSCoR

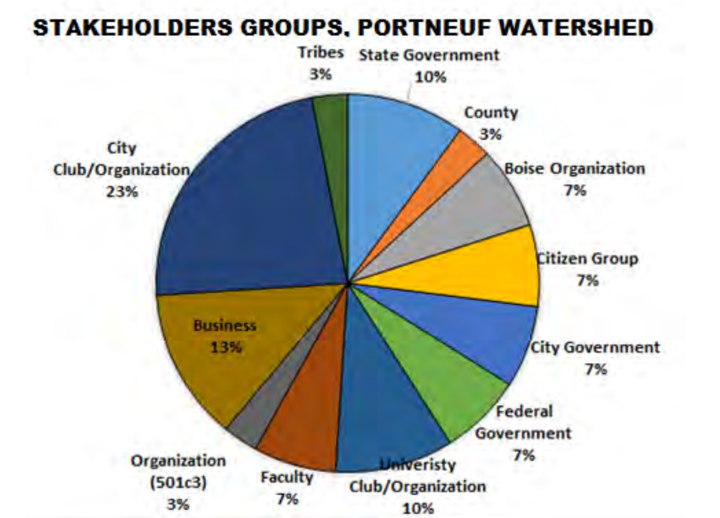
Experimental Program to Stimulate Competitive Research

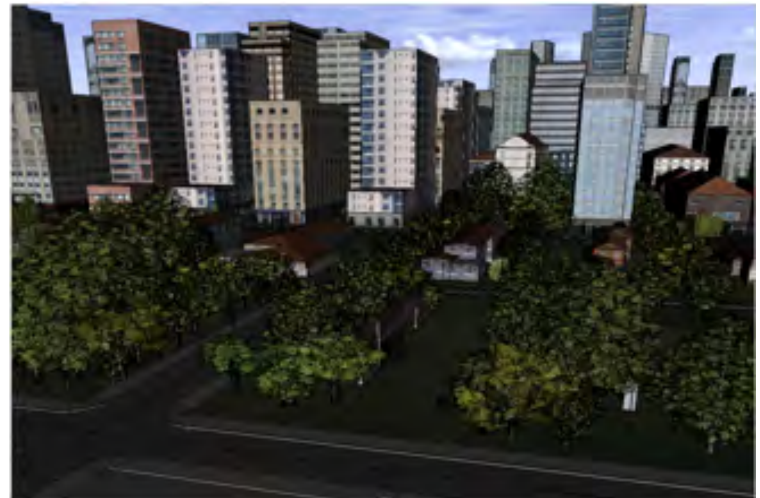
Statewide Collaboration

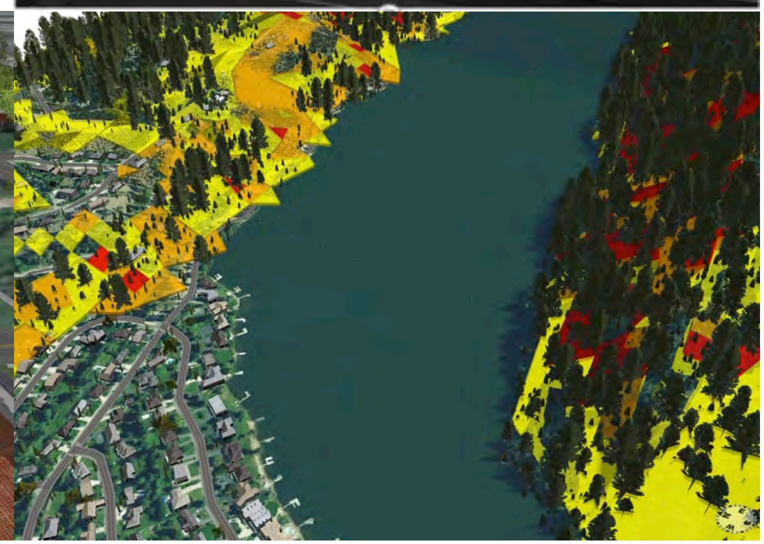
IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

MILES Stakeholder Engagement







Recent MILES Accomplishments

- 34 journal publications with partial or primary EPSCoR support to-date;
- 240+ participants statewide (50% female, 13% underrepresented);
- Research opportunities for 61 undergraduates (30% underrepresented) in Yr-2;
- > 40 posters, conference proceedings, and presentations in Yr-2;
- Received grants totaling $9.5 M to-date, and submitted 56 proposals requesting $53M in Yr-2;
- Involved >590 stakeholders and community members in Yr-2;
- Forming a national network of states conducting Social-Ecological Science (SES) Research.

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

Workforce Development and Diversity

- MILES - Adventure Learning
  - 71 K-12 Teachers trained in 2014
  - Reaching 8,500 students
- Engaging Idaho's full intellectual capacity
  - MURI – 30% underrepresented students
  - Idaho STEM Roadmap

2015 Workshops

Pocatello, June 8-12
contact: Rosemary Smith
208-282-4918

Coeur d'Alene, July 13-17
contact: Brant Miller
208-885-4077

Boise, July 13-17 (flyer)
contact: Cindy Busche
208-608-7244

AL Team at Fernan Lake

EPSCoR Track 2 RII

IDAHO EPSCoR · EPSCoR NEVADA · New Mexico EPSCoR

Western Consortium of Idaho, Nevada, and New Mexico

- ✓ Watershed Science
- ✓ Visualization and Data
- ✓ Workforce Development and Education

Western Consortium for Watershed Analysis, Visualization, and Exploration

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

NSF EPSCoR

ONE Idaho

Innovation ★ Integration ★ Inspiration

IDAHO EPSCoR

Experimental Program to Stimulate Competitive Research

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SUBJECT

2015 Legislative Update

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2015 legislative session. The Board approved nine (9) bills for introduction and supported three (3) additional bills during the 2015 legislative session. Three of those bills were directly related to the Governor's Task Force for Improving Education Recommendations.

The attached summary provides the final status of each bill.

IMPACT

Board action through rulemaking will be necessary due to passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Summary of Education Related Legislation	Page 3
Attachment 2 – Career Ladder Summary	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

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

<u>Legislative Highlights</u>

- Eleven (11) of the twelve (12) bills approved or supported by the Board were passed by the legislature. The risk management opt-out legislation was not introduced as non-legislative options are being considered.

- Four (4) bills related to the Governor's Task Force for Improving Education passed the legislature:
    - H122 updates provisions regarding school district continuous improvement plans (Board supported legislation)
    - H296 implements the career ladder (Board supported legislation)
    - H110 promotes mastery based education (Board supported legislation)
    - H313 provides college and career advising programs for school districts (no Board action since the legislation was drafted after the last Board meeting, this bill implements the Board adopted Task Force recommendation regarding college and career advising)

- H314 (submitted by Superintendent Ybarra) provides direction regarding the ESEA flexibility waiver.

- HCR003 authorizes Legislative Council to establish a committee to study the Statewide Longitudinal Data System.

- General Fund appropriation for Public Schools Support, Colleges and Universities, and Community Colleges and is as follows:

	FY 2015	FY 2016
Public Schools Support	$1,374,598,400	$1,475,784,000
Colleges & Universities	$251,223,200	$258,776,400
Community Colleges	$32,978,500	$33,961,000

BOARD ACTION

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

Board Approved Legislation

Bill No	Description	Last Action
H0020	Transfer of Surplus Property: Clarifies that the Board would not have to go through the Land Board process when disposing of surplus property.	02/02/205 House – Passed 64-5-1 02/12/2015 Senate – Passed 33-0-1 02/26/2015 House – Signed by Governor
H0021	Nursing Education Program Approval: Amends language in section 54-1406, removing the requirement that the Board approve curriculum changes in all nursing programs that would impact articulation agreements.	02/02/2015 House – Passed 69-0-1 02/12/2015 Senate – Passed 33-0-2 02/23/2015 House – Signed by Governor
H0022	School District Trustee Terms – Transition from 3 to 4 year terms: Repeals a section of code that is no longer relevant as the terms specified in it have all expired.	02/02/2015 House – Passed 68-1-1 02/10/2015 Senate – Passed 33-0-2 02/23/2015 House – Signed by Governor
H0045/ H0199/ H0220	Income Tax Credit – Sunset Removal: Removes the sunset on tax credits to educational institutions and agencies	03/09/2015 House – Passed 68-1-1 (H0220) 03/24/2015 Senate – Passed 34-0-1 (H0220) 04/01/2015 House – Signed by Governor (H0220)
H0074/ HB122	Continuous Improvement Plans: Updates the language around district strategic plans to focus them more toward continuous improvement plans and increases the amount of funds available for training from $2,000 to $6,600.	02/20/2015 House – Passed 41-24-5 (H0122) 02/23/2015 Senate – Passed 31-4-0 (H0122) 03/19/2015 House – Signed by Governor (H0122)
H0222/ H0285/ H0296	Career Ladder Legislation: Implements the recommendations of the Task Force moving teacher apportionment to a Career Ladder model.	03/23/2015 House – Passed 62-8-0 (H0296) 03/26/2015 Senate – Passed 34-0-1 (H0296) 04/02/2015 House – Signed by Governor (H0296)

S1021	Charter School Financial Support: Separates the state appropriate from the automatic calculation of the charter school authorizer fee for the schools authorized by the Public Charter School Commission and amends reporting date requirement.	02/09/2015 Senate – Passed 33-2-0 02/17/2015 House – Passed 68-0-2 02/24/2015 Senate – Signed by Governor
S1050	Advanced Opportunities: Amends the Advanced Opportunities programs contained in code to consolidate them into one chapter and other various small program changes	02/24/2015 Senate – Passed 30-4-0 02/26/2015 House – Passed 64-0-6 03/17/2015 Senate – Signed by Governor
RS23268	Risk Management – Opt Out: Allows the higher education institutions to opt out of Risk Management services, including the purchase of their own liability insurance with Board approval.	No hearing scheduled.

Board Supported Legislation

Bill No	Description	Last Action
H0110	Authorizes the Department of Education to conduct a statewide awareness campaign to promote mastery based education and to facilitate the development of an incubator program. This legislation is in alignment with the Governor's Task Force Recommendation on Mastery Based education.	02/20/2015 House – Passed 65-0-5 03/10/2015 Senate – Passed 35-0-0 03/19/2015 House – Signed by Governor
S1081	Amends required reserved limits on public postsecondary educational institutions self-insured health care benefits. (Requested by UI)	02/20/2015 Senate – Passed 31-0-3 03/05/2015 House – Passed 64-0-6 03/16/2015 Senate – Signed by Governor

S1086	Requires PTE to coordinate with IDLA on providing online PTE courses to school districts and allows PTE to provide incentives to institutions to align courses with secondary programs for greater uniformity and transferability.	03/02/2015 Senate – Passed 34-0-0 03/18/2015 House – Passed 69-0-1 03/26/2015 Senate – Signed by Governor

Superintendent Introduced Legislation

Bill No	Description	Last Action
H0097	Education Services for the Deaf and Blind for the Board of Directors: Allows the Superintendent to appoint a designee in their place to serve as the chair of the Board of Directors.	02/10/2015 House – Reported Printed and Referred to Education
H0306/ H0314	Adds to existing law to grant the State Board of Education rulemaking authority concerning the flexibility document associated with the federal Elementary and Secondary Education Act, to provide testing requirements, to provide requirements concerning the contents of the flexibility document and to provide review requirements.	03/30/2015 House – Passed 60-7-3 (H0314) 04/01/2015 Senate – Passed 35-0-0 (H0314)
S1018	Teacher Certification Fees and the Professional Standards Commission: Allows the Department to move the fee revenue into a line item within the Departments budget and removes the statutory percentages that could be used by the Department to defray the cost of teacher certification administration.	02/06/2015 Senate – Passed 34-0-1 02/23/2015 House – Passed 68-1-1 03/04/2015 Senate – Signed by Governor

S1019/ H0190	Teacher Criminal History Check Fees: Applicant pays the fees charged by ISP, FBI, $40 for criminal history/fingerprint check. The former administrative fee charged by SDE is to be covered by the General Fund, rather than paid by the applicant.	03/05/2015 House – Passed 42-23-5 (H0190) 03/18/2015 Senate – Passed 28-7-0 (H0190) 03/30/2015 House – Signed by Governor (H0190)

Other Education Related Legislation

Bill No	Description	Last Action
H0047	Amends existing law regarding revenue from navigable waterways, including to provide that royalties from extraction of minerals from navigable waterways shall be deposited in the Public School Permanent Endowment Fund.	02/06/2015 House – Passed 48-18-4 03/12/2015 Senate – Passed 24-11-0 03/23/2015 House – Signed by Governor
H0052	Youth challenge prog/repeal sunset: Repeals the sunset on this National Guard youth intervention program	02/13/2015 House – Passed 46-17-7 02/25/2015 Senate – Passed 34-0-0 03/04/2015 House – Signed by Governor
H0065	Education, superintendent duties: Requires the State Superintendent start the process of withdrawing from the SBAC consortium, prohibits the use of SBAC created questions as a graduation requirement, repurposes assessment funds to professional development	02/02/2015 House – Reported Printed and Referred to Ways & Means
H0076	Taxes, base assessment roll: Amends existing law to provide for funds for the school emergency fund levy to be included on the base assessment roll.	02/13/2015 House – Passed 66-1-3 03/02/2015 Senate – Passed 34-0-0 03/11/2015 House – Signed by Governor

H0083	Postsecondary credit scholarship: Provides a scholarship to students who graduate from an Idaho high school and go to a public institution who have earned dual credits. Requires a matching academic scholarship.	02/05/2015 House – Reported Printed and Referred to Education
H0113	Adds to existing law to provide the parental right to direct the care, custody and control of children; to provide the parental right to direct the education of children; to restrict interference with fundamental parental rights and to provide that this act shall not invalidate the Child Protective Act, to authorize a claim, defense and appropriate relief and to provide for attorney's fees.	02/25/2015 House – Passed 37-31-2 03/23/2015 Senate – Passed 27-7-1 (H0113aaS) 03/26/2015 House – Passed 56-12-2 (H0113aaS)
H0126	Allows school districts to receive salary-based apportionment based on the better of their midterm or full-term support unit numbers. The staff allowance is used in calculated funds used for personnel costs.	03/02/2015 House – Passed 51-19-0 03/18/2015 Senate – Passed 32-3-0 03/30/2015 House – Governor Vetoed
H0169	To provide for a one year duration of all agreements with regard to salaries, benefits, and any items with a direct or indirect cost to the school district's budget, and to allow for a two year duration of all agreements with regard to other items between a public school district or pubic charter school and the professional personnel of the district, consistent with the timing of and duration of the fiscal year of the school.	03/03/2015 House – Passed 69-1-0 03/17/2015 Senate – Passed 28-6-1 03/25/2015 House – Signed by Governor

H0170	Adds to existing law to provide for pay for success contracting.	02/26/2015 House – Passed 58-9-3 03/25/2015 Senate – Passed 34-1-0 (H0170aaS) 03/31/2015 House – Passed 65-3-2 (H0170aaS)
H0178	Amends existing law to revise the maximum amount of educational debt repayments for rural physicians and to provide that the review board shall make a certain consideration before granting awards.	03/04/2014 House – Passed 48-16-6 03/18/2015 Senate – Passed 29-6-0 03/26/2015 House – Signed by Governor
H0191/ H0246	Provides for inclusion of anti-bullying content in district, teacher and staff training; specifies a role for superintendents and principals in informing what constitutes bullying; authorizes school personnel to intervene in bullying.	03/23/2105 House – Passed 51-18-1 (H0246) 03/30/2015 Senate – Passed 24-10-1 (H0246)
H0233/ H0278/ H0313	Provides for academic and college or career advisors and student mentors.	03/26/2015 House – Passed 53-15-2 (H0313) 04/01/2015 Senate – Passed 29-6-0 (H0313)
H0245	Allows foreign exchange students enrolled under a cultural exchange program to apply for enrollment in dual credit courses offered by postsecondary institutions.	03/19/2015 House – Passed 65-1-4 03/30/2015 Senate – Passed 35-0-0
H0270	Establishes an at-home kindergarten readiness pilot program.	03/17/2015 House – Reported Printed and Referred to Education
H0275	Automatically enrolls school districts to receive funding protection against declining enrollment. If the school district wishes to be exempt from the protection they must notify the Department of Education in writing by September 30 each year.	03/17/2015 House – Reported Printed and Referred to Education

H0300	Amends existing law to provide that computation of alternative school support units shall include grades 6 through 12.	03/26/2015House – Passed 65-0-5 03/27/2015 Senate – Passed 35-0-0
H0302	Creates in the Office of the Governor the Science, Technology, Engineering and Math Action Center and the STEM Action Center Board.	03/26/2015 House – Passed 62-2-6 03/31/2015 Senate – Passed 28-7-0
H0307	Establishes a Kindergarten Prep Pilot Program.	03/25/2015 House – Reported Printed and Referred to Education
H0308	Amends the definition of instructional staff to include pupil service staff in determining staff allowance requirements for public charter schools.	03/26/2015 House – Passed 64-0-6 03/31/2015 Senate – Passed 35-0-0
H0309	Creates the Public Charter School Debt Reserve, to provide financial backing by the State (with approval of the Idaho Housing and Finance Authority) for charter schools to secure lower interest rates when financing capital purchases or improvements.	03/3/2015 House – Passed 58-11-1 04/02/2015 Senate – Referred to 14th Order for amendment
H0323	Preserves the renewable contact provision pursuant to the changes in SB1088, and maintains the provision in HB296 regarding the ability for instructional staff to obtain a renewable contract and professional endorsements.	04/02/2015 House – Introduced, read first time, referred to JRA for Printing
S1064	Amends existing law to revise requirements for licensure as a registered cosmetologist.	02/12/2015 Senate – Reported Printed; referred to Commerce & Human Resources
S1070	Requires High School students be allowed to take alternate route to graduation rather than a standards achievement test with parent/guardian approval.	03/09/2015 Senate – Passed 35-0-0 (S1070aa) 03/10/2015 House – Read First Time, Referred to Education

S1071	Requires students pass US citizenship civics test for high school graduation, sets level to pass.	03/09/2015 Senate – Passed 29-6-0 (S1071aa) 03/31/2015 House – Passed 59-10-1 (S1071aa)
S1072	Requires candidates for school board trustee position to file sunshine reports like other non-partisan positions.	03/12/2015 Senate – Passed 24-11-0 (S1072aa) 03/24/2015 House – Passed 50-19-1(S1072aa)
S1085	Requires state superintendent to start process to remove Idaho from Smarter Balanced Assessment Consortium, prohibits students from taking any test or test question develop by such consortium as a graduation requirement.	02/16/2015 Senate – Reported Printed; referred to Education
S1087	Amends existing law to provide admission preference to students transferring from a charter school to a different charter school.	03/02/2015 Senate – Passed 27-7-0 03/17/2015 House – Passed 55-13-2 03/26/2015 Senate – Signed by Governor
S1088	Defines when a reduction in force may occur and removes sunset clause from previous session.	03/03/2015 Senate – Passed 33-0-1 03/24/2015 House – Passed 67-1-2 (S1088aaH) 03/26/2015 Senate – Passed 35-0-0 (S1088aaH)
S1096	Creates a new chapter outlining parental rights in education. Requires school districts to develop polices to promote parental involvement and requires annual parent notification of such rights.	03/16/2015 Senate – Passed 23-12-0 (S1096aa) 03/17/2015 House – Read First Time, Referred to Education
S1097	Repeals §33-1006A which requires the Department of Education to conduct audits of transportation operations under certain conditions.	03/03/2015 Senate – Passed 33-0-1 03/12/2015 House – Passed 68-0-2 03/23/2015 Senate – Signed by Governor
S1107	Amends and repeals existing law to revise procedures for how an individual may designate a trust account or the Idaho Opportunity Scholarship to which income tax refund or liability moneys are remitted.	03/06/2015 Senate – Passed 34-0-0 03/24/2015 House – U.C. to be returned to State Affairs Committee

S1122/ S1152	Requires state agencies, through the budget process, to identify not only available federal funds, but the potential impact of having those funds reduced and an agency's operating plan if there is a 10% or greater reduction in federal funding.	03/20/2015 Senate – Passed 34-0-1 (S1152) 04/01/2015 House – Passed 68-0-2 (S1152)
HCR003	Education, data system study: Creates a Legislative Council to study the state's K-20 SLDS.	02/05/2015 House – Adopted 63-4-3 03/03/2015 Senate – Adopted 32-0-2
SCR105	This resolution directs the Department of Education and Board to convert the current Idaho Core Standards into more Idaho-specific standards in 2015.	02/17/2015 Senate – Reported Printed; referred to Education
SCR106	This resolution directs the Department of Education to find an alternative to the "Smarter Balance Assessment Consortium" and report to the legislature in 2016 the feasibility of using a replacement and further resolves that assessments for evaluation or accountability purposed should be chosen at the local level.	02/17/2015 Senate – Adopted: 33-1-0 02/27/2015 House – Read First Time, Referred to Education

Supplemental Appropriations

Bill No	Description	Last Action
H0168	Approp. add'l $3,640,500 for FY 2015 to the Sup. of Public Instruction to pay for broadband at public schools; providing legislative intent for use of the funds; providing legislative intent regarding the law governing procurement for school districts; providing legislative intent for reporting requirements; and reducing the appropriation to the Dep. of Admin. for FY 2015 by $5,052,000 for the Idaho Education Network.	02/19/2015 House – Passed 68-1-11 02/23/2015 Senate –Passed 33-0-1 02/25/2015 House – Signed by Governor

H0263	Allows the state to reimburse school districts for additional costs they incurred due to their reliance on the state contract that is void under current litigation.	03/17/2015 House – Passed 64-0-6 03/24/2015 Senate – Passed 34-0-1 04/01/2015 House – Signed by Governor
H0289	Appropriates an additional $201,600 of dedicated funds and reduces the federal fund appropriation by $301,600 in fiscal year 2015.	03/23/2015 House – Passed 69-0-1 03/25/2015 Senate – Passed 34-0-1
S1002	Approp, Public Television, add'l: Provides a one-time supplemental appropriation to IPTV for FY15 for the replacement of equipment.	01/28/2015 Senate – Passed 33-1-1 02/02/2015 House – Passed 53-15-2 02/11/2015 Senate – Signed by Governor
S1012	Approp, Voc Rehab Div, add'l: Provides an ongoing supplemental appropriation to IDVR for FY15 for the State Independent Living Council and assessment, training, etc. to assist people with disabilities to secure and retain employment.	01/30/2015 Senate – Passed 32-0-3 02/04/2015 House – Passed 60-10-0 02/11/2015 Senate - Signed by Governor
S1116	Appropriates an additional $49,115,000 from federal funds to the Public Schools Educational Support Program/Division of Children's Programs for FY15.	03/10/2015 Senate – Passed 35-0-0 03/13/2015 House – Passed 60-5-5 03/25/2015 Senate – Signed by Governor

Appropriations

Bill No	Description	Last Action
H0251	Appropriates $25,443,700 to the Division of Vocational Rehabilitation for FY16; and limits the number of FTEs to 152.5.	03/13/2015 House – Passed 56-8-6 03/19/2015 Senate – Passed 34-0-1 03/30/2015 House – Signed by Governor

H0287	Appropriates $13,098,800 to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for FY16; limits the number of authorized FTEs to 23.8; provides a lump sum appropriation for dedicated funds; and reappropriates unexpended and unencumbered dedicated fund balances in the Dental Education Program.	03/23/2015 House – Passed 53-16-1 03/25/2015 Senate – Passed 34-0-1
H0290	Appropriates $11,920,100 to Special Programs under the State Board of Education for FY16; limits the number of FTEs to 38.13; and provides for the transfer of any unexpended and unencumbered General Fund moneys to the Opportunity Scholarship Program Fund at the end of FY15	03/23/2015 House – Passed 55-14-1 03/25/2015 Senate – Passed 34-0-1
H0304	Appropriates $34,561,000 to the State Board of Education for community colleges for FY16; exempts appropriation object and program transfer limitations; provides legislative intent relating to system-wide expenditures; and requires an update on the Complete College Idaho initiative.	03/24/2015 House – Passed 67-0-3 03/26/2015 Senate – Passed 35-0-0 04/06/2015 House – Signed by Governor
H0305	Appropriates $5,857,500 to the Office of the State Board of Education for FY16; limits the number of FTEs to 25.75; and authorizes the reappropriation of certain funds.	03/24/2015 House – Passed 54-12-4 03/26/2015 Senate – Passed 35-0-0 04/06/2015 House – Signed by Governor
H0321	Appropriates an additional $121,000 from the General Fund to the Superintendent of Public Instruction for FY16 for background checks.	04/02/2015 House – Passed 58-9-3

S1149	Appropriates $8,699,300 to Idaho Public Television for FY16; and limits the number of FTEs to 60.	03/18/2015 Senate – Passed 31-2-2 03/24/2015 House – Passed 47-22-1
S1150	Appropriates $28,761,800 to the Agricultural Research and Cooperative Extension Service for FY16; and exempts the appropriation from object transfer limitations.	03/19/2015 Senate – Passed 34-0-1 3/24/2015 House – Passed 63-6-1
S1151	Appropriates $66,928,800 to the Division of Professional-Technical Education for FY16; exempts appropriation object transfer limitations; and reappropriates certain unexpended and unencumbered fund balances.	03/19/2015 Senate – Passed 34-0-1 3/24/2015 House – Passed 58-7-5
S1171	Appropriates $39,213,300 to the Superintendent of Public Instruction for FY16; limits the number of authorized FTEs to 142; and provides legislative intent related to school district broadband services, use of funds and reporting requirements.	03/24/2015 Senate – Passed 34-0-1 04/01/2015 House – Passed 62-7-1
S1172	Appropriates an additional $1,150,000 from the Permanent Building Fund for FY15; appropriates $27,578,300 from the Permanent Building Fund for FY16; authorizes the allocation of funds for specific projects; provides legislative intent relating to utilization of matching funds; exempts the appropriation from certain provisions; provides legislative intent relating to reallocation of project savings; and declares an emergency.	03/25/2015 Senate – Passed 30-4-1 04/01/2015 House – Passed 61-8-1

S1176	Appropriates $520,478,300 to the State Board of Education and the Board of Regents of the University of Idaho for college and universities and the Office of the State Board of Education for FY16; provides certain reappropriation authority; provides legislative intent for systemwide needs; provides legislative intent for the Complete College Idaho initiative; and exempts appropriation object and program transfer limitations.	03/25/2015 Senate – Passed 35-0-0 04/01/2015 House – Passed 60-9-1
S1183	Appropriates $83,290,600 for the Public Schools Educational Support Program/Division of Administrators for FY16; amends existing law to increase the salary-based apportionment for administrators; and limits the amount distributed for school district and charter school strategic planning and training.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading
S1184	Appropriates $806,119,800 for the Public Schools Educational Support Program/Division of Teachers for FY16; amends existing law to increase salary-based apportionment for pupil service staff for an increased pupil service staff minimum and base salaries; directs the use of moneys for professional development.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading

S1185	Appropriates $571,845,000 for the Public Schools Educational Support Program/Division of Operations for FY16; amends existing law to increase the salary-based apportionment for classified staff; provides an estimate for discretionary funds per support unit; provides for expenditures for information technology staff; provides for classroom technology; directs the use of moneys for instructional management systems; and allows for transfers between other divisions.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading
S1186	Appropriates $282,074,600 for the Public Schools Educational Support Program/Division of Children's Programs for FY16; provides guidance on funds for the Idaho Digital Learning Academy; directs the use of funds for the Safe and Drug-Free Schools program; directs the use of funds for literacy programs and remedial coursework; directs the use of funds for limited English proficiency programs; requiring advanced opportunities reporting; and transferring $21.5 million from the Consumer Protection Fund to the Public Education Stabilization Fund for FY15.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading
S1187	Appropriates $46,335,000 for the Public Schools Educational Support Program/Division of Facilities for FY16; provides moneys for the Bond Levy Equalization Fund; and specifies the amount of revenue to be distributed to the General Fund.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading

S1188	Appropriates $8,861,200 for the Public Schools Educational Support Program/Division of Services for the Deaf and the Blind for FY16.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading
S1189	Appropriates $15,785,700 for the Public Schools Educational Support Program/Division of Central Services for FY16; directs the use for literacy programs, intervention services and math initiative programs; directs the use for the Safe and Drug-Free Schools program; directs the use for limited English proficiency programs; directs the use for student assessments; directs the use for performance evaluations; directs the use for wireless technology services; directs the use for wireless technology infrastructure; directs the use for professional development; directs the use for an instructional management system; provides legislative intent related to the use for digital content and credit recovery; provides legislative intent for content and curriculum related to technology; defines terms.	04/01/2015 Senate – Passed 35-0-0 04/02/2015 House – Read First Time, Filed for Second Reading

May Impact Institutions/Education

Bill No	Description	Last Action
S1039	Eminent domain – specifies what a property owner may use to assess property value and damages.	02/05/2015 Senate – Reported Printed; referred to Transportation

S1092	Prohibits a city, county or other political subdivision from enacting any ordinance, rule or tax relating to the transportation, possession, carrying, sale, transfer, purchase, gift, devise, licensing, registration or use of a knife or knife making components in Idaho.	03/16/2015 Senate – Passed 25-10-0 03/17/2015 House – Read First Time, Referred to Judiciary, Rules, & Administration

H0296 (Career Ladder) Summary

Key Provisions
- Multi-year implementation to reach new competitive salary apportionment.
- Salary apportionment to districts at full implementation:
  - $37,000 for beginning teachers at the residency level (up from the current $31,750 minimum);
  - $42,500 to $50,000 for teachers at professional level; and
  - $4,000 premium for teachers who meet master teacher criteria.
- Increases teacher salary apportionment at every level each year of implementation.
- Establishes master teacher premium for teachers meeting specific performance criteria.
- Provides additional compensation for teachers who achieve higher levels of education (phased in amounts during implementation):
  - $2,000 for a bachelor's degree + 24 credits; and
  - $3,500 for a master's degree.

Certification
- Current (Continuing) Requirements:
  - Teaching certificate is granted by the state upon completion of approved teacher preparation program and additional current requirements in administrative rule; and
  - Certificate is renewable every 5 years based on current requirements.
- New (Additional) Requirements:
  - Mentoring required during initial 3 years tied to an Individualized Professional Learning Plan; and
  - At the end of the 3 years, a teacher must receive a professional endorsement to be eligible for a continuous employment contract and to advance from residency to professional status on the Career Ladder.

Professional Endorsement Criteria for Teachers
- Minimum 3 years teaching experience.
- Met the professional compensation rung performance criteria for 2 of the previous 3 years:
  - Overall rating of proficient on the state framework for teaching evaluation;
  - No components rated as unsatisfactory; and
  - Majority of student meet measurable student achievement or growth targets.
- Have a written recommendation from the employing school district.
- Have an annual Individualized Professional Learning Plan.
- May provide additional artifacts to demonstrate evidence of effective teaching.
- Current teachers with three or more years of experience will automatically obtain a professional endorsement.

What if a teacher does not earn a professional endorsement?

- The teacher will keep his/her teaching certificate and can continue to teach in Idaho public schools.
- The district's salary apportionment for that teacher will remain in the final cell of the residency compensation rung until a professional endorsement is earned.
- The teacher will not be eligible for the education bonus until a professional endorsement is earned.
- The teacher may not be placed on a renewable contract until a professional endorsement is earned.

Student Achievement/Growth Criteria

- Student achievement or growth criteria will be defined by each individual school district in collaboration with teachers. Tools that may be used for measuring achievement include:
  - Idaho Standards Achievement Test
  - Student Learning Objectives
  - Formative Assessments
  - Teacher-constructed Assessments of Student Growth
  - Pre- and Post-tests
  - Performance-based Assessments
  - Idaho Reading Indicator
  - College Entrance Exams (PSAT, SAT, ACT)
  - District Adopted Assessments
  - End of Course Exams
  - Advanced Placement Exams
  - Professional-technical Exams
- Only those students who have been enrolled and attended 80% of the instructional interval will be considered.

Residency Compensation Rung

- New, certificated teachers start at the first cell of the residency compensation rung.
- Teachers move to the 2nd cell in year 2 and the 3rd cell in year 3 as they work toward earning their professional endorsement.

Professional Compensation Rung Performance Criteria

- Teachers with a professional endorsement move to the first cell of the professional compensation rung.
- Movement across the professional compensation rung is based on meeting the professional compensation rung performance criteria for 3 out of the previous 5 years, 1 of which must be in the 4th or 5th year.
  - Overall rating of proficient on the state framework for teaching evaluation;
  - No components rated as unsatisfactory; and
  - Majority of student meet measurable student achievement or growth targets.

Education Allocation

- In addition to the salary apportionment, districts shall receive an additional allocation for instructional staff who have acquired additional education.
- Eligibility requirements:
  - Hold a professional endorsement; and
  - Meet the professional compensation rung performance criteria.
- Education allocation amounts:
  - Baccalaureate + 24 credits = $2,000
  - Master degree = $3,500
- During implementation the amounts will be phased in, increasing by 1/5th each year.

Master Premium Performance Criteria (effective July 1, 2019)

- $4,000 premium (must be paid to teacher).
- Minimum of 8 years teaching experience provided that the three (3) years immediately preceding the award must be continuous.
- For 3 of the previous 5 years of instruction:
  - Mastery of instructional techniques and professional practice through artifacts demonstrating effective teaching and successful completion of an annual individualized professional learning plan; and
  - Majority of students meeting measurable student achievement criteria
- In addition to the minimum requirements:
  - Districts may have additional requirements showing mastery per a plan developed at the district level by a committee of teachers, administrators and stakeholders and approved by the State Board of Education; or
  - Districts may develop plans that recognize groups of teachers based on measurable student achievement goals aligned with school district approved continuous improvement plans. Groups may be school-wide or may be smaller groups such as grade levels or by subject matter. Each teacher in a master teacher group shall receive a master teacher premium if goals are met according to the district plans. Plans shall be developed by a committee consisting of teachers, administrators and other school district stakeholders and shall first be approved by the State Board of Education. Any school district that does not follow their preapproved plan shall not receive future master teacher premium dollars; or
  - If a district does not develop its own plan, districts must adopt a plan developed by a statewide committee made up of teachers, administrators and other stakeholders facilitated by the State Board of Education and approved by the State Board of Education.

Annual Independent Review of Staff Evaluations

- The State Department of Education (SDE) will oversee the process. Each year SDE will randomly select a sample of administrators from across the State. A portion of each selected administrator's instructional staff employee evaluations will be independently reviewed.
- SDE will appoint persons to conduct reviews

- Purpose of the review is to determine if evaluations are being conducted with fidelity to the state framework for teaching evaluation

Other Points of Interest

- Pupil service staff will be included in the career ladder and master premiums after July 1, 2016, unless a new salary apportionment plan for them specifically is approved by the legislature prior to that date.
- Existing language is left in code allowing instructional staff and pupil service staff earning national board certification on or after July 1, 2011 to be eligible for an additional $2,000 per year for five years.
- A provision in previous drafts requiring teachers to be overall proficient to receive the leadership premium was removed.
- Teachers are to be included in the district committee used to determine eligibility for a leadership premium.
- Renewal of an administrator certificate will require a course in the statewide framework for teacher evaluations.
- If the career ladder is not funded, a professional endorsement is not required for a renewable contract.

Career Ladder Year 1 Impact

Salary Reimbursement Table

	1	2	3	4	5	6	7	8	9	10
Res/Prof(<3 yrs) Teacher	$32,200	$33,000	$33,822							
Professional Teacher	$35,498	$36,885	$38,311	$39,775	$41,282	$42,089	$43,668	$45,305	$47,004	$47,603
Prof Ed 1	$35,898	$37,285	$38,711	$40,175	$41,682	$42,489	$44,068	$45,705	$47,404	$48,003
Prof Ed 2	$36,198	$37,585	$39,011	$40,475	$41,982	$42,789	$44,368	$46,005	$47,704	$48,303

Career Ladder Year 5 Impact (Full Implementation)

Salary Reimbursement Table

	1	2	3	4	5	6	7	8	9	10
Residency Teacher	$37,000	$38,000	$39,000							
Professional Teacher	$42,500	$44,375	$46,250	$48,125	$50,000					
Prof Ed 1 (BA+24)	$44,500	$46,375	$48,250	$50,125	$52,000					
Prof Ed 2 (MA)	$46,000	$47,875	$49,750	$51,625	$53,500					
Master Teacher Premium	$46,500	$48,375	$50,250	$52,125	$54,000					
Master Ed 1 (BA+24+MasterPremium)	$48,500	$50,375	$52,250	$54,125	$56,000					
Master Ed 2 (MA+MasterPremium)	$50,000	$51,875	$53,750	$55,625	$57,500					

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SUBJECT

Amendment to Board Policy I.Q. Accountability Oversight Committee – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed changes to Board Policy III.AA.
December 2012	The Board approved the second reading of proposed changes to Board Policy III.AA. and moved the policy to section I.Q.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the Board's Accountability Oversight Committee. The committee is currently composed of two Board members, the Superintendent of Public Instruction, and four (4) at-large members appointed by the Board. The current language does not allow for the Superintendent of Public Instruction to appoint a designee to the committee. It is important for the committee to have access to information on the current state accountability system from Department staff working with the system, in some cases a designee may be able to provide more detailed information than the Superintendent.

The proposed changes to the policy would add language that would allow the Superintendent of Public Instruction to designate an alternate to serve as a member of the committee.

IMPACT

The proposed changes would help to facilitate the various levels of participation needed from the Superintendent and Department of Education to support its work.

ATTACHMENTS

Attachment 1 – Board Policy I.Q., Accountability Oversight Committee Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability Oversight Committee was established to make independent recommendations to the Board regarding the states accountability system, thereby, allowing the Board to make decisions based on both the Superintendent's proposals and independent recommendations and feedback from the Accountability Oversight Committee. To accomplish its duties the Accountability Oversight Committee will need to have, at times, access to detailed information regarding the current state accountability system and its effectiveness, in some cases a designee may be better able to meet these needs.

Board staff recommends approval of the policy as presented.

BOARD ACTION

I move to approve the first reading of policy amendments to Board Policy I.Q. Accountability Oversight Committee as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee December 2012

1. Overview
   The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the Board's Accountability Program Manager.

2. Duties and Responsibilities
   a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
   b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

3. Meetings and Operating Procedures
   The committee shall meet twice annually, additional meetings may be called by the Chair as needed.

4. Membership
   The committee membership shall consist of:
   - Two members of the Idaho State Board of Education, appointed by the Board president;
   - The Superintendent of Public Instruction or designee; and
   - Four members at large appointed by the Board, one of which will chair the committee, and shall serve a term of one year as chair~~.~~

5. Terms of Membership
   Board members appointed to the committee serve at the pleasure of the president of the Board. Committee members appointed by the Board shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term. Appointments shall be staggered to ensure that no more than two (2) appointments will become vacant in any given year.

   An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

   The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

6. Reporting
   This committee shall report directly to the Board.

SUBJECT

Amendment to Board Policy III.C. Institutional Governance – First Reading

REFERENCE

April 2002	The Board approved the second reading of proposed changes to Board Policy III.C.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State Board of Education Governing Policies and Procedures, Section III.C. Institutional Governance, outlines the role of the Chief Executive Officer, the Faculty Senate, representative organizations and advisory groups in making recommendations to the Chief Executive Officer as part of the decision making process at the institutions under the Board's governance. Over the past few years a number of questions and issues have been brought to the Planning, Policy and Governmental Affairs Committee regarding what should or should not be contained within a faculty constitution and/or by-laws, requests for clarification on the need for the documents, and the purpose of the Board's approval.

The Board policy does not specify what should or should not be in either a faculty constitution or by-laws requiring Board approval, other than specifying they are "for the purpose of making recommendations to the Chief Executive Officer." The term constitution is commonly used to represent a body of fundamental principles of a group by which the group is governed and by-laws are the rules by which an organization or group makes for their self-governance. The purpose of the policy is not for the Board to approve the rules or principles that the various faculty senates establish, but to establish policies and procedures for how a faculty senate will participate in the governance of the institution and bring forward recommendations to the Chef Executive Officer as part of that participation.

The proposed amendments replace the use of terms constitution and bylaws with "policies and procedures."

IMPACT

The proposed changes would clarify any remaining ambiguity regarding the intent of Board policy III.C.

ATTACHMENTS

Attachment 1 – Board Policy III.C, Institutional Governance	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments would allow campus-level flexibility for Faculty Senates to establish their own rules and principles, and focus the Board's approval on how the groups bring forward recommendations to the Chief Executive Officer of the institution and ultimately the Board for consideration. This would be in alignment with both the section of Board Policy III.C.1. and Board Policy I.E. Executive Officer, which clearly rests the responsibility for the institutions successful administration and success in the Chief Executive Officer.

The Northwest Commission on Colleges and Universities, accreditation standards (2.A – Governance) includes language requiring the institution "demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest." The proposed amendments would provide the appropriate flexibility at the campus-level to determine the necessary policies and procedures required for the individual groups providing input to the Chief Executive Officer. These changes bring the Board's policy in alignment with other polices and the Northwest Commission on Colleges and Universities standards.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.C. Institutional Governance as submitted in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I~~II~~. POSTSECONDARY AFFAIRS
~~C~~S. Institutional Governance **August 2015**

1. Chief Executive Officer

   The Chief Executive Officer is the chief program and administrative officer of the institution, with full power and responsibility within the framework of the Board's governing policies and procedures for the organization, management, and supervision of the institution. The Chief Executive Officer is held accountable by the Board for the successful functioning of the institution.

2. Faculty ~~Governance~~ Senate

   The faculty of each institution will establish ~~written bylaws, a constitution, and~~ necessary guidelines and procedures, subject to the approval by the Chief Executive Officer and the Board, for making recommendations to the Chief Executive Officer as a part of the decision-making process of the institution. All policies and procedures must be consistent with the Board's Governing Policies and Procedures.

3. Other Representative Organizations

   The Chief Executive Officer may establish or recognize other governance organizations representative of identifiable institutional constituencies. Each organization will establish written ~~bylaws, and~~ ~~necessary~~ guidelines and procedures, subject to the approval by the Chief Executive Officer, for making recommendations to the Chief Executive Officer as a part of the decision making process of the institution. All ~~policies~~ guidelines and procedures must be consistent with the Board's governing policies and procedures.

4. Advisory Groups

   From time to time, the Chief Executive Officer may establish an advisory group to study and make recommendations on a particular issue. Such an advisory group will report to the Chief Executive Officer or his or her designee on the topic assigned and within the time established by the Chief Executive Officer, who may accept or reject the recommendation.

5. Attendance at Board Meetings

   Each institution is authorized to bring to meetings of the Board, at institutional expense, the President, the Academic Vice President, the Financial Vice President, and the duly-elected faculty and student government representatives. Expenses of any other personnel must be authorized by the Chief Executive Officer prior to attendance at the meetings.

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SUBJECT

Amendment to Board Policy, Section I.O. – Data Management Council – Second Reading

REFERENCE

February 2015	Board approved first reading of amendments to Board Policy I.O.
October 2013	Board approved second reading of the amendments to Board Policy I.O. incorporating language clarifying data protection requirements.
August 2013	Board approved first reading of amendments to Board Policy I.O.
October 2011	Board approved the second reading of Board Policy I.O. Data Management Council.
August 2011	Board approved the first reading of Board Policy I.O. Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Board office, public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

The proposed amendments would specify the Board office staff person would be appointed Chair of the Council rather than holding an election among the members of the Council.

IMPACT

The proposed amendments would allow for continuity of focus for the committee.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendment – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Accountability subcommittee of the Education Task Force recommended the change in recognition of the importance of the oversight of the SLDS and the importance of continuity in assessing and making recommendations to the Board regarding data management and security policies. There were no comments received between first and second reading and there have been no changes to the policy between the first and second reading.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of Board Policy I.O. Data Management Council as presented in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. General Policies
SUBSECTION: O. Data Management Council **~~October~~ April ~~2013~~2015**

The Idaho Data Management Council (hereinafter referred to as "Council") is a council established to make recommendation on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system.

The purpose of the SLDS will be to allow longitudinal tracking of students from preschool through all levels of the public education system (elementary, middle and high schools, college and graduate school) and into the workforce. To reflect this scope, the SLDS will be referred to as a P-20W system. This system will collect data from a variety of disparate source systems, including the K-12 system developed by the State Department of Education, the systems in use at the various postsecondary institutions, the State Department of Labor, the National Student Clearinghouse, and others, and will transform that data into a single, coherent structure on which longitudinal reporting and analysis can be performed. The privacy of all student level data that is collected by the SLDS will be protected. A list of all data fields (but not the data within the field) collected by the SLDS will be publicly available. Only student identifiable data that is required by law will be shared with the federal government.

The construction, maintenance and administration of the P-20W SLDS shall be carried out by designated staff of the Office of the State Board of Education and State Department of Education. The role of the council is to provide direction and make recommendations to the Board on policies and procedures for the development and usage of the system, and to report back to the Board as needed on the progress made on any issues that require Board consideration.

1. Roles and Responsibilities
   In order to advise and make recommendation to the Board on the implementation of the SLDS, the council will report to the Board through the Planning, Policy and Governmental Affairs Committee. The scope of responsibilities of the Council will include the following:

   a. Data Standards and Quality
      i. Ensure that all data elements within the SLDS are clearly and unambiguously defined and used consistently throughout the system.
      ii. Ensure that the data within the SLDS is as complete and accurate as possible and complies with the agreed upon definitions.

   b. Access and Security
      i. Establish parameters for security and encryption of data uploads, data storage, user roles and access, privacy protection, and appropriate use of data.
      ii. Review and approve mechanisms (technical and procedural) for implementing the required security and access rights.

iii. Establish guidelines for responding to requests for data access by various stakeholders, including school, district and college/university staff, education researchers, and the public.

c. Change Management and Prioritization
   i. Propose enhancements to the SLDS, review enhancements proposed by other groups, and set priorities for the development of those enhancements.
   ii. Review and approve or deny any proposed changes to existing functionality, data definitions, access and security policies, etc.

d. Training and Communication
   i. Establish guidelines for training of SLDS users, and review and approve specific training plans.
   ii. Ensure adequate communication concerning the SLDS.

In each of these areas, the Council shall develop policies and procedures for Board approval as appropriate.

2. Membership
The membership of the Council shall consist of:

a. One representative from the Office of the State Board of Education.

b. Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.

c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in subsection 3.c. above.

d. Two representatives from the State Department of Education.

e. Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.

f. One representative from the Division of Professional-Technical Education.

g. One representative from the Department of Labor.

Original appointments shall be for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for two years, commencing on July 1st. All members of the Council shall have equal voting privileges.

The representative from the Office of the State Board of Education shall serve as the Chair.~~The Chair shall be selected by the membership on a rotating basis, such that no one constituency shall hold the chair in consecutive terms (i.e. no two representatives from a postsecondary institution or school district shall serve as chair in consecutive terms.~~

3. Nominating Process

   The Council shall nominate candidates for membership for Board consideration. The list of candidates including letters of interest and biographical information must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of a committee member, or within 30 days after any vacancy.

   a. Incumbent Reappointment

      If the incumbent candidate is interested in reappointment and is eligible to continue serving based on the Council's current membership structure, the incumbent will provide in writing his or her interest for reappointment, which will be forwarded to the Board for consideration.

   b. Open Appointment

      i. Council members shall solicit nominations from all constituency groups.
      ii. Each nominee must provide a written statement expressing his or her interest in becoming a member of the Council. Each nominee must also provide a description of his or her qualifications.
      iii. The Council will review all nominations for the vacant position and will forward the qualified candidates with recommendations to the Board for consideration.

      The Board may, after a review of nominee's pursuant to the process described herein, consider other candidates for Council membership identified by the Board or its staff.

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UNIVERSITY OF IDAHO

SUBJECT

Amendment Seed and Plant Certification Standards

REFERENCE

May 14, 2014	Regents approval of temporary and proposed rule, IDAPA 08.05.01, Rules Governing Seed and Plant Certification - as presented.
August 14, 2014	Regents approval of pending rule.

APPLICABLE STATUTE, RULE, OR POLICY

Title 22 Chapter 15, specifically Sections 22-1504 & 22-1505, Idaho Code. IDAPA 08.05.01 Rules Governing Seed and Plant Certification.

BACKGROUND/DISCUSSION

During calendar year 2014 the University and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the state of Idaho, as contained in the Seed and Plant Certification Act of 1959 (Idaho Code Title 22 Chapter 15). The Board's action entailed incorporating into Administrative rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through a long established process involving the ICIA Board working in conjunction with committees for the various seed crops, composed of individuals representing the seed growers and processors, to create and then continuously update the standards. Standards and any revisions to existing standards are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval and then presented for approval by the University's Director of the Agriculture Experiment Station.

In 2014, the ICIA standards were incorporated into Administrative Rule, IDAPA 08.05.01, Rules Governing Seed Certification, exactly as they were published by the ICIA and available to the public through the ICIA web-site. This action brought the standards into compliance with Sections 22-1504 and 22-1505, Idaho Code (which require promulgation of the seed certification standards under the Idaho Administrative Procedures Act (IDAPA) process), and did so in a fashion that did not disrupt the crop seed industry which had been operating under the existing standards for over 50 years. This was accomplished by the Board under a temporary and proposed rule such that effective with the initial approval of the Board in May 2014, the seed certification program was in compliance with the IDAPA rule requirements.

The ICIA has now been able to review its published standards and determined that a significant portion of the materials published on the website fall outside of the standards and are more accurately defined as processes. To address this, ICIA has created separate documents each for the actual standards and for the processes that are used for establishing whether the standards are met for a particular crop. This is the logical next step in organizing compliance with the IDAPA rulemaking process.

ICIA used the same process to vet this division of the standards from the processes as has been used for promulgation of standards or revisions thereto. Thus the proposed division has been vetted through industry representatives, the ICIA board and the University of Idaho's Foundation Seed Stocks Committee and the University's Director of the Agriculture Experiment Station. It should be noted that as part of the review process, there were some clarifications and minor revisions to the standards that were included in the vetting process described above. The University and ICIA seek approval of these standards as revised. The revised standards are set out in Attachment 1 hereto.

In accordance with the IDAPA rulemaking process, the University and ICIA will seek approval for incorporation by reference of these revised standards at a future Board meeting.

IMPACT

The impact of the proposed change is will allow ICIA to revise the standards published on the ICIA website, separating the ICIA procedures from the certification standards.

ATTACHMENTS

Attachment 1 – Revised Standards for Seed and Plant Certification Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Amendments to standards that are incorporated by reference into Administrative Rule must follow the same amendment process as the Administrative Rule itself. Separation of the ICIA's procedures from the standards would allow them to make changes to their procedures as necessary, allowing them to be more efficient. Section 22-1505, Idaho code only requires the standards themselves be included in administrative rule.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to approve the revised standards for Seed and Plant Certification of the Idaho Crop Improvement Association, Inc., as presented to the Board in Attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho Alfalfa Certification Standards

Land Requirements:

A. Breeder seed for the production of foundation seed shall be planted on land on which no alfalfa was grown or planted during the four (4) years prior to the one in which the present stand was planted.

B. Foundation seed for the production of registered seed shall be planted on land on which no alfalfa was grown or planted during the three (3) years prior to the one in which the present stand was planted.

C. Breeder, foundation, or registered seed for the production of certified seed shall be planted on land on which no alfalfa was grown or planted during the year prior to the one in which the present stand was planted.

This requirement is lengthened to three (3) years for non-GMO alfalfa being planted after GMO alfalfa production. A pre-plant inspection is required.

D. For foundation, registered and certified the land must be free from volunteer plants as determined by field inspection at time seeding is established.

E. At least two (2) years must elapse between destruction of varieties of dissimilar adaptation (varieties which differ by four (4) or more points on a dormancy rating scale as reported by the National Alfalfa Variety Review Board) and establishment of a new stand for the production of seed for certification.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table:

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	900 feet	600 feet
Registered	450 feet	300 feet
Certified	330 feet	165 feet

Different generation of same variety	10 feet	10 feet
GMO Fields from Non-GMO	900 feet	900 feet

3. For Certified Class Only.
When the isolation zone (which is calculated by multiplying the length of the common border with other varieties of alfalfa by the average width of the certified field falling within 165 feet isolation distance requirement) is less than 10% for the entire field, no isolation is required.

This calculation does not apply to GMO fields adjacent to conventional fields.

4. Volunteer Plants.
Volunteer plants may be cause for rejection or reclassification of a seed field.

5. Fields producing foundation class seed will be rejected if more than two flowering plants, per acre of production, of the same species are found within the isolation zone.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Red Clover	1/1000	1/1000	1/200
Sweet Clover-Plants	None[1]	10/acre	10/acre
Other varieties*	None	None	1.00%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

[1]None tolerance means none found during the normal inspection procedures.

Seed Standards:

Factor	Standards for each class		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	99.0%	99.0%	99.0%
Other Crops (Max.)	.1%	.1%	.25%
Sweet Clover (Max.)	None	45/lb	90/lb
Inert Matter (Max.)	1.0%	1.0%	1.0%
Weed Seed (Max.)	.1%	.2%	.25%
Noxious Weeds[*]	None[2]	None	None
Objectionable Weeds (Max.)[1]	None	None	18/lb
Total Germination (Min.)	80.0%	80.0%	85.0%

[*]Noxious Weeds, See Prohibited Noxious Weed List.
[1]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

[2]None tolerance means none found during the normal inspection procedures.

Idaho Bean Certification Standards

Land Requirements.

A. A field, to be eligible for the production of foundation, registered and/or certified beans shall not have been planted to beans for one (1) year unless the previous crop was under certification and of the same variety and class.

B. A field on which Bacterial Blight has been found will not be eligible to grow certified beans until it has been cropped two (2) years to crops other than beans.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other Varieties	None[1]	0.05%	0.10%
Other Crops (inseparable)	None	0.05%	0.10%
Anthracnose, Bacterial Bean Blights, Wilt and Brown Spot	None	None	None
Bean Common Mosaic Virus and Bean Common Mosaic Necrosis Virus	None	.5%	1.0%
Inseparable Noxious Weeds (must be controlled)	None	None	None

[1]None tolerance means none found during the normal inspection procedures.

Seed Standards.

Factor	Standards for each class		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	99.0%	99.0%	99.0%
Other Crops or Varieties (Max.)	None[4]	None	.00125%
Inert Matter (Max.)[1]	1.0%	1.0%	1.0%
Splits and Cracks (Max.)[1, 1a]	1.0%	1.0%	1.0%
Weed Seeds (Max.)	None	None	0.1%
Noxious Weeds[2]	None	None	None
Objectionable Weeds[3]	None	None	None
Germination (Min.)	85.0%	85.0%	85.0%

[1]The total defects and damage in combination with inert shall not exceed 2%, splits and cracks. Except as noted in footnote 1a, the maximum defects allowed will be 3% in these designated market classes. Inert matter cannot consist of more than 0.05% foreign material (soil or rock).

[1a]A maximum of 2% splits and cracks will be allowed in the following market classes: Navy, Kidney, and Yellow Eye. All other tolerances apply where applicable.

[2]Noxious weeds – See Prohibited Noxious Seed List

[3]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats, and nightshade berry.

[4]None tolerance means none found during the normal inspection procedures.

Idaho Birdsfoot Trefoil Certification Standards

Land Requirements:

A. Breeder seed for the production of foundation seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the five (5) years prior to the one in which the present stand was planted.

B. Foundation seed for the production of registered seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the four (4) years prior to the one in which the present stand was planted.

C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the three (3) years prior to the one in which the present stand was planted.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

CLASSES	Fields of less than 5 Acres	Fields of more than 5 Acres
Foundation	1320 feet	1320 feet
Registered	660 feet	330 feet
Certified	330 feet	165 feet
Different generation of the same variety	10 feet	10 feet

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Sweet Clover-Plants	None	None	80/acre
Other varieties[*]	.1%	.25%	1.0%

[*]Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

Factor	**Standards for each class**		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	99.0%	99.0%	98.0%
Other Crops (Max.)	.1%	.1%	1.0%
Sweet Clover (Max.)	None	90/lb	180/lb
Inert Matter (Max.)	1.0%	1.0%	2.0%
Weed Seed (Max.)	.1%	.2%	.25%
Noxious Weeds[*]	None	None	None
Objectionable Weeds[1] (Max.)	None	None	18/lb
Total Germination (Min.)	80.0%	80.0%	85.0%

[*]Noxious weeds - See Prohibited Noxious Seed List.

[1]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

Idaho Blue Flax Certification Standards

Land Requirements:

A. Breeder seed for the production of foundation seed shall be planted on land on which no Blue-flax was grown or planted during the five (5) years prior to the one in which the present stand is planted.

B. Foundation seed for the production of registered seed shall be planted on land on which no perennial flax was grown or planted during the four (4) years prior to the one in which the present stand is planted.

C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no perennial flax was grown or planted during the three (3) years prior to the one in which the present stand was planted.

D. For foundation, registered and certified seed the land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	1320 feet	1320 feet
Registered	660 feet	330 feet
Certified	330 feet	165 feet
Different Generation of the Same Variety	165 feet	165 feet

Field Standards:

Factor	Maximum permitted in each class		
	Foundation	Registered	Certified
Sweet Clover-Plants	None	None	80/acre
Other Varieties*	0.02%	0.05%	0.1%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

IV. Seed Standards.

Factor	Standards for each class		
	Foundation White Tag	Registered Purple Tag	Certified Blue Tag
Pure Seed (Min.)	99%	99%	98%
Other Crops (Max.)	.05%	.1%	.2%
Sweet Clover (Max.)	None	90/lb	180/lb
Inert Matter (Max.)	1.0%	1.0%	2.0%
Weed Seed (Max.)	.1%	.2%	.2%
Noxious Weeds*	None	None	None
Objectionable Weeds[1] (Max.)	None	None	18/lb
Total Germination (Min.)	80%	80%	80%

*Noxious Weeds - See Prohibited Noxious Seed List.
[1]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

Idaho Chickpea Certification Standards

Land Requirements:

A. A field, to be eligible for the production of foundation, registered and/or certified chickpeas, shall not have been planted to chickpeas for three (3) years unless the previous crop was under certification and of the same variety and class of certified seed.

B. A field on which Ascochyta Blight (*Ascochyta Rabiei*) has been found will not be eligible to grow certified chickpeas until it has been cropped five (5) years to crops other than chickpeas.

Isolation Requirements:

Field(s) producing Foundation, Registered, and Certified must have the minimum isolation distances from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table:

Classes	Minimum Distance
Foundation	100 feet
Registered	50 feet
Certified	25 feet
Same Variety Different Class	3 feet

Fields producing foundation, registered and/or certified chickpeas adjacent to chickpea fields found contaminated with Ascochyta Blight during the current growing season will be rejected.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other Varieties	None	5 plants/acre	5 plants/acre
Other Crops (Inseparable)	None	None	None
Ascochyta Rabiei – Blight[1]	None	None	None
Noxious Weeds[2]	None	None	None

None tolerance means none found during normal inspection procedures.

[1] Ten plants per acre will be allowed in certified class of tolerant varieties.
[2]Noxious weeds: See Prohibited Noxious Seed List.

Seed Standards:

Factor	**Standards for each class**		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	99%	99%	99%
Other Crops (Max.)[* 1]	None	None	2/lb
Inert Matter (Max.)[*]	1%	1%	1%
Weed Seed (Objectionable)[2]	None	None	2/lb
Ascochyta Rabiei - Blight[3]	None	None	None
Noxious Weeds[2]	None	None	None
Germination (Min.)	85%	85%	85%

[*]The total of inert matter and other crops in combination shall not exceed 2%. None tolerance means none found during normal inspection procedures.

[1] No Austrian pea, rye, or vetch permitted.

[2] Nightshade berries or noxious weeds are not allowed.

[3] All classes of seed shall be treated with a chemical specifically approved by the EPA at the labeled rate for control of Ascochyta Blight.

Idaho Grain Certification Standards

Land Requirements:

A. Fields producing foundation class seed shall not have produced small grain for two (2) crop years prior, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.

B. Fields producing registered class seed shall not have produced small grain for the previous crop year, and shall not have produced a visually indistinguishable kind of grain for the previous two (2) years, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.

C. Fields producing certified class seed shall not have produced a visually indistinguishable kind of grain for two (2) crop years prior, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.

Isolation Requirements:

All rye fields used for the production of certified seed must be isolated by at least 220 feet from fields of any other variety or varieties of rye or fields of the same variety that do not meet the varietal purity requirements for certification.

A 90 foot isolation is required for grains other than rye between different varieties when producing foundation seed.

Field Standards:

Factor	Maximum permitted in each class		
	Foundation	**Registered**	**Certified**
Other Distinguishable Varieties*	1/250,000	1/5,000	1/3,000
Other Small Grain	1/250,000	1/10,000	1/3,000
Smut	1/10,000	1/10,000	1/1,000
Rye	None permitted in Wheat, Barley, Oat or Triticale		

None tolerance means none found during the normal inspection procedures.
*Other varieties shall be considered to include plants that can be differentiated from the variety being inspected. However, other varieties shall not include variations which are characteristic of the variety.

Wild Oats: Scattered wild oats in certified fields must not exceed five (5) plants per acre.

Cereal Rye: Fields found to contain cereal rye will be rejected and will not be eligible for reinspection.

Jointed Goatgrass: Fields found to contain jointed goatgrass, and/or its hybrids, will be rejected, and will not be eligible for reinspection. These fields shall be noted in the grower's file, and shall remain ineligible for any further production of certified seed until such time as an approved reclamation procedure is developed and successfully completed.

Seed Standards:

Factor	Standards for each class		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	98.0%	98.0%	98.0%
Total Other Crop Seed (max) excluding Other Small Grain	None	.03% or 1/100 gms	.05% or 1/100 gms
Other Varieties or Classes	1/10 lb	1/lb	2/lb
Other Small Grain	No Rye allowed in Wheat, Oat, Barley or Triticale		
Inert Matter (Max.)	2.0%	2.0%	2.0%
Ergot (Max.)	.05%	.05%	.05%
Weed Seed (Max.)	.01%	.01%	.03%
Wild Oats	None	None	None
Noxious Weeds[1]	None	None	None
Objectionable Weeds[2]	None	None	None
Germination (Min.)	85%	85%	85%

[1]Noxious Weeds - See Prohibited Noxious Seed List.
[2]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

None tolerance means none found during the normal inspection procedures.

When jointed goatgrass, and/or its hybrids, is found in an official seed sample, the field producing that seed lot shall be noted in the grower's file and monitored for jointed goatgrass each subsequent year of production of certified seed.

Idaho Grass Certification Standards

Land Requirements:

1. A field to be eligible for the production of foundation seed, must not have grown or been seeded to the same species during the previous five (5) years. Upon the approval of the certifying agency, with the use of fumigants and other ground short-term sterilization chemicals, the five (5) year eligibility may be waived to three (3) years.

2. A field to be eligible for the production of registered seed, must not have grown or been seeded to the same species during the previous three (3) years.

3. A field to be eligible for the production of certified seed, must not have grown or been seeded to the same species during the previous three (3) years, except for foundation, registered or certified seed of the same variety, of equal or higher class.

4. Bermudagrass:
A field to be eligible for the production of foundation seed, must not have grown or been seeded to the same species during the previous five (5) years, and must have included a cultivated crop for three (3) years. A field to be eligible for production of registered or certified seed, must not have grown or been seeded to the same species during the previous three (3) years and must have included a cultivated crop for three (3) years unless the crop was the same variety and passed field inspection for certification.

Isolation Requirements:

A seed field of a species to be eligible for the production of foundation, registered or certified seed must be isolated from any other strain or strains of the same species in bloom at the same time in accordance with the requirement given in the following table:

Factor	**Minimum Isolation Distance Required (feet)**			
	Symbol	**Foundation**	**Registered**	**Certified**
All cross-pollinated species	C	990	330	165
Strains at least 80% apomictic[*]	A	165	33	16.5
Highly self-fertile species	S	165	33	16.5
Texas Bluegrass Spp.	C	1420	1420	1420

[*]Refers to a type of asexual production of seed as in Kentucky Bluegrass.

Bermudagrass:

Fields or portions of fields for certification must be isolated from bermudagrass other than the same variety as follows: foundation - 990 feet; registered - 330 feet; certified - 165 feet.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other varieties[*] and/or other grass species	None[1]	0.5%	2.0%

[*]Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.

[1]None tolerance means none found during the normal inspection procedures.

Bermuda grass - Field Inspection.

In foundation fields, no off-types or other varieties are permitted, and only 1% by area is permitted in the certified class. Fields must be controlled to prevent seed formation.

Seed Standards:

TR = Type of Reproduction
F&R = Foundation & Rgistered
F,R&C = Foundation, Registered & Certified

Factors

PS = Pure Seed (minimum) % IM = Inert Matter (maximum) %
WS = Weed Seed (maximum) % OC = Other Crop (maximum) %
G = Germination (minimum) % OG = Other Grass (maximum) species/gram

		PS		IM		WS[1,11]		OC[2.7]		G	OG	
Species	TR	F&R	C	F&R	C	F&R	C	F&R	C	F,R&C	F	R
Bluegrass												
Kentucky	A	97	97	3	3	.05	.3	.1	.5	80	1/10	1/1
Merion	A	92	92	8	8	.05	.3	.1	.5[3]	80	1/10	2/1
Canada	A	96	92	4	8	.05	.3	.1	.5	80	1/10	1/1
Upland	A	96	92	4	8	.05	.3	.1	.5	80		
Sherman (Big)	A	90	90	10	10	.05	.3	.1	.5	70	1/10	1/1
Bromegrass												
Meadow	C	95	95	5	5	.05	.5	.1	.5	85	1/50	10/50
Smooth	C	95	95	5	5	.05	.5	.1	.5	85	1/50	10/50
Bermudagrass	C	97	97	3	3	.10	.20[4]	.10	.25	85		
Fescue												
Meadow	C	95	97	5	3	.05	.3	.1	.5	85	1/50	10/50
Tall	C	95	97	5	3	.03	.3	.1	.5	F&R 80 / C 85	2/50	10/50
Hard	C	95	95	5	5	.05	.3	.1	.5	85	1/50	5/50
Idaho	C	95	95	5	5	.05	.3	.1	.5	70	1/50	5/50
Red	C	95	95	5	5	.05	.3	.1	.5	85	1/50	5/50
Sheep[6]	C	95	95	5	5	.03	.3	.1	.5	80	1/50	1/50
Orchardgrass	C	90	90	10	10	.03	.3	.1	.5	80	3/50	10/50
Ricegrass, Indian	S	95	90	5	10	.3	.5	.5	1.0	80	1/50	5/50
Ryegrass, Perennial (Turf Type)	C	96	97	4	3	.1	.5	.1	.5[5]	85	1/50	5/50
Tall Oatgrass	C	90	90	10	10	.3	.5	.5	1.0	70		
Timothy	C	97	97	3	3	.1	.5	.1	.5	80	1/50	5/50
Wheatgrass												
Crested	C	95	95	5	5	.1	.5	.5	1.0	80	1/50	5/50
Intermediate	C	95	95	5	5	.1	.5	.5	1.0	80	1/50	5/50
Siberian	C	95	95	5	5	.1	.5	.5	1.0	80	1/50	5/50
Streambank	C	90	90	10	10	.1	.5	.5	1.0	80	1/50	5/50
Tall	C	95	95	5	5	.1	.5	.5	1.0	85	1/50	5/50
Pubescent	C	95	95	5	5	.1	.5	.5	1.0	80	1/50	5/50
Beardless	C	90	90	10	10	.1	.5	.5	1.0	80	1/50	5/50
Western	C	90	90	10	10	.1	.5	.5	1.0	60	1/50	5/50
Bluebunch	C	90	90	10	10	.1	.5	.5	1.0	80	1/50	5/50
Thickspike	C	90	90	10	10	.1	.5	.5	1.0	80	1/50	5/50
Wildrye, Basin	C	90	90	10	10	.3	.5	.5	1.0	80		
Bentgrass	C	98	98	2	2	.3	.4[8,9]	.2	.6[10]	85		
Redtop	C	92	92	8	8	.5	.5	.5	2.0	80		
Small Burnett	C	95	95	5	5	.5	.5	1.0	1.0	85		
Slender	C	95	95	5	5	.1	.3	.1	.5	80	1/50	5/50

[1]Grasses eligible to tag shall comply with the kind of limits for primary and secondary noxious weeds as set forth in the Idaho State Seed Law, except for sheep sorrel, and pennycress: none in foundation; 45 per pound for registered; 90 per pound for certified; wild oat, none in foundation; 9 per pound for registered; and 18 per pound for certified.

[2]Not to exceed .1% other grass species for foundation or registered seed or .25% for certified except as indicated by (3). Maximum .01% Giant Bermudagrass allowable in foundation.

[3]A 3% tolerance of other Kentucky Bluegrass varieties will be allowed in Merion. (Note: containing minimum 92% Merion). In a Kentucky bluegrass other than Merion, 2% of varieties other than the variety certified will be allowed. In Canada bluegrass 3% Kentucky bluegrass will be permitted.

[4]Maximum .05% of the following specific grasses: Sprangle top, Lovegrass, Sanddrop seed. Maximum seed permitted of Featherfinger/Feathergrass and Rhodegrass - 36 per pound, either alone or in combination.

[5]Acceptable maximum fluorescence allowed is 3% in blue tag turf-type perennial ryegrass and 2% in blue tag annual ryegrass.

[6]Maximum other grass species in certified class is .25%.

[7]Ammonia test is required to determine presence of other fine fescue species in Hard fescue and Sheep fescue.

[8]Blue tag seed shall not contain over 907 seeds per pound, singly or collectively, of the following weeds: Plantago spp., Big Mouse-ear Chickweed, Yarrow, Spotted Cat's ear, and Dandelion.

[9]A maximum of 0.5% weed seed may be allowed in blue tag bentgrass containing silver hairgrass: PROVIDED, that the total of all other weed seed does not exceed 0.4%.

[10]1.5% other fine bentgrasses and 0.5% redtop may be allowed in blue tag bentgrass containing a minimum of 98% total bentgrass.

[11]A tolerance of 0.5% may be allowed of all other weed seeds. Provided, that the total of weedy Bromus Spp. does not exceed 0.30%.

None tolerance means none found during the normal inspection procedures.

Seed Standards for Sod Quality:

Variety	Pure Seed (min)	Germination (min)	Other Crop (max)*	Weed Seed (max)***
Merion Kentucky Bluegrass	96%	80%	0.1%**	.02%
Tall Fescue-Turf	98.5%	85%	0.1%	.02%
Other Varieties of Kentucky Bluegrass	97%	80%	0.1%**	.02%
Red Fescue	98%	90%	0.1%	.02%
Perennial Ryegrass	98%	90%	0.1%	.02%
Chewings Fescue	98%	90%	0.1%	.02%

*Must be free of ryegrass, orchardgrass, timothy, bentgrass, big bluegrass, Poa trivialis, all species

of *Bromus*, reed canarygrass, tall fescue, clover, meadow foxtail, bermudagrass (unless it is crop being tested), Black Medic, Alkaligrass, all of the genus *Puccinellia*.
**Canada Bluegrass .02% - maximum allowable. Red Fescue and Chewings Fescue must be free of Canada Bluegrass.
**Other Kentucky bluegrass - maximum 2%.
***Must be free of dock, chickweed, crabgrass, plantain, short-awn foxtail, annual bluegrass, all species of *Bromus*, velvetgrass, rattail fescue, and all weeds prohibited (See Prohibited Noxious Seed List)
Grass varieties eligible for this special sod quality program follow the regular certification specific standards as listed above.

A sod seed analysis certificate based on a 25 gram purity examination and a 10 gram Poa annua examination will be issued on eligible seed. Also a distinct sod quality tag will be attached to the container along with the regular certification tag on eligible seed meeting the added requirements of this high quality program.

Idaho Lentil Certification Standards

Land Requirements:

A field to be eligible for the production of foundation seed, shall not have been planted to lentils for five (5) years, four (4) years for registered seed, and for certified seed three (3) years unless the previous crop was under certification and of the same variety and class.

Isolation Requirements:

A field producing foundation seed must be at least 300 feet and registered and certified seed at least 20 feet from any other variety or fields of the same variety that do not meet varietal purity requirement for certification.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other Varieties*	None	.05%	.10%
Other Crops (inseparable)	None	.05%	.10%

*Other varieties shall be considered to include plants that can be differentiated from the variety is being inspected. However, other varieties shall not include variations which are characteristic of the variety.

Seed Standards:

Factor	**Standards permitted in each class**		
	Foundation	**Registered**	**Certified**
Pure Seed (min)	99%	99%	99%
Other Crop Seed (max)	.10%	.10%	.10%
Inert Matter (max)	1%	1%	1%
Weed Seed (max)	.05%	.05%	.05%
Noxious Weeds[1]	None	None	None

Objectionable Weeds[2]	None	None	None
Germination (min)	85%	85%	85%

[1]Noxious Weeds - See Prohibited Noxious Seed List
[2]Objectionable Weeds - Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

Idaho Milkvetch Certification Standards

Land Requirements

A. Breeder seed for the production of foundation seed shall be planted on land on which no Milkvetch was grown or planted during the five (5) years prior to the one in which the present stand was planted.

B. Foundation seed for the production of registered seed shall be planted on land on which no Milkvetch was grown or planted during the four (4) years prior to the one in which the present stand was planted.

C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no Milkvetch was grown or planted during the three (3) years prior to the one in which the present stand was planted.

D. For foundation, registered and certified seed the land must be free from volunteer plants as determined by field inspection at time the seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	1320 feet	1320 feet
Registered	660 feet	330 feet
Certified	330 feet	165 feet
Different generation of same variety	10 feet	10 feet

Field Standards:

Factor	Maximum permitted in each class		
	Foundation	Registered	Certified
Sweet Clover-Plants	None	5/acre	10/acre
Other varieties*	.1%	.25%	.5%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

Factor	Standards for each class		
	Foundation White Tag	Registered Purple Tag	Certified Blue Tag
Pure Seed (Min.)	99.0%	99.0%	99.0%
Other Crops[2] (Max.)	.05%	.1%	.5%
Inert Matter[3] (Max.)	1.0%	1.0%	1.0%
Weed Seed (Max.)	.1%	.2%	.2%
Noxious Weeds*	None	None	None
Objectionable Weeds[1] (Max.)	None	None	18/lb
Total Germination (Min.)	80.0%	80.0%	85.0%

*Noxious weeds - See Prohibited Noxious Seed List.
[1]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats, Curly Dock.
[2]Alfalfa and Sweet Clovers not to exceed 9/lb in foundation, 18/lb in registered and 45/lb in certified.
[3]Inert matter not to contain more than 0.1% root, crown or stem rot, or sclerotia.

Idaho Pea Certification Standards

Land Requirements:

A field, to be eligible for the production of foundation, registered and/or certified peas shall not have been planted to peas for five (5) years for foundation and two (2) years for registered and certified classes unless the previous crop was under certification and of the same variety and class.

Isolation Requirements:

The unit of certification shall be a field, or a portion of a field separated from the remainder by a definite boundary not in peas at least five (5) feet wide.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other Crops (inseparable)	None	0.05%	0.10%
Other Varieties*	None	0.05%	0.10%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

Factor	**Standards for each class**		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	98.0%	98.0%	98.0%
Other Crop Seeds (Max.)	0.05%	0.25%	0.20%
Inert Matter (Max.)	2.0%	2.0%	2.0%
Weed Seed (Max.)	0.10%	.10%	0.25%
Noxious Weeds[1]	None	None	None
Objectionable Weeds[2]	None	None	None

Germination (Min.)	85.0%	85.0%	85.0%

[1]Noxious Weeds - See Prohibited Noxious Seed List
[2]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

IDAHO PENSTEMON CERTIFICATION STANDARDS

Land Requirements:

A. Breeder (or Generation 0) seed for the production of Foundation (or Generation 1) seed shall be planted on land on which no Penstemon of the same species was grown or planted during the five (5) years prior to the one in which the present stand is planted.

B. Foundation (Generation 1) seed for the production of Registered (or Generation 2) seed shall be planted on land on which no Penstemon of the same species was grown or planted during the four (4) years prior to the one in which the present stand is planted.

C. Foundation (G1) and/or Registered (G2) for the production of Certified (G3) shall be planted on land on which no Penstemon of the same species was grown or planted during the three (3) years prior to the one in which the present stand was planted.

D. For Foundation (G1), Registered (G2) and Certified (G3) seed the land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing Foundation (G1), Registered (G2), or Certified (G3) seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

CLASSES	ISOLATION DISTANCES
Foundation or (Generation 1)	900 feet
Registered or (Generation 2)	450 feet
Certified or (Generation 3)	165 feet
Different Generation of the Same Variety	Only a distinct separation (fence line, roadway, etc.) is necessary

Field Standards:

	Maximum permitted in each class in the field		
FACTOR	**Foundation G1**	**Registered G2**	**Certified G3**
Sweet Clover - Plants	None	40/acre	80/acre
Other Varieties*	0.02%	0.05%	0.1%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

FACTOR	**Foundation (Generation 1)**	**Registered (Generation 2)**	**Certified (Generation 3)**
Pure Seed (Min.)	90%	90%	90%
Other Crops (Max.)	0.20%	0.5%	1.0%
Sweet Clover (Max.)	None	90/lb	180/lb
Inert Matter (Max.)	10.0%	10.0%	10.0%
Weed Seed (Max.)	0.1%	0.3%	0.5%
Noxious Weeds*	None	None	None
ObjectionableWeeds[1] (Max.)	None	9 per lb.	18 per lb.
Total Viability by TZ (Min.)	80%	80%	80%

*Noxious Weeds - See Prohibited Noxious Seed List.

[1]Blue flowering lettuce, Buckhorn, Halogeton, Medusahead rye, Perennial ragweed, Poverty weed, Wild Oats

Idaho Potato Certification Standards

Land Requirements:

A. A field will not be eligible to produce certified seed potatoes if Root-Knot Nematode, or Corky Ring Spot has been proven to exist in the field or in potatoes grown in that field.

B. A field will not be eligible to produce certified seed potatoes if noncertified potatoes or potatoes that have been confirmed to be Bacterial Ring Rot infected by a laboratory test were grown in this field the previous two growing seasons.

C. A field must have been farmed with a crop other than potatoes immediately following the growing season in which potatoes were disqualified for Bacterial Ring Rot.

Isolation Requirements:

A. Potatoes entered for certification must be planted at least 20 feet from potatoes not entered for certification.

B. Seed lots must be separated from each other by at least one row left unplanted or planted to some other crop.

Field Requirements:

A. Two inspections shall be made for each field entered.

B. Field Inspection tolerances for 1st and 2nd Inspections

Table 1 - Percentages allowed for 1st inspection[1]

Factor[2]	Generation					
	Nuclear	Gen 1	Gen 2	Gen 3	Gen 4	Gen 5/6
Varietal mixture	0.00	0.00	0.02	0.10	0.25	0.50
Well defined Mosaic	0.00	0.00	0.5	1.00	1.50	2.00
Potato Leafroll	0.00	0.00	0.03	0.05	0.10	0.20
Blackleg[3]	0.00	0.10	0.50	1.00	2.00	..[4]
PVX	0.00	0.50	2.00			
Total Virus[5]						2.00

Table 2 - Percentages allowed for 2nd inspection[1]

Factor[2]	Generation					
	Nuclear	Gen 1	Gen 2	Gen 3	Gen 4	Gen 5/6
Varietal mixture	0.00	0.00	0.01	0.05	0.10	0.20
Well defined Mosaic	0.00	0.00	0.25	0.50	0.75	1.00
Potato Leafroll	0.00	0.00	0.02	0.03	0.08	0.20
Blackleg[3]	0.00	0.10	0.50	1.00	2.00	..[4]
Total Virus[5]						1.00

[1]Field inspections of Nuclear and Generation 1 seed lots are advisory and all factors are required to be rogued when found in order to maintain the tolerance of 0.00%.

[2]Some diseases may be present in a seed potato lot and not exhibit symptom expression in plants or tubers at the time of a regular inspection.

[3]Determination of blackleg disease is based on a visual plant symptom of an inky black stem originating from the seed tuber. Visible blackleg has no tolerance in Generations 5 and 6 and therefore is not a disqualification factor.

[4]Visible blackleg will not be a disqualification factor in G5 or G6.

[5]Total is the combined percentage of potato leafroll, calico, well defined mosaic and all other viral, viroid and phytoplasmas (including Candidatus Liberibacter). This does not include Potato Virus X (PVX).

Seed Lot Disqualifying Conditions:

1. Seed lots or portions thereof may be disqualified for certification because of any condition that interferes with the inspection of the potato plants.

2. Bacterial ring rot, corky ring spot and root-knot nematode are zero tolerance factors. Any seed lot, regardless of generation, shall be rejected from certification at any time when any of these factors is confirmed by laboratory testing.

3. Evidence of failure to remove daughter tubers from rogued hills.

Recertification Requirements:

A. All contact lots on a farming operation shall be ineligible for recertification if any lot of seed on that farming operation is rejected for certification because of bacterial ring rot.

B. Out-of-state potato stocks to be entered for certification must meet the same requirements as Idaho grown seed stocks.

C. Seed lots with more than 0.1% Potato Leafroll Virus in either the 1st or 2nd inspection shall not be eligible for recertification.

D. Nuclear, G1 or G2 seed lots disqualified for certification in the post harvest test because of seed-borne chemical injury may only be recertified by the original applicant(s) during the next growing season.

Post Harvest Testing Requirements:

A. Each seed lot must be post harvest tested. Lots, or portions thereof, which are shipped prior to post harvest testing, will be certified based on the two (2) summer field inspections and a shipping point inspection.

B. Only seed lots that have passed the equivalent of a 2nd field inspection will be eligible for post harvest testing.

C. Seed lots are <u>disqualified for certification</u> if seed-born chemical injury in excess of 5% is found during post harvest testing.

D. Seed lots are not <u>eligible for recertification</u> if any of the following factors are found during post harvest testing at a percentage greater than:

Potato Leafroll Virus	0.8%
Well defined Mosaic	2.0%

Bacterial Ring Rot Testing Requirements:

A random sample of stems or tubers obtained from all seed lots entered for certification, G1 or higher, shall be laboratory tested for bacterial ring rot.

Pre-nuclear Production Requirements

A. Source: Meristem culture of tubers from breeding projects or tubers from lots of Nuclear, G1 and G2.

B. Greenhouse Pre-nuclear crops: A minimum of two inspections shall be performed on each Pre-nuclear seed lot entered.

C. Each of the following organisms shall be tested for in Pre-nuclear seed production:

Base Cultures:	Bacterial Ring Rot
(Entry Level)	*Pectobacterium* (<u>*Erwinia)*</u> spp.
	Potato Viruses X, Y, M, A, S
	Potato Leafroll Virus
	Potato Spindle Tuber Viroid
Greenhouses:	Bacterial Ring Rot
	Pectobacterium (<u>*Erwinia)*</u> spp.
	Potato Virus X, Y, A

	Potato Leafroll Virus
Line Selections:	Bacterial Ring Rot *Pectobacterium* (Erwinia) spp. Potato Virus X, Y, A Potato Leafroll Virus
Mother Plants: (Stem Cuttings)	Bacterial Ring Rot Potato Virus X, Y, A Potato Leafroll Virus

Entry level cultures, line selection hill units or mother plants used in stem cuttings that are found to be infected with any of the indicated organisms shall be ineligible for use in Pre-nuclear seed production. Units or lots in greenhouse production found to be infected with any of the indicated organisms shall be downgraded to the next generation for which the seed lot does not exceed the generation tolerance of the organism that causes the certification factor (e.g. *Pectobacterium* (Erwinia) spp. is a causal agent for blackleg).

D. Clonal Line Selections:

1. One tuber from each plant selected shall be submitted to ICIA for laboratory testing.

2. Nuclear plots planted from clonal line selections shall be planted in hill units.

3. All seed in a clonal line selection plot automatically advances to G1 the following season except for those hills selected for clonal selections.

Storage Inspection Requirements:

A. Storage inspection will be conducted on all storages containing seed potatoes eligible for certification.

B. Storages where sprout nip or similar materials were used the previous season are not eligible to store seed potatoes eligible for certification.

C. Seed potatoes must not be stored, graded or handled in storage warehouses or subdivisions thereof in which potatoes that have not been field inspected, or are laboratory confirmed to have Bacterial Ring Rot, Root-Knot Nematode or Corky Ring Spot are stored or handled.

D. For a seed lot to remain eligible for certification, seed lot identity must be maintained in storage.

Shipping Point Inspection Grade Requirements:

A. Idaho Certified Blue Tag Seed Potatoes

The blue tag shall be equivalent to U.S. No. 1 seed potato grade with the following exceptions. There is a 1% tolerance for late blight.

1. Scab - shall not cover more than one-fifth of the surface area.

2. Adhering dirt - a maximum of 50% of the tuber surface may be covered with caked dirt.

3. Loose dirt and/or foreign material - included in total external tolerance.

4. Clipping or trimming not allowed.

5. Freshly broken off second growth - shall not be damaged.

6. Wireworm and/or grub - damaged by waste.

7. Tolerances: For total defects 10%. Three percent (3%) for potatoes which are affected by freezing injury. One percent (1%) for potatoes which are affected by soft rot, wet breakdown or are frozen. The limitations for external and internal defects shall apply as written in the U.S. No. 1 seed potato grade.

6. An additional 10% may be damaged, but not seriously, by shape.

B. Idaho Certified Green Tag Seed Potatoes

The green tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.

2. Wireworm and/or grub - serious damage by waste. Permit an additional six percent (6%) serious damage by waste.

3. Scab - shall not cover more than one-fifth (1/5) of the surface area.

4. Hollowheart - no requirements.

5. Adhering dirt - no requirements.

6. Loose dirt and/or foreign material - included in total external tolerance.

7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.

8. Clipping - shall not be clipped or trimmed.

9. Second growth - shall not be seriously damaged.

10. Sunburn and light greening - no requirements.

11. Appearance - discoloring of tubers caused by immaturity or the characteristic checking of tubers that occurs under normal conditions shall not disqualify them.

12. Growth cracks - not to exceed a maximum of 10% serious damage.

13. Mechanical injury - shall not be damaged by waste.

14. Air cracks - damage by waste.

15. Serious damage by dry or moist type tuber rot - 2%.

16. Sprouts – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.

C. Idaho Certified Yellow Tag Seed Potatoes

The yellow tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.

2. Wireworm and/or grub - no requirements.

3. Scab - no requirements.

4. Hollowheart - no requirements.

5. Adhering dirt - no requirements.

6. Loose dirt and/or foreign material - included in total external tolerance.

7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.

8. Clipping - shall not be clipped.

9. Second growth - shall not be seriously damaged.

10. Sunburn and light greening - no requirements.

11. Appearance - no requirements except second growth.

12. Growth cracks - no requirements.

13. Mechanical injury - shall not be seriously damaged by waste.

14. Six percent (6%) serious damage by internal discoloration. Percentages higher than six percent (6%) allowed with Idaho Crop Improvement Association, Inc. approval if laboratory tests show the internal discoloration is not of pathogen origin.

15. Serious damage by dry or moist type tuber rot - 2%.

16. External discoloration – no requirements.

17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.

18. Rhizoctonia – no requirements

19. Sprouts – no requirements.

IDAHO PRE-VARIETY GERMPLASM
CERTIFICATION STANDARDS

Eligibility Requirements for Pre-Variety Germplasm (PVG).

1. Eligible species include indigenous or non-indigenous trees, shrubs (including vines), or herbaceous plants (forbs, legumes and grasses).

2. These standards address seed, seedlings, or other propagating materials of species, selections, clones, intraspecific hybrids, etc. (collectively referred to as germplasm types) which have not been released as a variety. Germplasm types are recognized as follows:

   a. Source Identified Class – Source Identified Class propagating materials are propagating materials where original collection site is known, but no selection or testing of the parent population has been made, area of adaptation beyond original collection area is not known, produced so as to ensure genetic purity and identity from either:

      1. Rigidly defined natural stands or seed production areas, or
      2. Seed fields or orchards.

   b. Selected Class – Selected Class propagating materials shall be the progeny of phenotypically selected plants of untested parentage that have promise but not proof of genetic superiority or distinctive traits, area of adaptation is partially known, but not fully understood, produced so as to ensure genetic purity and identity from either:

      1. Rigidly defined natural stands or seed production areas, or

      2. Seed fields or orchards. This definition is equivalent to the OECD “Untested Seed Orchard” category and may be labeled as such by special tag if required.

   c. Tested Class – Tested Class propagating materials shall be the progeny of plants whose parentage has been tested at multiple sites for multiple generations and has proven genetic superiority or possesses distinctive traits for which the heritability is stable, as defined by the certifying agency, but for which a variety has not been named or released. Area of adaptation is fairly well determined, but may not be completely understood. This seed must be produced so as to assure genetic purity and identity from either:

      1. Rigidly controlled and isolated natural stands or individual plants, or
      2. Seed fields or orchards

3. Designation of classes will be by use of the generation system to signify initial collections or plantings and subsequent collections or plantings. Example: First collection of Source Identified seed is G0. First field production of any class, Source Identified, Selected or Tested, would be G1. Terms such as Breeder, Foundation, Registered and Certified do not apply to the PVG program or standards.

4. Limitations of Generations.

   a. Limitation of generations for all PVG types when grown in seed fields or orchards may be specified for each species by the Certifying agency or the original PVG Release Notice.

   b. No limitation of generations is defined for all germplasm types collected from natural stands; such seed or other propagating materials is designated Generation 0 (G0).

   c. Both sexual (seed) and asexual (cuttings, rhizomes, grafting, etc.) means of reproduction and establishment are addressed by the limitation of generations, with one asexual generation being equivalent to one sexual generation.

5. Unit of Certification.

   a. An individual plant, clone, or stand of plants (or field or orchard) may be certified in producing Source Identified Class, Selected Class or Tested Class seed. Seed production zones and/or breeding zones may be defined as a unit of certification for Selected Class and Source Identified Class seed.

6. Production of Seed

   a. For Source Identified Class seed collected from natural stands, verification of the collection site is required. Compliance with regard to correct identification of species and location of natural stand must be verified by whatever means is deemed efficient and enforceable by the Idaho Crop Improvement Association, Inc.

   b. All germplasm types grown in seed fields or orchards shall follow established certification requirements and standards for similar crops if applicable, or those developed by a certification agency for a specific species.

   c. For Tested Class seed collected from natural stands, at least one field inspection shall be made prior to pollination. At this time, compliance with regard to rouging and isolation as covered by the applicable standards will be checked. For Tested Class and Selected Class seed, an inspection will be made just prior to seed maturity or during harvest.

d. Producers of seedling or otherwise propagated nursery or container stock shall be supervised sufficiently so that the certification agency knows that the stock was produced from the germplasm type claimed.

7. Labeling

a. The following tag or label colors will apply to PVG:

Source Identified Class – Yellow
Selected Class – Green
Tested Class – Blue

b. The respective seed germplasm type (Tested, Selected, or Source Identified) must be printed on the top line across the tag or label.

c. The generation of the seed may be indicated in the center of the tag along with such information as species, selection number, lot number, location, elevation, site index, seed zone and or breeding zone, etc.

8. Sampling and Testing – For seed of species not covered by the rules for testing seeds of the Association of Official Seed Analysts, the analyses and testing shall be in accordance the rules of the International Seed Testing Association or appropriate state or federal laboratories as determined by the certifying agency.

9. Land Requirements

a. Location where Source Identified Class or Selected Class seed was collected from natural stands shall be defined by means of administrative, geographic, latitudinal or other appropriate boundaries or descriptions judged to be significant by the certifying agency. State, county and elevation (nearest 500 feet) is the minimum required to be shown on the tag.

b. For natural stands of the Tested Class germplasm type, the exact geographic source of the parent plants and stand history must be known. Location (designated by section or comparable land survey unit) and elevation (nearest 500 feet) of the site of seed production must be shown on the tag.

c. For all germplasm types where seed or other propagating materials are produced in artificially established fields or orchards, the specific geographic origin of the parent material must be known and be listed on the tag along with the location of the artificially established field or orchard.

d. G1 through G5 shall be planted on land which no plants of the same genus was grown or planted for the specified number of years according to the chart which is a part of these PVG standards.

III. Field Standards

A. Isolation

1. For rigidly controlled natural stands of Source Identified Class, Selected Class or Tested Class germplasm types, an adequate isolation zone shall be maintained free of off-type plants and other cross pollinating species. The isolation distance shall be set for each species by the certifying agency.

2. There shall be no isolation requirements for Source Identified Class or Selected Class seed collected from natural seed zones and/or breeding zones.

3. Isolation for all germplasm types when grown in seed fields or orchards shall follow isolation requirements for similar crop varieties if applicable, or those developed by a certification agency for a specific species.

B. Specific Field Requirements.

1. For all germplasm types grown in a seed field or orchard, off-type plants (and plants of inseparable other species or hybridizing species) are to be defined and appropriate tolerance set by the certifying agency.
2. Design and methods for establishing seed fields and orchards and the selecting and testing of plant material shall be in accordance with the requirements of the certifying agency for each species or group of species.

IV. Seed Standards. **

Seed lots are to be tested according to AOSA rules for purity and viability (germination or TZ). No noxious weed seeds are allowed based upon an All States or Western Noxious Weed Seeds exam.

Not more than 0.25% Downy Brome (cheatgrass) is allowed in any Generation of PVG seed.

Idaho Crop Improvement Association or AOSCA standards apply for species with variety releases and established standards. Where PVG crops are involved the use of AOSCA standards for that species will apply. Species for which no standard exist the seed standard will simply be no noxious weeds allowed and not more than 0.25% Downy Brome (cheatgrass).

Prohibited Noxious Seed in Idaho Certified Seed
(unless otherwise specified)

COMMON NAME	***SCIENTIFIC NAME***
Austrian Fieldcress	*Rorippa austriaca*
Austrian Peaweed	*Swainsonia salsula*
*Bladder campion	*Silene cucubalus*
Black Henbane	*Hyoscyamus niger L.*
Buffalobur	*Solanum rostratum, Dunal*
Camelthorn	*Alhagi pseudalhagi*
Canada Thistle	*Cirsium arvense*
Common Crupina	*Crupina vulgaris Cass.*
Dalmation Toadflax	*Linaria dalmatica*
Diffuse Knapweed	*Centaurea diffusa Lam.*
*Dodder	*Cuscuta spp.*
*Dogbane	*Apocynum cannabinum*
Dyers Woad	*Isatis tinctoria L.*
Field Bindweed	*Convolvulus arvensis*
Hoary Cress	*Cardaria draba*
*Horsenettle	*Solanum corolinenser*
Johnsongrass	*Sorghum halepense*
Jointed Goatgrass	*Aegilops cylindrica, Host*
Leafy Spurge	*Euphorbia esula*
Matgrass	*Nardus stricta*
Meadow Hawkweed	*Hieracium pratense*
Meadow Knapweed	*Centaurea pratensis*
Milium	*Milium vernale*
Musk Thistle	*Carduus nutans L.*
Orange Hawkweed	*Hieracium aurantiacum*
*Pennycress	*Thlaspi arvense*
Perennial Pepperweed	*Lepidium latifolium L.*
Perennial Sowthistle	*Sonchus arvensis*
Poison Hemlock	*Conium maculatum, L.*
Puncturevine	*Tribulus terrestris L.*
Purple Loosestrife	*Lythrum salicaria L.*

COMMON NAME	SCIENTIFIC NAME
Quackgrass	*Elytrigia repens*
Russian Knapweed	*Centaurea picris*
Scotch Broom	*Cytisus scoparius*
Scotch Thistle	*Onopordum acanthium L.*
Silverleaf Nightshade	*Solanum elaeagnifolium*
Skeletonleaf Bursage	*Ambrosia tomentosa Nutt.*
Smooth Groundcherry	*Physalis subglabrata ackenz. & Bush*
Spotted Knapweed	*Centaurea maculosa Lam.*
St. Johnswort	*Hypericum perforatum*
Swainsonpea	*Sphaerophysa salsula (Pall.) DC; wainsona salsula (Pallas) Taubert*
Syrian Beancaper	*Zygophyllum fabago*
Tansy Ragwort	*Senecio jacobeae, L.*
Toothed Spurge	*Euphorbia dentata*
Whitetop (Hoary Cress)	*Cardaria draba and pubescens*
*Wild carrot	*Daucus carota*
Yellow-flowered (Rush) Skeletonweed	*Chondrilla juncea*
Yellow Starthistle	*Centaurea solstitialis L.*
Yellow Toadflax	*Linarea vulgaris, Hill*

* Designated by AOSCA Seed Standards for specific crop kinds.

Idaho Rapeseed/Canola/Mustard Certification Standards

Land Requirements:

Class Planted	**Class Produced**	**Years that field must be free from *Brassica* crop**
Breeder seed	Foundation seed	5
Breeder or Foundation	Certified seed	3

Isolation Requirements:

A field producing foundation seed must have the minimum isolation distance from fields of any other variety or species, or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

	B. napus	***B. rapa***	***B. juncea***	***S. alba***
B. napus	1,320 feet			
B. rapa	660 feet	1,320 feet		
B. juncea	20 feet	20 feet	1,320 feet	
S. alba	20 feet	20 feet	20 feet	1,320 feet

A field producing certified seed must have the minimum isolation distance from fields of any other variety or species, or fields of the same variety that do not meet the varietal requirements for certification, as given in the following table:

	B. napus	***B. rapa***	***B. juncea***	***S. alba***
B. napus	660 feet			
B. rapa	330 feet	660 feet		
B. juncea	10 feet	10 feet	660 feet	
S. alba	10 feet	10 feet	10 feet	660 feet

Field Standards:

Species	**Foundation Seed**		**Certified Seed**	
	Other Brassica's 1	**Other * Varieties 2**	**Other Brassica's**	**Other Varieties**
B. napus	2/acre	None 2	4/acre	1%
B. rapa	2/acre	None	4/acre	1%
B. juncea	2/acre	None	4/acre	1%
S. alba	2/acre	None	4/acre	2%

* Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety being inspected.

1 Other Brassica's ***Brassica*** species other than crop being inspected.

2 None means *none found during the normal inspection procedures*.

Seed Standards:

Factor	**Standards from each class**	
	Foundation	**Certified**
Pure Seed (Min.)	99%	99%
Other Crops (Max.)	1/50 grams	2/50 grams
Inert Matter (Max.)	1%	1%
Weed Seed (Max.)	10/50 grams	20/50 grams
Prohibited Noxious Weeds **1**	None	None
Objectionable Weeds (Max.) **2**	1/50 grams	2/50 grams
Seed Analysis **3**	See footenote 3	See footenote 3
Sclerotinia bodies	None	None
Leptosphaeria maculans /Phoma lingum (Blackleg)	0.01%	0.01%

Germination (Min.)	85%	85%

1 None means none found during normal inspection procedures.

2 Objectionable weed seeds are defined as: Restricted noxious plus *Brassica* species other than crop being inspected, and *Galium aparine* (Bedstraw).

3 Erucic acid and glucosinolate content must be within tolerances as described by the plant breeder for each variety.

4 All seed lots for which certification is applied shall be assayed for virulent *Phoma lingam/Leptosphaeria maculans (Blackleg)* and shown to be 99.99% free of this seed borne fungi.

Idaho Red Clover Certification Standards

Land Requirements:

A. Breeder seed for the production of foundation seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding six (6) years during three (3) of which the land must be cultivated.

B. Foundation seed for the production of registered seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding four (4) years during two (2) of which the land must be cultivated. This time interval may be omitted if the last seed crop was of the same variety and met foundation requirements.

C. Foundation or registered seed for the production of certified seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding three (3) years. This time interval may be shortened one (1) year if one (1) cultivated crop or clean fallow has intervened.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	900 feet	600 feet
Registered	450 feet	300 feet
Certified	165 feet	165 feet

Where different classes of seed of the same variety are being grown on the same or adjacent farms, the isolation requirements may be reduced to 25% of that shown in the above table.

Length of Stand.

A stand of red clover will not be eligible to produce any class of certified seed after two seed crops. These seed crops may be produced in either the same or consecutive years.

Field Standards:

Factor	Maximum permitted in each class		
	Foundation	Registered	Certified
Alfalfa	1/1000	1/1000	1/200
Sweet Clover-Plants	None	10/acre	10/acre
Other varieties*	None[1]	None	0.5%

*Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.
[1]None tolerance means none found during the normal inspection procedures.

Seed Standards.

Factor	Standards for each class		
	Foundation White Tag	Registered Purple Tag	Certified Blue Tag
Pure Seed (Min.)	99.0%	99.0%	99.0%
Other Crops (Max.)	.1%	.2%	.25%
Sweet Clover (Max.)	None	45/lb	90/lb
Inert Matter (Max.)	1.0%	1.0%	1.0%
Weed Seed (Max.)[1]	.15%	.15%	.25%
Noxious Weeds*	None[4]	None	None
Objectionable Weeds (Max.)[2]	None	None	18/lb
Other Objectionable Weeds[3]	9/lb	45/lb	90/lb
Total Germination (Min.)	85.0%	85.0%	85.0%

*Noxious Weeds - See Prohibited Noxious Seed List.
[1]Black Medic shall be considered a crop seed. No Black Medic is permitted in the foundation or registered class.
[2]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.
[3]Bracted Plantain, Giant Foxtail, and Docks (including Sorrel).
[4]None tolerance means none found during the normal inspection procedures.

Idaho Sanfoin Certification Standards

Land Requirements:

A. A crop of the same kind must not have been grown or planted on the land for five (5), three (3), or two (2) years prior to stand establishment for producing the foundation, registered and certified seed classes respectively.

B. The land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements, as given in the following table:

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	1320 feet	1320 feet
Registered	660 feet	330 feet
Certified	330 feet	165 feet

Where different classes of seed of the same variety are grown on the same or adjacent farms, the isolation requirement may be reduced to 25% of that shown in the above table.

Length of stand:

Fields of all classes may produce a maximum of five (5) successive seed crops following seeding.

Field Standards:

Factor	**Maximum permitted in each class**		
	Foundation	**Registered**	**Certified**
Other varieties*	None	.05%	.5%

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

Factor	**Standards for each class**		
	Foundation White Tag	**Registered Purple Tag**	**Certified Blue Tag**
Pure Seed (Min.)	99.0%	99.0%	98.0%
Other Crops (Max.)	.1%	.1%	.1%
Inert Matter (Max.)	1.0%	1.0%	2.0%
Weed Seed (Max.)	.1%	.1%	.2%
Noxious Weeds*	None	None	None
Objectionable Weeds[1] (Max.)	None	None	9/lb
Total Germination (Min.)	80.0%	80.0%	85.0%

*Noxious Weeds - See Prohibited Noxious Seed List.

[1]Objectionable Weeds - Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

Idaho White Clover Certification Standards

Land Requirements:

A. Breeder and foundation seed for the production of foundation seed shall be planted only on land on which no white clover plants have ever grown, insofar as is possible to determine.

B. Foundation seed for the production of registered seed shall be planted only on land on which no white clover plants of any type have grown for at least the preceding five (5) years during three (3) of which the land must be cultivated. This time interval may be omitted if the last seed crop was the same variety and met foundation requirements.

C. Foundation or registered seed for the production of certified seed shall be planted only on land on which no white clover plants of any type have grown for at least the preceding four (4) years during two (2) of which the land must be cultivated.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table.

CLASSES	**Fields of less than 5 Acres**	**Fields of more than 5 Acres**
Foundation	1320 feet	1320 feet
Registered	660 feet	330 feet
Certified	330 feet	165 feet
Between seed classes of the same variety	*	*

*Isolation distance may be reduced 25% of higher class.

Length of Stand.

1. A foundation and/or registered field may produce only two (2) successive seed crops following seeding except that each may be reclassified to the next lower class after being harvested for seed for two (2) years. A stand will not be eligible to produce any class of seed after four (4) successive seed crops.

2. A certified field on which a stand of perennial plants are maintained may produce a maximum of four (4) successive seed crops following seeding.

Field Standards:

Factor	Maximum permitted in each class		
	Foundation	Registered	Certified
Other varieties*	None	0.2%	1.0%

*Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.

Seed Standards.

Factor	Standards for each class		
	Foundation White Tag	Registered Purple Tag	Certified Blue Tag
Pure Seed (Min.)	99.0%	99.0%	99.0%
Other Crops (Max.)	.1%	.25%	.25%
Sweet Clover (Max.)	None	45/lb	180/lb
Inert Matter (Max.)	1.0%	1.0%	1.0%
Total Weed Seed (Max.)	.1%	.25%	.5%
Noxious Weeds*	None	None	None
Objectionable Weeds[1] (Max.)	None	None	45/lb
Other Objectionable Weeds[2] (Max.)	45/lb	90/lb	180/lb
Total Germination (Min.)	85.0%	85.0%	85.0%

*Noxious Weeds - See Prohibited Noxious Seed List
[1]Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.
[2]Plantain and Docks (including Sorrel).

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SUBJECT

Temporary Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness – Graduation Requirement

REFERENCE

August 2013	The Board approved a temporary and proposed rule amendments requiring the transcription of credits earned in middle school that meet certain criteria.
November 2013	The Board approved pending rules changes to IDAPA 08.02.03.105.05 Middle School requiring the transcription of credits earned in middle school that meet certain criteria.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03. Rules Governing Thoroughness, subsection 105.

BACKGROUND/DISCUSSION

In 2013 the Board approved changes to IDAPA 08.02.03.105.05 allowing students who complete a course meeting the following criteria to have the credit for that course transcribed to their high school transcript:

- Student received a “C” or higher
- Course meets the same standards as the transcripted high school course
- Teacher is properly certified and highly qualified to teach the course

Since the rules adoption, Board staff have received several calls from parents requesting their student’s grades not be transcripted, as they believe it would impact their student’s high school grade point average negatively. In addition to the parent’s request, Board staff have received a request from the Pocatello School District requesting a waiver of the administrative rule for the same reason. Rather than waive the rule, staff has determined that an amendment allowing for the parents’ choice would be a more appropriate long term solution.

In addition to the issue of transcribing grades, the Board and Department of Education staff have received requests for clarification on what “properly certified” means as used in the Administrative Rule. In Idaho, to be “properly certified” to teach content for grades nine (9) through twelve (12) the teacher must hold a secondary certificate (IDAPA 08.02.02.020). To provide clarity, Board staff is proposing additional amendments clarifying that the teacher must meet the same certification standards as teachers certified to teach grades nine (9) through twelve (12).

IMPACT

Approval of the temporary/proposed rule will allow parents to request the schools do not transcribe credits earned in middle school to their student’s high school transcript.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to returning to the Board for consideration as a Pending rule. Based on received comments and Board direction, changes may be made to Proposed rules prior to entering the Pending stage. All Pending rules will be brought back to the Board for approval prior to submittal to the Department of Administration for publication in the Idaho Administrative Rules Bulletin as a Pending Rule. Pending rules become effective at the end of the legislative session in which they are submitted.

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the Governor must find the rule meets one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rules qualifies as a temporary rule as it conveys a benefit to students and parents by allowing for choice regarding the transcription of the credits rather than mandating the credits be transferred.

Staff recommends approval.

BOARD ACTION

I move to approve the Temporary Proposed Rule amendments to IDAPA 08.02.03.105 as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS

05. Middle School. A student will have met the high school content and credit area requirement for any high school course if: *(4-xx-15)*

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required for the course in high school; and (3-12-14)

c. The course is taught by a teacher properly certificated ~~teacher~~ to teach high school content and who meets the federal definition of highly qualified for the course being taught. (3-12-14)

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course, with the students parent or guardians consent, shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in subsection's 05.a. through b. of these rules. (3-12-14)

Pocatello Chubbuck School District 25

Maximizing Learning For All Students Through Rigor, Relevancy and Relationships

Whatever It Takes!

February 12, 2015

Idaho State Board of Education
Attn: Tracie Bent, OSBE Chief Planning & Policy Officer
P.O. Box 83720
Boise, ID 83720-0037

RE: Waiver Request for State Board Rule

This official waiver request is written on behalf of the Pocatello/Chubbuck School District No. 25 and is pursuant to Section 08.02.01.001, Idaho Administrative Procedures Act. The District is seeking a two year waiver (school years 2013-14 and 2014-15) from the application of Idaho Administrative Procedures Act Section 08.02.03.105 for a number of students who took an Algebra 1 course as an eighth grader during the 2013-14 and 2014-15 school years.

Specifically, the Rule at issue currently states:

> 05. Middle School. A student will have met the high school content and credit area requirement for any required high school course if:
>
> a. The student completes such course with a grade of C or higher before entering grade nine (9);
>
> b. The course meets the same content standards that are required in high school; and
>
> c. The course is taught by a properly certificated teacher who meets the federal definition of highly qualified for the course being taught.
>
> d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c through 105.01.h except as provided in 105.01.d.iii.

As to the evolution of this rule, it is our understanding that the chronology is as follows:

- On June 20, 2013, the State Board of Education discussed the components of Advanced Opportunities which included presentation of a proposed Rule amendment regarding high school credit for high school classes taken in middle school in accordance with provisions stated above.
- On August 15, 2013, the State Board of Education was presented with the Temporary Rule for I.D.A.P.A.08.02.02.105 and voted in favor of the rule.
- On August 26, 2013, the State Board of Education revisited the Temporary Rule and approved it.
- On November 1, 2013, the State Board of Education again approved the Temporary Rule.
- In March, 2014, the Legislature approved the Rule.

During the same time frame, students in our District enrolled for their classes prior to August 2013 and were prepared for school to begin on August 28, 2013. Eighth grade students were enrolled in Algebra 1 for the 2013-14 school year and were assigned teachers that were secondary 6/12 certified and highly qualified. When the District learned of the new Rule, grades were placed on the student's high school transcripts with parents and students unaware that any grade less than an A would have an impact on the student's high school GPA. This same situation has unfolded for eighth grade students enrolled in Algebra 1 during the 2014-15 school year.

Our District has checked with other School Districts throughout the state and we have found that there is inconsistency throughout the state in adherence to this Rule for 2013-14 and 2014-15. We have concluded that due to a lack of uniform application of this Rule across the state and due to the fact that these students were caught in the middle of a rule change, District 25 eighth grade students in 2013-14 were caught in an unfair situation as to having their Algebra 1 grades recorded on a high school transcript with no prior knowledge. Further, we have concluded that students in eighth grade in 2014-15 who are in Algebra 1 are caught in the same unfair situation as this Rule is so new people are unaware that anything less than an A could be detrimental to a student's high school GPA. Further, this Rule continues to be applied inconsistently across the state.

There is another disadvantage to District 25 students who are caught in this situation. That is, if they received less than an A while in middle school Algebra 1 and are now in high school, they are competing for scholarships and GPA awards against their peers from other School Districts whose transcripts were not negatively impacted by the transfer of those grades.

Thus, the Pocatello/Chubbuck School District No. 25 is requesting the State Board of Education grant a one-time waiver to the District and the individual students at issue from the application of I.D.A.P.A. 08.02.03.105 with regard to the statement that Algebra 1 credit "shall be transferred to the student's high school transcript" for the 2013-2014 and 2014-15 school years. This will allow the families of such students, discretion to determine whether to count Algebra 1 taken in the eighth grade as a high school course. Further, if it is the State Board of Education's intent to maintain the word "shall" in the Rule then this District's recommendation is that the State Board of Education consider a uniform communication plan to notify School Districts across the state as to the uniform application of the Rule. Moreover, this District would prefer that the State Board of Education replace the word "shall" with the word "may".

Respectfully Submitted,

Mary M. Wagner

Mary M. Wagner

c. Jan Harwood, Director of Secondary Education
Chuck Orr, Director of Curriculum
Board of Trustees

TAB	DESCRIPTION	ACTION
1	**WWAMI UPDATE**	Information Item
2	**BOARD POLICY III.N, GENERAL EDUCATION – FIRST READING**	Motion to Approve
3	**BOARD POLICY III.V, ARTICULATION AND TRANSFER – FIRST READING**	Motion to Approve
4	**REPEAL BOARD POLICY III.O, CURRICULUM EQUIVALENCY SCHDUELES – FIRST READING**	Motion to Approve
5	**BOARD POLICY III.S, DEVELOPMENTAL AND REMEDIAL EDUCATION – FIRST READING**	Motion to Approve
6	**BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN GAMES, INTERACTIVE MEDIA AND MOBILE**	Motion to Approve
7	**BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN IMAGING SCIENCES**	Motion to Approve

8	**BOISE STATE UNIVERSITY – DISCONTINUATION OF THE DEPARTMENT OF COMMUNITY AND REGIONAL PLANNING, THE MASTER OF COMMUNITY AND REGIONAL PLANNDING AND THE COMMUNITY AND REGIONAL PLANNING GRADUATE CERTIFICATE PROGRAM**	Motion to Approve

SUBJECT

University of Washington School of Medicine Curriculum Renewal Report

BACKGROUND/DISCUSSION

The University of Washington started the WWAMI program (Washington, Wyoming, Alaska, Montana, Idaho) as a regional medical education program in 1971. WWAMI was founded with five goals: 1) provide publically supported medical education; 2) increase the number of primary-care physicians and correct the maldistribution of physicians; 3) provide community-based medical education; 4) expand graduate medical education (residency training) and continuing medical education; and 5) provide all of these in a cost-effective manner.

WWAMI is a benefit to Idaho. It allows Idaho citizens to attend the number one ranked medical school in the country for primary care, family medicine and rural medicine. Over 50% of Idaho WWAMI students return to practice in Idaho. If physicians from other WWAMI states who come to Idaho to practice are included, the return on investment for the state is over 70% (national average is 39%). It costs approximately $70,000/students/year to train a WWAMI student (national average is between $105,000-$130,000).

Currently, thirty Idaho WWAMI students complete their first year of medical training at the University of Idaho's Moscow campus, sharing resources and faculty at Washington State University in Pullman. WWAMI allows first-year medical students to train in their home state, increasing their familiarity with the health care needs of their region and state, and increasing the likelihood that students will select further training or practice opportunities in Idaho, once their training is complete.

Students take their second year of training at the University of Washington School of Medicine (UWSOM) in Seattle. During their third and fourth years WWAMI students have the opportunity to return and complete their clinical training requirements in Idaho. These clinical rotations are coordinated through the University of Washington School of Medicine WWAMI (Idaho) Office for Clinical Medical Education in Boise.

In 2010, the UWSOM initiated a Curriculum Renewal Process which currently is in the final stage of development. The new curriculum model will be composed of three phases:

- Scientific Foundations
- Clinical Foundations
- Career Exploration & Focus

The new curriculum will be instituted throughout the five state WWAMI region beginning August 2015. Within the new curricular model, Idaho WWAMI students will spend three terms at the University of Idaho. This means during the fall semester there will be twice as many medical students on campus as there has been previously.

IMPACT

Given that students will be on the University of Idaho campus for three terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus.

Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho is in the process of identifying and hiring necessary faculty to support programmatic changes to be implemented Fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state for the majority of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

BOARD ACTION

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

SUBJECT

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

REFERENCE

February 27, 2014	The Board approved the first reading of proposed new Policy III.N, General Education.
April 17, 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
January 22, 2015	The Board approved a waiver to Board Policy III.N.4.a as it applies to Associate of Applied Science Degrees for the 2015-2016 academic year.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND / DISCUSSION

Board Policy III.N., General Education outlines the statewide General Education Framework, which provides guidance to Idaho's public institutions in identifying courses that meet the General Education Matriculation (GEM) competencies for the facilitation of seamless transfer.

The General Education Committee as well as the Scientific Ways of Knowing and the Written Communications discipline groups convened on March 6, 2015. The Written Communications group discussed concerns regarding written communication GEM competencies as it relates to Associate of Applied Science degree programs. These concerns - specifically, the competencies associated with the credit requirements under Board Policy III.N.5.b. - precipitated the waiver granted by the Board at its January 22, 2015 special board meeting. In response to these concerns, the committee is requesting Board Policy III.N. be amended to reflect that any general education course may meet the current three (3) credit requirement.

The Scientific Ways of Knowing Group met to discuss whether its credit requirement needed to span two disciplines. The question had been raised due to the difficulty that can arise in trying to distinguish between disciplines. The group reaffirmed its commitment to the requirement but provided language indicating that for the purposes of this policy, disciplines are indicated by course prefix.

Other amendments include:

- Clarification that the general education curricula must consist of 36 credits or more.

- The written communication competency area must consist of six (6) credits or more; so too must the institutionally-designated credits. Additionally, language was added to clarify how institutions may designate Institutionally-Designated credits.
- The addition of Figure One to visually clarify Idaho's general education framework.
- The expansion of the statewide General Education Committee to include a representative from the Division of Professional-Technical Education as well as a member of the Registrars Council as an ex-officio member.

IMPACT

Approval of the proposed amendments will provide increased uniformity to the general education framework by removing the variance in credit requirements triggered by placement in written communication courses. Additionally, proposed language additions and deletions will ensure more uniform interpretation of expectations across campuses as well as ensure the statewide General Education committee includes key stakeholders.

ATTACHMENTS

Attachment 1 – Board Policy III.N, General Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In April 2014, Idaho's new general education framework was approved by the Board. As the institutions worked last fall to begin identifying which courses in their curricula would be "GEM stamped" and included in the statewide list of general education courses, questions arose. The proposed amendments would clarify the statewide general education framework.

The statewide General Education Committee reviewed and approved the proposed changes at its March 6, 2015 convening. CAAP reviewed the proposed changes at its March 19, 2015 meeting and recommends approval.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendments to Board Policy III.N, General Education as presented, effective Fall 2015.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
N. Statewide General Education **April 2015**

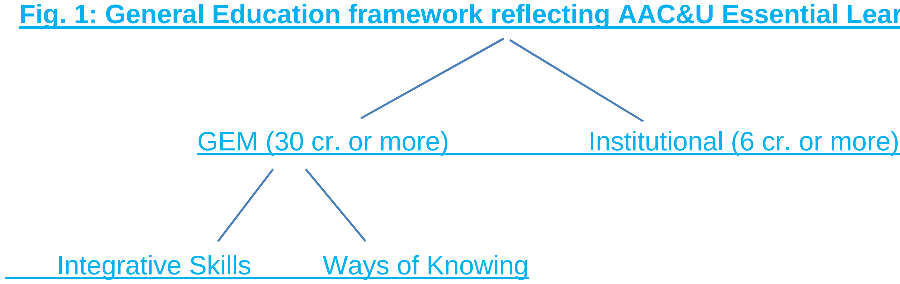
In our rapidly-changing world, students need to understand how knowledge is generated and created. They need to adapt to new knowledge and opportunities as they arise, as well as effectively communicate and collaborate with increasing diverse communities and ways of knowing. In combination with a student's major, general education ~~competencies~~ curriculum prepares students to use multiple strategies in an integrative manner, to explore, critically analyze, and creatively address real-world issues and challenges. General education ~~C~~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-State 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, outlined below in Figure One, shall be:

   a. The General Education curricula must be thirty-six (36) credits or more.
   b. ~~Twenty-seven (27) to t~~Thirty (30) credits or more 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)~~ or more credits of the General Education curricula are reserved for institutions to ~~create competency areas that~~ address the specific mission and goals of the institution. For this purpose, institutions may create new competency areas or they may choose to count additional credits from GEM competencies. ~~Courses in these competency areas shall~~Regardless, these institutionally designated credits must have learning outcomes linked to Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes.

Fig. 1: General Education framework reflecting 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 (2) emphasize *integrative skills* intended to inform the learning process throughout General Education and major. The final four (4) 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
   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.
      vii. Read, interpret, and communicate key concepts in writing and rhetoric.

   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.

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.

5. General Education Requirement

a. This subsection applies to Associate of Arts, Associate of Science, and Baccalaureate degrees. For the purpose of this policy, disciplines are indicated by courses prefixes.

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 Credits~~ompetency 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 (AAS) 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~~Any General Education course	3

c. GEM courses are transferable as meeting the GEM requirement at any institution pursuant to Board policy Section III.V.

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 meet at least annually to ensure consistency and relevance of General Education competencies related to their discipline.

b. The ~~State~~ General Education Committee (~~The~~ GEM Committee): The GEM Committee, ~~established by the Board,~~ shall consist of a representative from each of the ~~eight public postsecondary~~ institutions appointed by the Board; a representative from the Division of Professional-Technical Education; and, as an *ex officio* member, a representative from the Idaho Registrars Council. To ensure ~~transferability~~alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review~~s~~ the competencies and rubrics ~~for institutionally-designated General Education categories; final approval resides with the Board~~of the General Education framework for each institution. GEM Committee ~~membership and~~ duties are prescribed by the Board.

c. The ~~eight (8) public postsecondary~~ institutions shall identify all ~~GEM~~ General Education courses in their curricula and identify them on the state transfer web portal.

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SUBJECT

Amendments to Board Policy III.V, Articulation and Transfer – First Reading

REFERENCE

February 2007	The Board approved the second reading of proposed amendments to Board Policy III.V.
June 2011	The Board approved the first reading of proposed amendments to Board Policy III.V, which reduced the number of general education credits from 16 to 15 credits and updated titles of AAS degree core areas.
August 2011	The Board approved the second reading of proposed amendments to Board Policy III.V.
October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2014	The Board approved the first reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.V, Articulation and Transfer, provides Idaho's public institutions with guidance for administering the articulation and transfer of courses between Idaho's public postsecondary institutions. Proposed amendments to Board Policy III.V will bring this policy into alignment with Idaho's new, common general education framework. This framework was adopted by the Board through Board Policy III.N in April 2014.

Other proposed amendments include removal of language that was incorporated into Board Policy III.N. From the student perspective, the changes make statewide general education more comprehensive and transparent across institutions. This policy change will promote credit transfer and credit transfer planning.

Proposed policy amendments were shared multiple times with the Registrar's Council and the Council on Academic Affairs and Programs (CAAP) including most recently at their March 2015 meeting. In addition to the changes discussed below, both groups endorsed the general education related changes and recommended the removal of the maximum of 70 lower division credit rule.

At the April 2014 Board meeting, the Provosts shared their concerns with Board Policy Section III.V.4, which read: *Credits accepted by one institution under the Board's governance are transferable by the student to any other postsecondary institution under the Board's governance.* The Provosts made clear that were they to abide by this provision they would do so in violation of accreditation standards. The Board asked staff to work with the Provosts to remedy this concern prior to a second reading. The Northwest Commission on Colleges and Universities was brought into the discussion and provided feedback regarding the institutions' concerns.

IMPACT

Approval of proposed amendments will bring Board Policy III.V into alignment with Board Policy III.N and will provide institutions and staff with necessary guidance for articulation and transfer of general education and non-general education courses between postsecondary institutions.

ATTACHMENTS

Attachment 1 – Board Policy III.V, Articulation and Transfer – 1st Reading Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff worked with CAAP to propose alternative language regarding the acceptance of credit between institutions. At their January 29, 2015 meeting, CAAP recommended that specific Northwest accreditation language be added to the policy that would provide for the ability of an accepting institution to assess transfer credit and for the amendment to be shared and discussed with the Instruction, Research, and Student Affairs (IRSA) committee. IRSA considered this proposed amendment at their February 12, 2015 meeting and determined to retain the existing language in policy to include that the transfer institution has to be a regionally accredited institution for purposes of credit transfer.

The proposed policy amendment was shared with the Registrars most recently at their March 4, 2015 meeting. The Registrars expressed concerns that the language in Section 4 would suggest that all credit would transfer regardless of specific program requirements. They recommended language changes that would clarify the type of credit that would transfer. CAAP endorsed these changes at its March 19, 2015 meeting.

IRSA reviewed this policy at its April 2, 2015 meeting.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. V, Articulation and Transfer as submitted in Attachment 1.

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: V. Articulation and Transfer ~~December~~ June 2015

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their General Education courses and programs.

1. Statewide Articulation

   a. ~~Associate of Arts and Associate of Science~~ Academic Undergraduate Degrees~~To facilitate the transfer of students, Boise State University, Idaho State University, Lewis-Clark State College, the University of Idaho, the College of Southern Idaho, North Idaho College, and the College of Western Idaho, shall individually and jointly honor the terms of this statewide articulation policy.~~

      i. Students who complete requirements for the Associate of Arts or Associate of Science degree at a~~n~~ regionally accredited postsecondary institution in Idaho will be considered as satisfying the ~~lower division~~ General Education ~~core r~~Requirement, as defined in Board Policy III.N., ~~s and shall be granted junior standing~~ upon transfer to a four-year public institution in Idaho and will not be required to complete any additional ~~lower division~~ General Education Requirements~~core courses subject to the conditions listed below~~.

      ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and ~~T~~transfer ~~students~~ from ~~any in-state or out-of-state academic accredited~~ a regionally accredited postsecondary institution in Idaho ~~who have completed the equivalent of the State Board of Education's general education core for the Associate Degree~~ will not be required to complete additional ~~lower division~~ General Education ~~core courses~~ Requirements at the receiving institution. ~~However, these students must obtain certification of such completion. Certification of successful completion of the lower division general education core for students who have not completed the Associate of Science or Associate of Arts degree is the responsibility of the transferring institution.~~

iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

~~This transfer policy will provide for the fulfillment of all general education, lower division core requirements only. It is not intended to meet specific course requirements of unique or professional programs (e.g., engineering, pharmacy, business, etc.). Students who plan to transfer to unique or professional programs should consult with their advisors and make early contact with a program representative from the institution to which they intend to transfer.~~

~~Transfer students who have not completed the Associate of Arts or Associate of Science or the general education core courses will not come under the provision of this articulation policy.~~

~~A maximum of seventy (70) lower division credit hours or one-half of the total credits required for a student's intended baccalaureate degree, whichever is greater, will normally be accepted for transfer from accredited community or junior college.~~

b. Associate of Applied Science (AAS) Degrees

i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution those GEM courses will be applied towards the associated GEM competency of the receiving institution.

ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.

~~Students who complete all or a portion of the State Board of Education's general education coursework for the Associate of Applied Science degree at one of the public postsecondary institutions in Idaho may fully transfer those completed general education core courses into an academic program. However, professional-technical transfer students who have not completed any courses under the general education core will not be covered under the provisions of this articulation policy.2. Transfer Associate Degree~~

~~The 100 and 200 level general education core requirement must fit within the following thirty (30) credit and course requirements and must have a minimum of thirty-six (36) credit hours. The remaining six (6) credits may come from the disciplines listed below, interdisciplinary courses, or foundational program courses.~~

~~Interdisciplinary courses integrate coursework from different academic areas and provide students an opportunity to engage in learning through inquiry while drawing on knowledge from multiple fields.~~

~~Foundational program courses integrate a disciplinary lens approach to the curriculum, serve as an academic introduction to the kinds of inquiry that are required for college learning, build problem solving skills, and identify student learning outcomes.~~

~~State Board of Education General Education Core:~~

	~~Required Courses~~	~~Minimum Credits~~
~~Communications~~ ~~Coursework in this area enhances students' ability to communicate clearly, correctly, logically, and persuasively in spoken English.~~ ~~Disciplines: Speech, Rhetoric, and Debate~~	~~1~~	~~2~~
~~English Composition~~ ~~In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English. Up to six (6) credits may be exempt by ACT, SAT, CLEP or other institution accepted testing procedure.~~ ~~*3 or 6 credit hours depending upon initial placement results.~~	~~1~~	~~3 to 6*~~
~~Behavioral and Social Science~~ ~~Coursework in this area provides instruction in: (1) the history and culture of civilization; (2) the ways political and/or economic organizations, structures and institutions function and influence thought and behavior; and (3) the scientific method as it applies to social science research.~~ ~~Disciplines: Anthropology, Economics, Geography, History, Political Science, Psychology and Sociology.~~ ~~Note: Courses must be distributed over two (2) different disciplines.~~	~~2~~	~~6~~
~~Humanities, Fine Arts, and Foreign Language~~ ~~Coursework in this area provides instruction in: (1) the creative process; (2) history and aesthetic principles of the fine arts; (3) philosophy and the arts as media for exploring the human condition and examining values; and (4) communication skills in a foreign language.~~ ~~Disciplines: Art, Philosophy, Literature, Music, Drama/Theater, and Foreign Languages.~~	~~2~~	~~6~~
~~Natural Science~~ ~~Coursework in this area: (1) provides an understanding of how the biological and physical sciences explain the natural world and (2) introduces the basic concepts and terminology of the natural sciences.~~ ~~Disciplines: Biology, Chemistry, Physical Geography, Geology, and Physics.~~ ~~Note: Courses may be distributed over two (2) different disciplines and must have at least one (1) accompanying laboratory experience.~~	~~2~~	~~7~~

	~~Required Courses~~	~~Minimum Credits~~
~~Mathematics~~ ~~Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.~~ ~~Disciplines: College Algebra, Calculus, Finite Mathematics, and Statistics.~~	~~1~~	~~3~~

~~3. Associate of Applied Science Degree.~~

~~This professional-technical degree requires a minimum of 15 credit hours of general education coursework selected from each institution's general education core and is comparable to the general education core of the Associate of Arts (A.A.) and Associate of Science (A.S.) degrees. The courses completed from the general education core of the A.A.S. will be fully transferable to the A.A., A.S., and baccalaureate degrees.~~

	~~Required Courses~~	~~Minimum Credits~~
~~a. English/Communication~~ ~~In meeting this goal, students must be able to express themselves in clear, logical, and grammatically correct written English.~~ ~~Disciplines: English 101 required, English 102 or Communication 101; An Applied English or Technical Writing course may be used if found to be comparable to ENGL 102.~~	~~2~~	~~6~~
~~Mathematics/Computation~~ ~~Coursework in this area is intended to develop logical reasoning processes; skills in the use of space, numbers, symbols, and formulas; and the ability to apply mathematical skills to solve problems.~~ ~~Disciplines: College Algebra, Calculus, Finite Mathematics and Mathematical Statistics. An Applied Mathematics course may be used if found to be comparable to a traditional mathematics course.~~	~~1~~	~~3~~
~~c. Social Science/Human Relations~~ ~~Coursework in this area provides the student with the skills needed for understanding individuals in the work place and the functioning of thought and behavior.~~ ~~Disciplines: Human Relations, Psychology, and Sociology~~	~~1~~	~~3~~
~~d. Elective~~ ~~Coursework in this area may come from any general education core requirement as listed in III.V.2.~~	~~1~~	~~3~~

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of section 33-107(6)(c) and 33-2102, Idaho Code and Board Policy III.V.2.c and d. ~~who have earned those credits from any out-of-state accredited institution or from any non-accredited institution, or other educational source. However, if the Board has previously approved credits for courses and programs, those credits are transferable among all Idaho public institutions. Notwithstanding the foregoing, an institution may deny credit transfer to comply with specialized accreditation requirements, or in unique degree requirements.~~ Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:

   a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.

   b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.

c. Non-remedial course credits earned at an institution under the Board's governance, regardless of being a General Education credit or not, are transferable to any other institution under the Board's governance.

d. Academic ~~C~~credits accepted from a regionally accredited institution into an academic program by one institution under the Board's governance ~~are transferable by the student~~shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between ~~to any~~ the other postsecondary institution under the Board's governance.

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SUBJECT

Repeal Board Policy III.O, Curriculum Equivalency Schedules – First Reading

REFERENCE

August 2007	The College of Western Idaho was added to applicable Board Policy Sections.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.O, Curriculum Equivalency Schedules

BACKGROUND/DISCUSSION

Board Policy III.O, Curriculum Equivalency Schedules, requires institutions to identify and publish the institutional lower-division general education requirements for the baccalaureate and associate degrees that are equivalent and those that are not equivalent to degree requirements at each of Idaho's four-year public institutions.

At their November 14, 2014 meeting, the General Education Committee reviewed existing Board Policy III.O to determine if that policy should be maintained and consolidated with other existing policies. The Committee determined that most of the language was not necessary as it is addressed in Board Policy III.N General Education. The Committee recommended keeping language that encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities.

IMPACT

The proposed amendment to repeal Board Policy III.O will create efficiencies in Postsecondary Affairs policies.

ATTACHMENTS

Attachment 1 – Board Policy III.O – First Reading	Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Upon further review, staff determined that the language recommending the inclusion of private institutions to curriculum equivalency schedules did not provide any meaningful directive. Additionally, the creation of the new statewide transfer web portal – www.IDtransfer.org – may, in the future, incorporate the curriculum equivalency schedules of some private institutions.

The Council on Academic Affairs and Programs reviewed the proposed amendment to repeal Board Policy III.O in its entirety at their January 29, 2015 and recommends repeal.

Board staff recommends Board Policy III.O be repealed.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy III.O, Curriculum and Equivalency Schedules, repealing the section in its entirety.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

O. Curriculum Equivalency Schedules **August 2007**

~~Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho will identify the institutional lower-division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to said requirements at each of Idaho's four-year public institutions. Further, the college and universities will each identify the lower-division general education requirements for the baccalaureate degree that are equivalent and those that are not equivalent to the Associate of Arts and Associate of Science degree requirements at the College of Southern Idaho, North Idaho College and the College of Western Idaho. The Board also encourages the inclusion of Idaho's private institutions in the curriculum equivalency schedules developed by the college and universities. The equivalency schedules will be updated and distributed annually prior to fall semester pre-registration.~~

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SUBJECT

Board Policy III.S, Developmental and Remedial Education – First Reading

REFERENCE

August 2007	The Board approved second reading of changes to Board Policy III.S.
June 2012	The Board approved the Complete College Idaho Plan.

APPLICABLE STATUTES, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.S, Development and Remedial Education provides Idaho's public institutions with definitions and general provisions for meeting the remedial education needs of students within Idaho's higher education system.

Since the Board's adoption of the Complete College Idaho (CCI) Plan, Board staff has been working with the institutions to transform the delivery of remedial education. Historically, remedial education has consisted of a multi-course sequence of progressively advanced English language arts and mathematics. However, research shows this type of 'slow climb' to college credit creates higher rates of attrition than necessary. Therefore, the Board approval, through the Complete College Idaho plan, of three types of delivery models for remedial education and institutions have begun to deliver remedial education consistent with these models.

A major change to this policy is the incorporation of the three Board approved remediation models.

Other proposed changes to this policy include:

- The removal of the term "developmental education" as it is an outdated term no longer in regular use.
- Minor revisions to the definition of "remedial education" to promote clarity and simplicity.
- Adding a requirement for Board staff to include an annual update on remediation education success rates.
- Providing clarity that credits earned in remedial courses may not apply towards graduation.
- The deletion of limits on the number of first semester credits remedial education students may take; the adoption of new remediation delivery models renders this provision unnecessary.

IMPACT

Adoption of this policy would bring this policy into alignment with reformed and current practices and expectations in remedial education. Under these changes, the Board would receive an annual report on the effectiveness of remedial education efforts.

ATTACHMENTS

Attachment 1 – Board Policy III.S, Remedial Education – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The Instruction, Research, and Student Affairs Committee (IRSA) reviewed proposed amendments to policy at their October 2, 2014 meeting. IRSA determined that the policy required additional work and asked staff to rework the policy and vet through the Council on Academic Affairs and Programs (CAAP).

CAAP reviewed proposed amendments to the policy at its January and March 2015 meetings and recommends approval. IRSA also will have reviewed this policy at their April 2, 2015 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.S. Remedial Education 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: S. ~~Development and~~ Remedial Education ~~August 2007~~June 2015

1. Coverage

   All students at the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Southern Idaho, North Idaho College, the College of Western Idaho and Eastern Idaho Technical College are included in this subsection.

2. Definitions

   ~~It is worth noting that what the general public refers to as "remedial education" is often also defined as "developmental education" by the academic community. The State Board of Education believes that a distinction can be made between the two terms.~~

   ~~a. Developmental education (review courses) is aimed at developing the diverse talents of students, both academic and nonacademic. It is designed to develop strengths as well as to review previous curricular areas of students who have not been involved in postsecondary education for some time. Developmental education implies improvements (i.e., review) of a student's skills and knowledge deemed necessary to enter a particular course of study or program in order to ensure a greater likelihood of success.~~

   a. Accelerated Model: A combined delivery series model whereby remedial content is embedded into credit bearing courses.

   b. Co-Requisite Model: A delivery model whereby remedial instruction is delivered alongside college level content.

   ~~b.~~c. Emporium Model: A delivery model whereby remedial education is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology based programs.

   d. Remedial Courses: Courses numbered below 100.

   ~~c.~~e. Remedial Education~~, for purposes of this policy, is defined~~: ~~as a~~ A duplication of a secondary program/course and support services in basic academic skills to prepare students for college level coursework. ~~Remediation usually involves recent high school graduates or those students who did not complete their secondary curriculum. Further, these students have little probability of success without first developing special skills and knowledge through remedial course work.~~

3. The State Board of Education has approved the following models for delivering remedial education. Institutions may pilot the use of additional delivery models provided that the models implemented allow students to enter a credit bearing course in the first year of study and are evidence based; evidence need not be Idaho specific.

~~3. Philosophy~~
~~Meeting the need for developmental education and remedial education is a function of Idaho's higher education system.~~

~~Regardless of upgraded secondary school graduation requirements or more rigorous admission standards, there will be students in the college and universities who have chosen not to enter the postsecondary system after gradation from high school, or who exhibit deficiencies in certain basic academic skills.~~

~~Thus, in the future, review courses will be directed primarily toward students who have a potential for success but have been away from school for some time. With the acceptance of such a reality, the college or universities have an obligation to provide review courses for those individuals in need of developmental instruction. Further, the role of the college and universities in remedying basic academic deficiencies and reinforcing those cognitive abilities necessary for likely success is justified, particularly when for some it determines whether or not they become productive citizens.~~

4. ~~Policy~~

~~a. The college and universities will establish~~Each institution shall maintain a mechanism for diagnostic testing in English language arts~~, reading,~~ and mathematics, and ~~natural sciences, and~~ provide the opportunity for corrective measures.

~~b. The college and universities will provide review courses for those individuals in need of developmental instruction.~~

~~c. The college and universities should determine the feasibility of developing individualized approaches (using available technology) as an alternate delivery system in responding to developmental and remedial education needs of students.~~

~~d. Students with identified postsecondary weaknesses should be limited in the number of credits taken during the first semester of the freshman year and furthermore should be the beneficiaries of special support and advisement tailored to their particular needs.~~

~~e~~5. ~~Developmental and~~Credits earned in remedial courses will not apply toward the requirements for ~~graduation~~a certificate or degree. ~~Remedial course credits may be counted towards the completion of a technical certificate.~~

~~f. Developmental and Remedial credit hours will be funded in the same manner as other credit hours. Fees for these courses will be the same as academic and professional technical education courses, and the institutions may charge laboratory fees as provided in Section V, Subsection R. Developmental credit hours will be separately identified and reported to the Board.~~

~~5~~6. ~~Institutional Policies~~Remedial education success rates shall be reported annually to the Board.

~~Each institution will develop internal policies and procedures on developmental and remedial education that are consistent with Board policy.~~

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BOISE STATE UNIVERSITY

SUBJECT

Approval of New Bachelor of Science in Games, Interactive Media, and Mobile

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new Bachelor of Science program in Games, Interactive Media, and Mobile (BS in GIMM). The proposed program will be offered in BSU's regional service area using a traditional format. BSU projects the program will accept approximately 50 new students a year, have an overall enrollment of approximately 200 students, and have 40 graduates per year once the program is fully up and running.

The proposed program is the first degree program to emerge from BSU's new College of Innovation and Design (COID). As a broad transdisciplinary program, the program will draw its faculty and expertise from four academic departments in four different colleges (Art, Computer Science, Information Technology & Supply Chain Management, and Educational Technology), as well as providing a set of new courses for content not presently offered on campus.

The BS in GIMM program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The program will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. Students will graduate with mastery and professional integration of three different disciplinary approaches:

- Visual Design & Animation
- Object Oriented programming skills
- Narrative and Usability Engineering

The proposed program will meet the needs expressed by the Boise Valley Economic Partnership which has been organizing game development and digital media development companies in the Treasure Valley to increase awareness and attract more of the gaming industry to the state. A November 2013 meeting of industry and university representatives was held to identify needs for growing the industry in Idaho. Below is an excerpt from the report generated at the meeting:

> *"The industry wants the universities and colleges to grab hold of the educational needs and develop a gaming program, offering core classes in gaming."*

Idaho and Federal Department of Labor databases project 30 openings per year locally, 60 per year for the state, and 19,790 per year nationally for “software developers, applications.” The local and state projections likely substantially underestimate the actual number of local and state openings because those projections are based on the existing condition of no local degree program of the type proposed here. However, the creation of the BS in GIMM program will strongly promote the growth of the very industry that will provide jobs for graduates from the BS in GIMM program.

The University of Idaho (UI) offers a Bachelor’s degree in Virtual Technology and Design that has some similarity to the proposed program. However, (i) BSU’s program will include much more development of programming skills, including those needed to actually create game engines from scratch; (ii) unlike the UI program, BSU’s program will emphasize mobile environments, gaming in mobile environments, and user interactions using mobile devices; and (iii) because of its location in the Treasure Valley, BSU’s program will better be able to serve the needs of local industry.

IMPACT

The program will have ongoing costs projected at $391,759 annually, which includes funding for four new faculty positions. Funding for the program will come from reallocation of other appropriated funds.

ATTACHMENTS

Attachment 1 – Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Bachelor of Science in Games, Interactive Media & Mobile was initially listed in BSU’s current Five-Year Plan as an undergraduate certificate in Digital Solutions Development. BSU indicates the certificate evolved into the proposed Bachelor’s program resulting from the program prioritization process as a program to be housed within the new College of Innovation and Design approved by the Board in October 2014.

BSU’s proposed program aligns with their Service Region Program Responsibilities and will meet a local need for developers of games, interactive media, and mobile applications. The creation of the program may cause the growth of the industry that will demand graduates of the program. Pursuant to III.Z, no institution has the Statewide Program Responsibility in this discipline. Currently, the University of Idaho offers a similar Bachelor’s program in Virtual Technology & Design.

Board Staff asked why tuition was not listed as revenue. BSU reasonably notes that unlike student fees from self-support programs, tuition dollars do not flow directly from students to programs. In other words, tuition is institutional revenue, not program revenue.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on March 19, 2015. The proposed program was also presented to the Instruction, Research, and Student Affairs (IRSA) committee on April 2, 2015 and was recommended for approval.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program and hereby recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Science in Games, Interactive Media, and Mobile.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Institutional Tracking No. BSU RCC# 15-099

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Innovation and Design
Name of Department(s) or Area(s):	N/A

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

Title:	Bachelor of Science in Games, Interactive Media & Mobile	
Degree:	Bachelor of Science degree	
Method of Delivery:	Traditional	
CIP code (consult IR /Registrar)	50.0411 Game and Interactive Media Design	
Proposed Starting Date:	Fall 2015	
Indicate if the program is:	**Regional Responsibility**	~~Statewide Responsibility~~

Removed word "Development" ps

Indicate whether this request is either of the following:

- [x] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other
- [ ] Consolidation of an Existing Program

College Dean (Institution)	Date 12/18/14	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)		State Administrator, SDPTE (as applicable)	Date
Chief Fiscal Officer (Institution)	Date 2/17/15	Academic Affairs Program Manager	Date
Chief Academic Officer (Institution)	Date 2/12/15	Chief Academic Officer, OSBE	Date
President	Date 2-19-15	SBOE/OSBE Approval	Date

March 16, 2012
Page 1

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

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

Boise State University proposes the creation of a new undergraduate major program leading to a **Bachelor of Science in Games, Interactive Media & Mobile** (GIMM). As a broad transdisciplinary program, GIMM will draw its faculty and expertise from four different academic units (Art, Computer Science, Information Technology & Supply Chain Management, and Educational Technology), as well as providing a set of new courses for content not presently offered on campus.

The proposed program will provide a broad, comprehensive, and technologically focused program of study that includes courses in game development, interactive media creation, mobile application development, information technology management, art, and graphic design. The program will also provide students with the critical thinking skills and the general knowledge of a broad-based baccalaureate degree. The GIMM program is targeted at students who are interested in working with mobile applications, interactive media, and game development as programmers, interactive developers, and interactive media project managers. The program will produce client-side developers capable of creating immersive and interactive experiences with both software and mobile hardware. The proposed program will take advantage of emerging technological change in the mobile and gaming development industries where new paradigms are developing around:

- Augmented Reality, which is the live direct or indirect view of a physical, real-world environment whose elements are *augmented* by computer-generated sensory input such as sound, video, or graphic data.
- Virtual Reality, which is a computer simulated environment that can simulate physical presence in the real world or imagined worlds. Virtual reality can recreate sensory experiences, which include virtual touch, sound, and sight.
- Gamification of Information, which is the use of game thinking and game physics/mechanics in non-game contexts for solving problems.
- Internet of Things, which is the interconnection of uniquely identifiable and embedded computing devices within the existing Internet infrastructure. Devices are used to communicate and coordinate with each other for enhanced user experiences and environments.
- Maker Culture, which values DIY (do it yourself) approaches to technology, and especially as it pertains to the development and implementation of custom mobile devices.

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

The proposed program will meet the needs expressed by the Boise Valley Economic Partnership which has been organizing game development and digital media development companies in the Treasure Valley to increase awareness and attract more of the gaming industry to the state. A

November, 2013, meeting of industry and university representatives was held to identify needs for growing the industry in Idaho. Below is an excerpt from the report generated at the meeting:

> *"Education was another important theme raised in the discussion. For the industry, education had several needs including training the next generation of artists at the universities and colleges and helping artists communicate with others outside their fields (notably architecture, engineering and medical). The industry wants the universities and colleges to grab hold of the educational needs and develop a gaming program, offering core classes in gaming. Salt Lake City, UT was one example provided that developed a focus on training and gaming. Resources and training are also needed to help artists overcome the gap in talking about projects with engineers and architects. Several indicated that the larger community could assist with that effort."*

Students will graduate with mastery and professional integration of three different disciplinary approaches:

- Visual Design & Animation
- Object Oriented programming skills
- Narrative and Usability Engineering

Intended Learning Outcomes

At the conclusion of this program will be able to:

- Recognize and implement theories and affordances of media in interactive environments
- Apply theories of narrative and storytelling to interactive environments
- Apply marketing and branding principles for mobile user experiences
- Develop interactive & streaming video for mobile marketing, gaming, and storytelling
- Identify principles of object-oriented programming and be able to apply them for the creation of mobile & gaming experiences
- Demonstrate collaborative skills by working with other developers in the creation of professional projects
- Apply client and user centered development methodologies within projects.
- Create professional visual & graphic experiences using interactive 2 & 3D animation

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

The following measures will ensure the high quality of the new program:

<u>Regional Institutional Accreditation</u>: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

<u>Program Review</u>: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

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.*

GIMM 100 Digital Tools for Interactivity (3-0-3)(F). An introduction to the creative process across artistic media and genres. A variety of expressive mediums are introduced to students to provide them with theoretical backgrounds in the production and choice of media. At the end of the course be familiar with common industry practices like storyboarding and team coordination for interactive projects. They will also be introduced to common visual editing software such as Adobe Photoshop and Adobe Illustrator.

GIMM 110 Interactive Programming (3-0-3)(F). An introduction to the object-oriented programming paradigm for client-side interface development. work with class objects, properties, abstraction, aggregation, inheritance, encapsulation, and polymorphism inside of an OOP language. also be introduced to selected OOP design patterns to help them understand how complex programming projects are planned and executed.

GIMM 200 Visual Storytelling (3-0-3)(S). Focuses on the development of 2 & 3D models for game design. be introduced to advanced image creation techniques in both 2 & 3D environments. master environment and character creation techniques using industry standard tools. PREREQ: GIMM 100, GIMM 110 or Permission of Director

GIMM 250 Interactive Storytelling (3-0-3)(S). Focuses on the affordances of media and their use in interactive environments. study narrative, 2D animation, and OOP programming to better understand how to create immersive experiences in mobile applications, graphic displays, and games. At the end of the course be familiar with 2D animation techniques, OOP programming principles, programming frameworks, interactive and streaming video, media theory and interactive storytelling. PREREQ: GIMM 100, GIMM 110 or Permission of Director

GIMM 270 Interactive Audio & Video (3-0-3)(F). Focuses on the creation of interactive sound and video artifacts. be introduced to basic sound and video editing techniques and industry standard software. also explore how to combine their video and sound editing skills with programming to create interactive media objects capable of containing metadata for infographics, hyperlinked video, and advanced green screen effects. PREREQ: GIMM 250

GIMM 280 Interactive Physical Computing (3-0-3)(F). Focuses on concepts of circuits, sensors, and wireless networks as they relate to custom mobile device creation. work with open source systems such as Arduino, Raspberry Pi, and Zigbee to understand and create unique devices to fit specific mobile computing needs. PREREQ: GIMM 250

GIMM 290 Game Design Theory (3-0-3)(F)(CID). Focuses on the creation, design, and theory of games for console, mobile, and web environments. study current and popular games to understand how culture and technology influence the design of games and learning simulations. become familiar with industry practices in relation to project management for games and interactive simulations. also be introduced to techniques in photo editing, illustration, and video editing for the creation of visual experiences in interactive environments. PREREQ: GIMM 100, GIMM 110 or Permission of the Director

GIMM 300 Mobile Web Development (3-0-3)(S). Focuses on concepts of client-side programming for Web applications. be introduced to HTML5, XML, CSS, JavaScript and jQuery. also learn about Website creation and content management, focusing especially on mobile Website creation for multiple devices. PREREQ: GIMM 280

GIMM 310 Mobile Application Development for Media (3-0-3)(S). Focuses on the design and development of mobile applications for learning and branded user experiences. be introduced to a variety of cross platform development environments and industry practices in relation to mobile application development. The course will focus on theories of mobile user experience and branding while also providing in-depth coverage of visual design practices in mobile environments object-oriented programming for devices, and streaming media delivery for mobile networks. By the end of the course, be familiar with multiple development frameworks, how to connect and use third party web services, and how to market applications on the stores for optimal user experiences. PREREQ: GIMM 280

GIMM 330 3D Animation and Modeling (3-0-3)(F). Focuses on modeling and animation skills for game and simulation environments. Design principles such as scale and proportion, 3D composition, color, etc. as applied to 3D computer simulated environments, are explored and mastered using industry tools such as Blender or Maya. PREREQ: GIMM 200, GIMM 250

GIMM 350 Game Development (3-0-3)(F). Focuses on the development of 2 & 3D games and learning simulations for Web and mobile environments. be introduced to multiple development frameworks and industry level coding practices in the creation of a professional level game. be introduced to advanced physics engines, artificial intelligence engines, and best practices for working in game development teams. PREREQ: GIMM 250; PREREQ/COREQ: GIMM 290

GIMM 370 Usability and E Commerce (3-0-3)(S). Focuses on principles of usability in Web, Mobile and other interactive environments. Students learn latest and best practices for creating optimal user experiences as well as strategies for marketing to online audiences. PREREQ: GIMM 200, GIMM 250

GIMM 400 Advanced Topics (3-0-3)(S). Focuses on the edge of mobile and game development to expose students to emerging trends and possibilities with technology. Will take on (but not necessarily be limited to) topics such as augmented reality, advanced location based services, and near field communications. Will explore development with a variety of commercial peripheral devices such as Kinect cameras, Wii Balance Boards, smart watches and smart TV's. It will also introduce students to the creation of custom made mobile devices with Arduino circuit boards, Zigbee wireless networks, and other types of sensors. learn how to work with multiple mobile peripherals as well as create their own devices to meet user needs. PREREQ: GIMM 350

GIMM 440 Digital Portfolio (3-0-3)(F). An advanced examination and application of professional digital portfolio components and processes. develop, refine, and present a professional portfolio based on their work to prepare them for the job market. PREREQ: GIMM 350, GIMM 370

GIMM 480 Senior Capstone One. (3-0-3)(F)(FF). The first of a two-course sequence comprising a capstone experience over the fall and spring semesters. Seniors will work with clients on advanced interactive, mobile, and Web based projects to support research on campus and non-profit efforts in the community. use project management and team building skills over the course of the capstone experience to prepare them for industry. PREREQ: Permission of Director

GIMM 490 Senior Capstone Two. (3-0-3)(S). The second of a two-course sequence comprising a capstone experience over the fall and spring semesters. PREREQ: GIMM 480

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Credit hours required	50 - 57
Credit hours in institutional general education or core curriculum:	37
Credit hours in required electives:	15-22
Total credit hours required for degree program:	120

6. **Describe additional requirements such as comprehensive examination, senior thesis or other**

capstone experience, practicum, or internship, some of which may carry credit hours included in the list above. *This question is not applicable to requests for discontinuance.*

Program participants will be expected to complete a comprehensive portfolio documenting their learning throughout the program. The portfolio will serve as a culminating activity that provides participants the opportunity to demonstrate how they will use their education and training in their future responsibilities as Game and Mobile Developers. The portfolio artifacts will be drawn both from their course work and the capstone projects. Students will be expected to reflect on how each portfolio artifact represents the intended learning outcomes of the GIMM program.

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

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

Institution and Degree name	Level	Specializations within the discipline (to reflect a national perspective)	Specializations offered within the degree at the institution
BSU **BS in Games, Interactive Media, and Mobile**	Bachelors	CIP Code 50.0411: Game and Interactive Media Design. Definition: A program that focuses on the design, development, and programming of interactive media entertainment, including computer and video games, virtual environments, Internet applications, and other interactive media. Includes instruction in theory of games, turn-based games, real-time games, visual and interactive design, story development, animation, simulation, and programming.	Game development Mobile development Interactive media development
ISU			
LCSC			
UI **Bachelors of Virtual Technology and Design**	Bachelors		Specializes in 3D modeling, animation, character design world building game engines, storytelling, spatial design, four dimensional design and designs for all five human senses

University of Idaho's bachelor degree in Virtual Technology and Design is the only four year program in Idaho similar to the proposed program. Both programs will work with 3D modeling and animation as a part of their curriculums. GIMM will be different, however, in the following key areas. First, GIMM will be more robust in term of programming requirements for the major. UI's Virtual Technology and Design program (according to its website) uses game engines to apply animations for 3D models. Because the students in the GIMM program will have the programming background to actually ***create*** game engines from scratch to meet the demands of large projects, they will go quite a bit beyond simply using game engines.

Second, the proposed GIMM program will differ from UI's program in that it will emphasize mobile environments, gaming in mobile environments, and user interactions using mobile devices. GIMM graduates will be exposed to integration of commercial web services for mobile application development, and they will be familiar with the design of circuitry for custom mobile devices. They will learn how to create custom mobile devices with Arduinos, network them with Zigbees, and tie those devices together with mobile applications. There are no baccalaureate programs in the state that focus on mobile development.

Importantly, because of its location in the Treasure Valley, Boise State's program will be able to serve the needs of local industry much better than University of Idaho's program.

Regionally, the University of Utah is the only institution that has a program similar to the proposed GIMM program. Their program represents a collaboration between the College of Engineering and the College of Fine Arts. At the undergraduate level, their program allows for a Bachelors of Arts in Film and Media and a Bachelor of Science in Computer, both with a concentration in Entertainment Arts & Engineering Emphasis.

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*.

There are two primary factors in determining enrollment projections: pedagogically-appropriate cohort size and an estimate of growth based on past experience of similar programs in other universities.

First, we believe that limiting the cohort size to 50 majors per year will create a high quality program. A new cohort of 50 majors will begin each fall, and each cohort will be expected to complete in four years. Second, given job prospects for graduates and industry needs, we are confident that there will be no problem in meeting the goal of 50 new students per year.

9. **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.

Institution	Relevant Enrollment Data			Number of Graduates			Graduate Rate
	Current	Year 1 Previous	Year 2 Previous	Current	Year 1 Previous	Year 2 Previous	
BSU BS in Games, Interactive Media, and Mobile (proposed)	Projected a minimum overall enrollment of 200 students, once the program is fully up and running			Project that the minimum number of graduates will be 40 per year, once the program is fully up and running			40 per year
ISU							
LCSC							
UI BS in Virtual Technology and Design	F2013: 127	F2012: 133	F2011: 115	2013-14: 20	2012-13: 22	2011-12: 13	

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

Some current students enrolled in existing undergraduate programs around the campus may decide to transfer to the new program depending on their academic and professional goals. The primary target of the GIMM program will be potential students who would otherwise leave the state for games, mobile, and interactive media programs outside of Idaho.

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. *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. T*his question is not applicable to requests for discontinuance*.

	Year 1	Year 2	Year 3
Local (Regional)	30	30	30
State	60	60	60
Nation	19,790	19,790	19,790

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 job title in US and Idaho DOL data bases that best fits those who will graduate from the program is "Software developers, applications."

Federal Data:

Title	SOC code	2010 employment	2020 employment	Job openings due to growth and replacement needs 2010-2020	Median annual wage in 2010	Typical education needed for entry
Software Developers, Applications	15-1132	520,800	664,500	197,900	$87,790	Bachelor's degree

State Data:

Title	SOC code	2012 employment	2022 employment	Annual job openings due to growth and replacement needs	Annual Median wage
Software Developers, Applications	15-1132	1,732	2,117	60	$69,930

Southwestern Region Data (from IDOL)					
Title	SOC code	2012 employment	2022 employment	Annual job openings due to growth and replacement needs	Annual Median wage
Software Developers, Applications	15-1132	880	1074	30	$75,737

It is very likely that the above projections are substantially underestimated because they assume that existing conditions will continue, that is, that any growth in the industry needing these skills would happen without the presence of an institution in the Treasure Valley offering a program of the type proposed here: a BS in Games, Interactive Media, and Mobile.

However, the creation of the BS in GIMM program will strongly promote the growth of the very industry that will provide jobs for BS in GIMM program graduates.

Recently the Boise Valley Economic Partnership called together game developers, digital artists, and digital agencies in the Treasure Valley to explore an emerging industry in our state. They recognize that Idaho possesses a small but vibrant game development industry, and that it is worth promoting the further growth of this industry in the Treasure Valley. To this end, they have begun significant public relations campaigns and recruiting efforts to bolster the high tech industry in Boise. The BS in GIMM program will help promote and support these efforts by providing talented interns and graduates to grow the pool of skilled workers available in the state.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

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.*

At this point, we will not be offering any courses using a distance education format.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*

The proposed program will serve the following aspects of the SBOE strategic plan [as described in brackets]:

GOAL 1: A WELL EDUCATED CITIZENRY

The educational system will provide opportunities for individual advancement.

Objective A: Access – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. [The proposed program will provide access to a degree program that will be highly attractive to high school students and will therefore attract them to post-secondary education.]

Objective B: Higher Level of Educational Attainment –Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [The proposed program will promote higher educational attainment in the technology sector. With the growth of the industry, graduates are likely to remain in Idaho.]

Objective D: Transition – Improve the ability of the educational system to meet educational needs and allow students to efficiently and effectively transition into the workforce. [The proposed program will produce graduates needed by, and well prepared for, local industry.]

The highlighted sections of Boise State's mission and Core Themes indicate alignment of the new program:

Boise State University is a public, metropolitan research university ***providing leadership in academics,*** *research and civic engagement.* ***The university offers an array of undergraduate degrees*** *and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.* ***The university is an integral part of its metropolitan environment and is engaged in its economic vitality,*** *policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

Core Theme One: Undergraduate Education. ***Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation****. We engage our students and focus on their success.*

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

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students.	The proposed program will be a high quality, one-of-a-kind program that will produce graduates highly skilled in the development technology related to games, interactive media, and mobile.
Goal 4: Align university programs and activities with community needs.	

15. Is the proposed program in your institution's 5-year plan? Indicate below. *This question is not applicable to requests for discontinuance.*

Yes _x__ No _____

If not on your institution's 5-year plan, provide a justification for adding the program.

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

There will be three primary aspects to the marketing strategy. First, GIMM faculty will make presentations to high school teachers, parents, and prospective students at high schools within Boise State's service area. Second, we will work with industry groups, such as the Boise Valley Economic Partnership, to inform potential students about the new program. Finally, the program's website will provide comprehensive information about the program and employment prospects for graduates.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office 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).

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 16		FY 17		FY 18		Cumulative Total	
	FTE	Headct	FTE	Headct	FTE	Headct	FTE	Headct
A. New enrollments	40	40	80	80	120	120	240	240
B. Shifting enrollments	10	10	20	20	30	30	60	60

II. REVENUE

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	$237,979	$20,950	$312,969	$0	$448,409	$0	$999,357	$20,950
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify): lab fees	$0	$16,000	$0	$36,000	$0	$52,000	$0	$104,000
Total Revenue	$237,979	$36,950	$312,969	$36,000	$448,409	$52,000	$999,357	$124,950

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 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0	-	3.0	-	4.0	-	9.0	-
2. Faculty	$133,000	$0	$191,000	$0	$249,000	$0	$573,000	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$50,583	$0	$74,073	$0	$97,563	$0	$222,219	$0
9. Other: partner classes	$39,196	$0	$39,196	$0	$39,196	$0	$117,588	$0
Total FTE Personnel and Costs	$222,779	$0	$304,269	$0	$385,759	$0	$912,807	$0

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$3,000	$0	$4,500	$0	$6,000	$0	$13,500	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$12,200	$16,000	$4,200	$36,000	$0	$40,200	$16,400	$92,200
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$15,200	$16,000	$8,700	$36,000	$6,000	$40,200	$29,900	$92,200

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$20,950	$0	$0	$56,650	$11,800	$56,650	$32,750
Total Capital Outlay	$0	$20,950	$0	$0	$56,650	$11,800	$56,650	$32,750
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0		
TOTAL EXPENDITURES:	$237,979	$36,950	$312,969	$36,000	$448,409	$52,000	$999,357	$124,950
Net Income (Defi	$0	$0	$0	$0	$0	$0	$0	$0

Budget notes:
I.A, B. Enrollments are estimated at 50 new students per year, with 20% of those coming from existing enrollments at the university. FTE is simply calculated by assuming that the students in the program will each be carrying a full credit load, with the number of FTE therefore equaling the headcount number.
II.1. Funding for the program will come from salary savings and reallocation of other appropriated funds.
III.A.1. Four full-time faculty members will be hired: a clinical associate professor and three clinical assistant professors.
III.A.7: Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.A.9. Instructional load not handled by the four full-time faculty members will be the responsibility of partnering departments. Funds in this row will provided to those partnering departments to enable them to offer necessary coursework.
III.B.1. Travel for professional development calculated at $1500 per full time faculty member.
III.B.6 and III.C.2. In FY2015, the university will invest $60k in funds for equipment and software to start up the program. Those funds are not reflected in the table above.
III.B.6: Materials & Supplies: Software licenses
III.B.8: Repairs & Maintenance: Computer and other hardware
III.D. Renovation of space in the library for a teaching laboratory will be accomplished in FY15, and so is not included in the above budget.

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.

Assumptions for SCH and FTE Student calculations: Assume each student takes 30 credits a year, ½ of which are taught by GIMM faculty. Calculate 1 student FTE = 30 SCH. Enrollments in program are projected to be 50, 100, 150 in first three years.

FY 2016 Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Clinical Assoc Prof	75000	1.0	325	12.5
Clinical Asst Prof, TBN	55000	1.0	325	12.5

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Assoc Prof	75000	1.0	500	16.3
Clinical Asst Prof, TBN	55000	1.0	500	16.3
Clinical Asst Prof, TBN	65000	1.0	500	16.3

Name, Position & Rank	Annual Salary Rate	FTE Assignment to this Program	Projected Student Credit Hours	FTE Students
Anthony Ellertson, Assoc Prof	75000	1.0	562.5	18.75
Clinical Asst Prof, TBN	55000	1.0	562.5	18.75
Clinical Asst Prof, TBN	65000	1.0	562.5	18.75
Clinical Asst Prof, TBN	55000	1.0	562.5	18.75

In addition to the above named faculty members, to provide necessary capacity in partnering departments, $39,196 per year will be provided for necessary coursework. That funding will be used for adjunct instruction and for backfill of instructional capacity of existing faculty members.

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

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The primary operating expense will be software costs. Three packages will be used: Unity Pro, Adobe Creative Cloud, and 3D Studio.

c. Capital Outlay

(1) Library resources
- (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
- (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
- (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient for the program

(2) Equipment/Instruments
Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Equipment used in the program will include the following: Lab CPUs, tablets, Kinect cameras, digital video cameras, web cameras, drawing tablets, and a server.

Renovation of Space will be accomplished in FY15 and so is not included in the budget. The BS GIMM program and Boise State University's Albertsons Library will partner to create a high tech lab and classroom space. The resulting *Innovation Space* will be located in the library and will include a Maker lab for custom mobile tech building, a gaming lab for virtual reality, a mobile development lab for augmented reality & user experiences, and a high tech classroom. GIMM will contribute to the maintenance of these facilities and will center our classroom and lab experiences in the space. When not used for classes, the space will be open to students from across the campus. Our goal will be to foster transdisciplinary conversations and efforts as students from GIMM and other major programs work and talk with each other on high tech projects.

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?

Funds necessary for the program will primarily come from salary savings and reallocation of existing funds.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?
Not applicable.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
Not applicable.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?
Not applicable.

(5) Provide estimated fees for any proposed professional or self-support program.
Not applicable.

Appendix A: Curriculum.

Games, Interactive Media, and Mobile Bachelor of Science	
Course Number and Title	Credits
Foundational Studies Program requirements indicated in **bold**. See page 51 for details and lists of approved courses.	
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM Math 143 College Algebra and Math 144 Analytic Trigonometry or **DLM** Math 170 Calculus 1	4-5
DLN ENGR 130 Introduction to Engineering Applications	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities	3
DLS EDTECH 203 Foundations of Digital Culture	3
DLS Social Sciences course in a second field	3
ED TECH 202 Teaching and Learning for a Digital Age	3
Take one of the following list of classes: CS 115 Introduction to C, CS 117 Introduction to C++, CS 119 Introduction to Java, CS 120 Introduction to Programing Concepts, CS 121 Computer Science 1 & CS 121L Computer Science 1 Lab	2-4
GIMM 100 Digital Tools for Interactivity	3
GIMM 110 Interactive Programming	3
GIMM 200 Visual Storytelling	3
GIMM 250 Interactive Storytelling	3
GIMM 270 Interactive Audio & Video	3
GIMM 280 Interactive Physical Computing	3
CID GIMM 290 Game Design Theory	3
GIMM 300 Mobile Web Development	3
GIMM 310 Mobile Application Development for Media	3
GIMM 330 3D Animation and Modeling	3
GIMM 350 Game Development	3
GIMM 370 Usability & E Commerce	3
GIMM 400 Advanced Topics	3
GIMM 440 Digital Portfolio	3
FF GIMM 480 Senior Capstone One	3
GIMM 490 Senior Capstone Two	3
Successful completion of the COBE Computer Placement Exam for: Word Processing, Spreadsheet, & Database OR ITM 104 Operating Systems & Word Processing Topics AND ITM 105 Spreadsheet Topics AND ITM 106 Database Topics	0-3
ITM 305 Info Technology and Network Essentials	3
ITM 305L Info Technology and Network Essentials Lab	1
ITM 325 Web Application Development or *CS 401 Introduction to Web Development	3
ITM 370 Mobile Application Development or *CS 402 Mobile Application Development	3
Upper division electives to total 40 upper division credits	3
Additional electives to total 120 credits	10-17
Total	120
*These courses have prerequisites not required for the major, but which are required prior to taking these courses.	

BOISE STATE UNIVERSITY

SUBJECT

Approval of new online, degree-completion program awarding a Bachelor of Science in Imaging Sciences.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new online, degree-completion program that will award a Bachelor of Science in Imaging Sciences. The proposed major will provide students with an additional avenue of access to completing a baccalaureate in medical imaging beyond BSU's existing face-to-face Bachelor of Science in Radiologic Sciences. Entry into the field of medical imaging sciences is most commonly through an associate's degree, however, employers usually promote to management positions only those employees possessing a baccalaureate or higher degree.

The proposed Associate of Science to Bachelor of Science program will be offered wholly online, allowing students to remain in their geographical area while completing the program. Only students holding at least an associate's degree in the field of medical imaging sciences and current credentials from the American Registry of Radiologic Technologists or equivalent will be admitted into the proposed program. Therefore, all students admitted to the program will have completed all necessary clinical coursework, and will require only content-focused coursework to complete a baccalaureate degree.

There are approximately 744 Radiologic Science programs in the United States; only 73 of them award a Baccalaureate degree. Of these, according to our programmatic accrediting body, the Joint Review Committee on Education in Radiologic Sciences (JRCERT), only eight bachelors programs offer online coursework in some form. These programs may offer courses synchronous, asynchronous, hybrid, completely online or in a blended format.

The objectives of this program are to:

1. Create a program that meets the growing need for Baccalaureate educated students in the medical imaging sciences and the workplace.
2. Create a curriculum specific to the medical imaging sciences in which those with an Associate degree in medical imaging sciences and a current American Registry of Radiologic Technologists (ARRT) credential or equivalent may acquire a Bachelor of Sciences degree in Imaging Sciences, completely online.

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting Boise State in identifying programs appropriate to offer in an online format. Of the 10 potential programs evaluated by Everspring, Inc., the proposed BS in Imaging Sciences program ranked the highest, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, BSU estimates that enrollment in the proposed program will reach 200 students by the third year of the program.

Job openings in medical imaging sciences are estimated at 30 per year in BSU's service area, 61 per year in Idaho, and 25,910 per year in the US. The estimated number of individuals who would benefit from the program (that is, they have a position in the field but hold only an associate's degree) is estimated as 292 in BSU's service area, 585 in Idaho, and 264,060 nationally.

IMPACT

The program will not be a self-support program, but instead will operate under the guidelines of the newly revised Board Policy V.R as they pertain to wholly online programs. Students will be charged $395 per credit or $13,035 for the entire 33 credit Program.

The program will not require the use of new state appropriated funds.

ATTACHMENTS

Attachment 1 – Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The proposed Bachelor of Science in Games, Interactive Media & Mobile was not initially listed in BSU's current Five-Year Plan. BSU indicates that subsequent to the last update to the Five-Year plan, their e-Campus initiative identified a substantial need that can be met by the proposed program. Additionally, the proposed program was identified in the Department of Radiologic Sciences' program prioritization action plan for increasing number of graduates. The proposed program will serve a broad population of practitioners in medical imaging sciences who possess an associate's degree and who could benefit from advancement to a baccalaureate level.

BSU proposes to charge $395 per credit for the program consistent with the recently revised Board Policy V.R, Establishment of Fees as it pertains to wholly online programs. Such programs are allowed to charge a per-credit rate that reflects market conditions.

The proposal was also presented to the Instruction, Research, and Student Affairs (IRSA) committee at their April 2, 2015 meeting.

Staff believes there is sufficient justification, based on regional need, for BSU to create the proposed program, and recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a new online, degree-completion program that will award a Bachelor of Science in Imaging Sciences.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Institutional Tracking No. BSU RCC# 15-087

Idaho State Board of Education

Proposal for **Baccalaureate** Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Health Sciences
Name of Department(s) or Area(s):	Department of Radiologic Sciences

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

Title:	**Bachelor of Science in Imaging Sciences** (degree completion program)	
Degree:	Bachelor of Science Degree	
Method of Delivery:	Online Program	
CIP code (consult IR /Registrar)	51.0911	
Proposed Starting Date:	Fall 2015	
Indicate if the program is:	**Regional Responsibility**	~~Statewide Responsibility~~

Indicate whether this request is either of the following:

- [x] New Program/major
- [ ] New Off-Campus Instructional Program
- [ ] Contract Program/Collaborative
- [ ] Consolidation of an Existing Program
- [ ] Expansion of an Existing Program
- [ ] Discontinuance of an Existing Program
- [ ] Other

College Dean (Institution)	Date	Vice President for Research (as applicable)	Date
Graduate Dean (For Grad Progs / ExtStudies Dean / Self-spprt &/or online	Date	State Administrator, SDPTE (as applicable)	Date
Stacy Pearson 2/17/15 Chief Fiscal Officer (Institution)	Date	Academic Affairs Program Manager	Date
2/12/15 Chief Academic Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
2-19-15 President	Date	SBOE/OSBE Approval	Date

March 16, 2012

Page 1

Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. 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 Radiologic Sciences at Boise State University proposes the creation of a new online, bachelor degree completion major in Imaging Sciences.

The existing Bachelor of Science in Radiologic Sciences will be retained. The proposed major will provide our students with an additional avenue of access, as described in the next section.

Only students holding at least an associate's degree in the field of medical imaging sciences and current credentials from the American Registry of Radiologic Technologists or equivalent will be admitted into the proposed major.

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

The Department of Radiologic Sciences at BSU currently awards a Bachelor of Science degree to students completing the 4-year curriculum. There are approximately 744 Radiologic Science programs in the United States; only 73 of them award a Baccalaureate degree. Of these, according to our programmatic accrediting body, the Joint Review Committee on Education in Radiologic Sciences (JRCERT), only eight bachelors programs offer online coursework in some form. These programs may offer courses synchronous, asynchronous, hybrid, completely online or in a blended format.

The department faculty members at BSU have had numerous requests to satisfy a need in the western United States and offer a degree completion program to students currently holding an Associate degree in medical imaging sciences. The Associate degree option is more common in the field of medical imaging sciences; however, employers usually only promote those employees possessing higher than Associate degrees to management positions. An Associate of Science (AS) to Bachelor of Science (BS) online program will allow students to remain in their geographical area while completing the BSU Bachelor of Science degree. A prerequisite for admission into the program would be an Associate degree in the field of medical imaging sciences and a current American Registry of Radiologic Technologists (ARRT) credential or equivalent. It is the Radiologic Sciences Department at BSU's goal to offer students the ability to complete the AS to BS entirely online.

Enrolled student will be required to complete a total of 31 credits specific to the Bachelor's degree and 9-10 upper division credits. Because the program is designed for practitioners working in the field, students will be encouraged to take no more than two to three courses per session. By design, the courses will be offered within a 7 week model. There is no clinical requirement associated with this program because the students are required, by prerequisite, to be credentialed in the field of medical imaging sciences. It is feasible that a student could complete the degree within three semesters, full-time and six semesters on a part-time basis.

Based on these needs, the objectives of this program are to:

1. Create a program which meets the growing need for Baccalaureate educated students in the medical imaging sciences and the workplace.

2. Create a curriculum specific to the medical imaging sciences in which those with an Associate degree in medical imaging sciences and a current ARRT credential or equivalent may acquire a Bachelor of Sciences degree in Imaging Sciences, completely online.

Intended Learning Outcomes of the major:

1. Promote a safe environment for the patient, self, and others by providing useful patient education, contributing with an informed and educated perspective as a health care provider, and recognizing a radiographer's overall inter-professional and social impact on patient outcomes
2. Demonstrate effective, appropriate, and respectful communication with diverse populations of patients, co-workers, physicians, and the community to improve patient outcomes by performing beyond technical application.
3. Apply ethical practice as a professional technologist from a legal, compliance, and systems perspective within the healthcare realm
4. Actively lead and/or participate as part of an interprofessional team to decrease patient risk, identify solutions to complex issues, and improve communication amongst healthcare providers.
5. Effectively analyze resources and advance research within the profession to promote life-long learning and knowledge sharing.
6. Employ critical thinking and decision making strategies in leveraging technology to improve quality and efficiencies within the healthcare system.

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

The following measures will ensure the high quality of the new program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Specialized Accreditation: Programmatic accreditation does not exist for post-credential degree completion programs in this discipline. It is important to note, however, that the courses within the proposed program are the same as those required in our credentialed programs. Our Diagnostic Medical Sonography Program is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The Diagnostic Radiology Program is accredited through the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions and advising processes, the university will confirm required official transcripts for the required Associate degree, confirm the outcome of the ARRT national credentialing examination and the ARRT credential (or equivalents), analyze reference letters. In addition, the program coordinator will conduct an advising interview with each student.

- During student orientation programs, academic integrity will be addressed.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students verbally and in the syllabus.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong student passwords and to change them every 90 days.
- During the design of the curriculum and assessment of each course, instructors will apply training and principles from the Quality Instruction Program offered by BSU's eCampus Center – which includes Quality Matters best practices and WCET's Best Practice Strategies to Promote Academic Integrity in Online Education (Version 2.0, June 2009).
- Faculty members will utilize Blackboard's Safe Assignment plagiarism detection program when appropriate. Faculty members are expected to be informed of and aware of the importance of academic integrity and student identity authentication, and to report and act upon suspected violations.

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.*

   RADSCI 306 PROFESSIONALISM AND RESEARCH IN IMAGING SCIENCES (1-0-1)(F/S) Familiarization with research and communication expectations related to the online AS to BS Program; improves comfort within the online environment through the use of technology, time management skills, and an understanding of program outcomes and expectations. PREREQ: Admission to Imaging Sciences major

   Full programmatic curricula for the major may be found in Appendix A.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Bachelor of Science Degree in Imaging Sciences Associate of Science/Associate of Arts to Baccalaureate Degree	Credits
Prior Credits awarded for AS/AA degree in Imaging Sciences	48
Prior Credits awarded for passing national credentialing exam	25
Prior Credit hours in required prerequisites:	14
Credit hours required in the proposed program:	**30**
Credit hours required in institutional general education or core curriculum for the proposed program (UF300):	**3**
Total credit hours required for completion:	120

Bachelor of Science Degree in Imaging Sciences Associate of Applied Science to Baccalaureate Degree	Credits
Prior Credits awarded for AAS degree in Imaging Sciences	23
Prior Credits awarded for passing national credentialing exam	25
Credit hours in general education or core curriculum taken prior to entering program	29-30
Prior Credit hours in required prerequisites:	10
Credit hours required in the proposed program:	**30**
Credit hours required in institutional general education or core curriculum for the proposed program (UF300):	**3**
Total credit hours required for completion:	120-121

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

   Imaging Sciences majors will participate in the College of Health Sciences Finishing Foundations course, HLTHST 400 Interprofessional Capstone. This course will be required during the final semester of a student's progression in this program. The course will combine all students enrolled in online programs within the College of Health Sciences into interprofessional groups to research a current issue related to healthcare and collaboratively develop a paper that meets the instructor's specifications from each prospective of the fields of study represented within the student group.

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

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

<table>
<tr><th>Institution and Degree name</th><th>Level</th><th>Specializations within the discipline (to reflect a national perspective)</th><th>Specializations offered within the degree at the institution</th></tr>
<tr><td>BSU
Radiologic Sciences
Imaging Sciences</td><td>BS
AA/AS/AAS to BS degree completion</td><td rowspan="8">Computed Tomography
Diagnostic Medical Sonography (Abdominal and Obstetric & Gynecologic)
Diagnostic Radiography
Magnetic Resonance Imaging
Radiation Therapy
Nuclear Medicine
Mammography
Quality Management
Bone Densitometry
Cardiac Interventional
Vascular Interventional
Vascular Sonography
Breast Sonography
Cardiac Sonography
Musculoskeletal Sonography
Neurosonography
Management/Leadership
Informatics
Radiologist Assistant</td><td>emphases in:
Computed Tomography
Diagnostic Medical Sonography (Abdominal and Obstetric & Gynecologic)
Diagnostic Radiography
Magnetic Resonance Imaging
Imaging Sciences AS to BS degree completion program</td></tr>
<tr><td>CSI</td><td>AAS</td><td>No specific emphases</td></tr>
<tr><td>CWI</td><td>N/A</td><td></td></tr>
<tr><td>EITC</td><td>N/A</td><td></td></tr>
<tr><td>ISU
Radiographic Sciences</td><td>BS</td><td>No specific emphases</td></tr>
<tr><td>LCSC
Radiographic Sciences</td><td>AS</td><td>No specific emphases</td></tr>
<tr><td>NIC
Radiography Technology</td><td>AAS</td><td>No specific emphases</td></tr>
<tr><td>UI</td><td>N/A</td><td></td></tr>
</table>

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

The marketability of the proposed program was tested in January 2014 using methodology developed by Everspring, Inc., which is assisting Boise State in identifying programs appropriate to offer in an online format. First, webpages were created about the Boise State eCampus and the proposed program. We were then able to use "Google Placement" to measure the total number of time prospective students viewed the webpage on the program, providing a measure of raw potential demand. Everspring, Inc., also completed a competitive analysis that identified institutions with similar programs and their current price point and program design. Of the 10 programs evaluated by Everspring, Inc., the proposed BS in Imaging Sciences program ranked the highest, showing high demand and low competition for the program, with very high interest nationally. Based on these analyses, we estimate that enrollment in the proposed program will reach 200 students by the third year of the program.

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 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 2014)	Year 1 Previous	Year 2 Previous	Current (2013-14)	Year 1 Previous	Year 2 Previous	
BSU BS in Radiologic Sciences	238 (includes pre-majors)	263 (includes pre-majors)	272 (includes pre-majors)	26	33	20	~25 per year
BS in Imaging Sciences	Project enrollment of ~200 incoming students per year by 3rd year of program			Project roughly 180 graduates per year by 3rd year of program			~ 180 graduates per year
ISU BS in Radiographic Science	39	38	42	17	17	19	~18 per year
LCSC							
UI							

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

No.

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. T*his question is not applicable to requests for discontinuance*.

The table below gives the estimated job openings for Diagnostic Medical Sonographers, Nuclear Medicine Technologists Radiologic Technologists and Technicians; and MRI Technologists. However, the second table is more relevant to the proposed degree.

Job Openings	Year 1	Year 2	Year 3	Total
Region	30	30	30	90
State	61	61	61	135
Nation	25,910	25,910	25,910	77,730

The following table depicts the number of individuals who constitute the market for the proposed degree program: those individuals already employed in the field and who have only an associate's degree.

Estimated # of Individuals who could benefit from Degree Completion	
Region	292
State	585
Nation	264,060

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.**

Projected job openings for the state and regional levels were secured from the Idaho Dept of Labor website, and are shown below. Note that the "regional" need is calculated as one-half of the state need, reflecting the approximate proportion of the population that resides in southwestern Idaho.

State Data (ID DOL)	2012 Employment	2022 Employment	Net Change	Percent Change	Annual Replacements	Annual Growth Openings	Total Annual Openings
Diagnostic Medical Sonographers	419	632	213	50.8%	6	21	27
Nuclear Medicine Technologists	38	47	9	23.7%	0	1	1
Radiologic Technologists and Technicians	783	981	198	25.3%	11	20	31
MRI Technologists	45	56	11	24.4%	1	1	2
Total							**61**

US Data	Employment		Employment change	Job openings due to growth and replacement needs, 2010-20
	2010	2020	Number	
Diagnostic Medical Sonographers	345,000	448,000	103,000	156,500
Nuclear Medicine Technologists	21,900	26,100	4,100	7,500
Radiologic Technologists and Technicians	219,900	281,000	61,000	95,100
TOTAL				**259,100**

To estimate the number of individuals who are employed in the field and who hold an associate's degree, %'s of employees at each educational for the relevant professions was secured from the US Dept of Labor and Idaho Dept of Labor websites. Those percentages were multiplied by the existing number of employees in the most recent numbers given by the labor websites. See tables that follow.

State Data from ID DOL	**Total Number (from above)**	**% with Associates (from ID DOL)**	**Estimated Number with Associates**
Diagnostic Medical Sonographers	419	45.5%	191
Nuclear Medicine Technologists	38	45.5%	17
Radiologic Technologists and Technicians	783	45.5%	356
MRI Technologists	45	45.5%	20
TOTAL			**585**

US Data	Total Number (from above)	Percent with Associates (from US DOL)	Estimated Number with Associates
Diagnostic Medical Sonographers	345,000	45%	155,250
Nuclear Medicine Technologists	21,900	45%	9,855
Radiologic Technologists and Technicians	219,900	45%	98,955
Total			**264,060**

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Not applicable

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

Not applicable.

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

This program will utilize the BSU Blackboard course management software for delivery of all programmatic courses. Program faculty will be working with the BSU eCampus course developers to create a program course template for uniformity of program course sites, consistent accessibility to course resources, and to ensure all courses utilize Quality Measures recommendations for online adult learners.

13. Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas. *This question is not applicable to requests for discontinuance.*

The proposed program will serve the following aspects of the SBOE strategic plan [as described in brackets]:
GOAL 1: A WELL EDUCATED CITIZENRY
The educational system will provide opportunities for individual advancement.

Objective A: Access – Set policy and advocate for increasing access for individuals of all ages, abilities, and economic means to Idaho's P-20 educational system. [The proposed program will provide access to a degree completion program for students unable to attend class on the Boise State campus.]

Objective B: Higher Level of Educational Attainment –Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. [The proposed program will promote higher educational attainment in the applied health disciplines.]

Objective C: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners into the education system. [The proposed program will provide access to a degree completion program for those students already in the workplace or with limited ability to meet the traditional schedule of campus course offerings]

The following bolded passages show the relevance of the program to Boise State University's Mission and to Core Theme One of our NWCCU Core Themes:

Boise State University is a public, metropolitan research university ***providing leadership in academics****, research and civic engagement.* ***The university offers an array of undergraduate degrees*** *and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research, creative activity and graduate programs, including select doctoral degrees, advance new knowledge and benefit the community, the state and the nation.* ***The university is an integral part of its metropolitan environment*** *and is engaged in its economic vitality, policy issues,* ***professional and continuing education programming****, and cultural enrichment.*

Core Theme One: Undergraduate Education. ***Our university provides access to high quality undergraduate education that cultivates personal and professional growth in our students and meets the educational needs of our community, state, and nation****. We engage our students and focus on their success.*

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

Goals of Institution Strategic Plan	Proposed Program Plans to Achieve the Goal
Goal 1: Create a signature, high-quality educational experience for all students.	The courses included within this program will provide the educational content student employers, programmatic alumni, community constituents, and faculty have identified as necessary for bachelor degree graduates to successfully participate as effective healthcare providers, leaders and institutional administrators, and lifelong contributors to the field.
Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Online delivery of this program will permit working and distance students to complete the bachelor degree requirements within one calendar year on a full-time schedule or within two calendar years on a part-time schedule.
Goal 4: Align university programs and activities with community needs.	This program is designed to meet the growing need of non-traditional delivery of educational opportunities to non-traditional students. Healthcare Institutions within the Boise area, surrounding region, and across the nation are progressively requiring bachelor degrees of their employees for advancement into leadership and administrative positions. This program will provide imaging technologists the opportunity to move from technical application to professional practice.

15. **Is the proposed program in your institution's 5-year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes ____ No _x___

If not on your institution's 5-year plan, provide a justification for adding the program.

Subsequent to our last 5 year plan submission, our e-Campus initiative has identified a substantial need that can be met by the proposed program. No purpose would be served by delaying the implementation of the program until the next five year planning cycle.

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

This program will be marketed to students within the state of Idaho and the surrounding states. A market analysis was conducted by Everspring, Inc., which showed significant student interest for such a program in Idaho, Washington, and California. The Department of Radiologic Sciences is also developing a website specific for this program, accessible via the current department website, which will provide program information, application materials, student orientation processes, and department contact data.

17. Program Resource Requirements. Using the ***Excel spreadsheet*** provided by the Board office 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).

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	2016	FY	2017	FY	2018	FY	2019	Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	36.33	75	117.47	147	179.47	184	196.53	184	529.8	590
B. Shifting enrollments	0	0	0	0	0	0	0	0	0.00	0.00

II. REVENUE

	FY	2016	FY	2017	FY	2018	FY	2019	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)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$430,550	$0	$1,391,980	$0	$2,126,680	$0	$2,328,920	$0	$6,278,130
6. Self-Support Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Appropriated	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$430,550	$0	$1,391,980	$0	$2,126,680	$0	$2,328,920	$0	$6,278,130

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 2016		FY 2017		FY 2018		FY 2019		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	2.88	0.00	7.48	0.00	10.10	0.00	10.85	0.00	31.31
2. Faculty	$0	$76,671	$0	$235,842	$0	$300,442	$0	$331,042	$0	$943,998
3. Administrators	$0	$24,430	$0	$36,645	$0	$36,645	$0	$36,645	$0	$134,364
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$34,000	$0	$73,200	$0	$112,400	$0	$112,400	$0	$332,000
8. Fringe Benefits	$0	$57,555	$0	$152,662	$0	$203,590	$0	$218,474	$0	$632,281
9. Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$192,656	$0	$498,349	$0	$653,077	$0	$698,561	$0	$2,042,643

	FY 2016		FY 2017		FY 2018		FY 2019		Cumulative Total	
	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	$0	$4,000	$0	$12,000	$0	$12,000	$0	$12,000	$0	$40,000
2. Professional Services-42% of revenue	$0	$180,831	$0	$584,632	$0	$893,206	$0	$978,146	$0	$2,636,815
3. Other Services	$0	$2,000	$0	$2,000	$0	$2,000	$0	$2,000	$0	$8,000
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$6,100	$0	$14,200	$0	$14,200	$0	$14,200	$0	$48,700
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$2,000	$0	$2,000	$0	$2,000	$0	$2,000	$0	$8,000
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous: Hardware, Software, Equipment	$0	$7,000	$0	$14,000	$0	$14,000	$0	$14,000	$0	$49,000
Total Operating Expenditures	$0	$201,931	$0	$628,832	$0	$937,406	$0	$1,022,346	$0	$2,790,515

	FY	2016	FY	2017	FY	2018	FY	2019	Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay										
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)										
1. eCampus Center-	$0	$37,888	$0	$122,494	$0	$187,148	$0	$204,945	$0	$552,475
2. Online Innovation Fund-	$0	$16,361	$0	$52,895	$0	$80,814	$0	$88,499	$0	$238,569
3. Online Student and Academic Services	$0	$14,639	$0	$47,327	$0	$72,307	$0	$79,183	$0	$213,456
4. Credit card fees	$0	$4,340	$0	$14,031	$0	$21,437	$0	$23,476	$0	$63,284
Total Indirect Costs	$0	$73,228	$0	$236,748	$0	$361,706	$0	$396,103	$0	$1,067,784
TOTAL EXPENDITURES:	$0	$467,815	$0	$1,363,928	$0	$1,952,189	$0	$2,117,011	$0	$5,900,942
Net Income (Deficit)	$0	-$37,265	$0	$28,052	$0	$174,491	$0	$211,909	$0	$377,188

Budget Notes:
I.A: New enrollment FTE calculated as total credits generated by 30 credits for the year
II.5: Revenue for the program is dervised from fees changed students at the rate of $395 per credit
III.A.2: Faculty FTE: Professor FTE calculated using (Credit hour load)/30
III.A.2: Faculty FTE: Lecturer FTE calculated using (Credit hour load)/24
III.A.3: Administrators: .15 FTE Department Chair and .5 FTE Program Coordinator
III.A.6: Support Personnel: 1 FTE Administrative Assistant and 2 FTE Academic Advisors
III.A.7: Benefits calculated at professional $11,200+(annual wage*21.19%), classified $11,200+(annual wage*21.49%)
III.B.1: Travel to professional conferences for professional development and promotion
III.B.2: Professional Services: 42% of revenue; Payment to marketing, recruitment, enrollment and retention; either in house of with a contracted partner
III.B.3: Other Services: State authorization processing fees paid to states
III.B.6: Materials & Supplies: Office supplies and materials
III.B.8: Repairs & Maintenance: Computer hardware and software maintenance
III.B.10: Miscellaneous: Computer hardware, software, phones
III.E.1: Boise State eCampus Center (8.8% of revenue): Provide funding for initiative management, online course/program development and other support services
III.E.2: Boise State Online Innovation Fund (3.8% of revenue): Seed funding for academic programs, initiative infrastructure, and eventually innovation grants
III.E.3: Boise State Online Student and Academic Services (3.4% of revenue): A fund that will be dedicated to funding support services for online students
III.E.4: Credit card fees: 1% of revenue

a. Personnel Costs

Faculty and Staff Expenditures

Project for the first five 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 five years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

FY 2016				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$56,793 (weighted average)	1.45	1,119	37.3
FY 2017				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$51,653 (weighted average)	5.14	3,711	123.7
FY 2018				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,493 (weighted average)	7.48	5,719	190.6
FY 2019				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,035 (weighted average)	7.98	6,262	208.7
FY 2020				
Name, Position & Rank	**Annual Salary Rate**	**FTE Assign-ment to this Program**	**Projected Student Credit Hours**	**FTE Students**
Multiple TBD current associate/ assistant professors and lecturers to be hired.	$48,035 (weighted average)	7.98	6,262	208.7
5 Year Total		**30.03**	**23,073**	**769.1**

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

FY 2016			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.1	$6,096
Program Director	$55,000	0.33	$18,333
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$149,965**	**1.43**	**$58,429**
FY 2017			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisor	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$189,165**	**2.65**	**$109,845**
FY 2018			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisor	$39,200	1.00	$39,200
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**3.65**	**$149,045**
FY 2019			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisors	$39,200	2.00	$78,400
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**4.65**	**$188,245**
FY 2020			
Name, Position & Rank	**Annual Salary Rate**	**FTE Assignment to this Program**	**Value of FTE Effort to this Program**
Department Chair	$60,965	0.15	$9,145
Program Director	$55,000	0.50	$27,500
Academic/Services Advisors	$39,200	2.00	$78,400
Instructor Coordinator	$39,200	1.00	$39,200
Administrative Assistant II	$34.000	1.00	$34,000
Total	**$228,365**	**4.65**	**$188,245**
5 Year Total		**17.02**	**$693,809**

The Department Chair and Program Director will be responsible for:

1. Coordinating with the eCampus Center and interacting with our partner on student recruiting, enrollment and retention
2. External relations with alumni and community
3. Strategic planning and budget management
4. Program operations across all university functions
5. Manage Program staff

b. Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

Operating expenses include typical departmental expenses such as office supplies, postage, subscriptions/memberships, meeting expense, computer supplies. State authorization expense will cover the Program's share of direct state costs related to offering courses in states across the US. Travel and training expenses will cover professional development for Program faculty.

Operating expenses also include a substantial investment in the marketing, recruitment, and enrollment activities necessary to compete in a global online market. Those expenses are estimated at 42% of revenues, which is typical of what it would cost the program to contract with an outside entity to provide marketing, recruitment, and enrollment services.

c. Capital Outlay

(1) Library resources
  (a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.
  (b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.
  (c) For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

(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 Program will purchase desktop computers, laptops, printers and related equipment for online instruction for faculty in the Program.

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?
N/A
(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?
N/A
(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.
N/A

(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?
N/A
(5) Provide estimated fees for any proposed professional or self-support program.

The program will not be a self-support program, but instead will operate under the guidelines of the newly revised SBOE Policy III.R as they pertain to wholly online programs. Students will be charged $395 per credit or $13,035 for the entire 33 credit Program.

Appendix A: Curriculum of Proposed Program:

Bachelor of Sciences	
Imaging Sciences	
Successful degree of Associate of Science or Associate of Arts from a regionally accredited institution	48
Credentialed medical imager: credit for prior learning for passing ARRT credentialing exam or equivalent. (15 credits lower division/10 credits upper division)	25
UF 300 Transitional Foundations	3
BIOL 227 and 228 Anatomy and Physiology I and II	8
College statistics course	3
MATH 108 Intermediate Algebra or MATH 143 College Algebra	3
HLTHST 215 Introduction to Informatics	3
HLTHST 304 Public Health	3
HLTHST 314 Health Law and Ethics	3
CID HLTHST 382 Research Methods in Health	3
FF HLTHST 400 Interprofessional Capstone	1
HRM 305 Human Resource Management	3
RADSCI 300 Digital Radiography and Advanced Imaging Applications	2
RADSCI 306 Professionalism and Research in Imaging Sciences	1
RADSCI 311 Radiobiology and Protection	2
RADSCI 338 Information Technology In Radiologic Sciences	1
RADSCI 350 Imaging Pathophysiology	3
RADSCI 410 Health Promotion and Leadership	2
RADSCI 430 Comparative Sectional Imaging In Radiologic Sciences	3
Total	120

BOISE STATE UNIVERSITY

SUBJECT

Department of Community and Regional Planning, the Master of Community and Regional Planning degree program, and Graduate Certificate Program Discontinuance

REFERENCE

April 2008	Board approved BSU's request for a new Master of Community and Regional Planning
February 2015	Board received quarterly report of changes approved by the Executive Director that included BSU moving the Department of Community and Regional Planning to the new School of Public Service.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to discontinue the Department of Community and Regional Planning and two academic programs housed therein: the Master of Community and Regional Planning and Graduate Certificate in Community Regional Planning.

BSU identified a budget shortfall for FY16, which is the result of a number of factors, including increased personnel costs and a continued deficit in state appropriation for past enrollment growth in engineering and other high-cost programs. Rather than deal with the budget shortfall using non-strategic, across the board cuts, the university has chosen to use strategic vertical cuts based on the principles of Program Prioritization. Program Prioritization identified four criteria by which academic programs and academic departments would be evaluated: relevance, quality, productivity, and efficiency. BSU then developed metrics to assess each program and department in terms of each of those criteria. The criteria most significant in addressing a budgetary shortfall are "productivity" and "efficiency." The programs in Community and Regional Planning scored very low in these areas; their discontinuation will reduce expenditures and enable BSU to devote resources to programs with greater demand and higher efficiency.

In proposing the Master's program in 2008, BSU estimated an enrollment in the program of 29 students by the third year. The program started in Fall of 2011. Students were first enrolled in the Graduate certificate program in Fall of 2006. In the spring of the fourth year only 19 students are enrolled in the program, with only 9 of those students being full-time.

To maintain a reasonable level of graduate education in planning in the Boise area:

- BSU will explore the creation of a track in urban planning in its existing Master in Public Administration (MPA) degree.
- BSU is having a conversation with the University of Idaho (UI) to determine whether the UI is able to facilitate the offering in the Treasure Valley of UI's MS in Bioregional Planning. In compliance with Board Policy III.Z, a Memorandum of Understanding may be developed that would facilitate the ability of students at either institution to enroll in planning courses offered by the other institution in the Treasure Valley.

BSU is currently working with each student enrolled in the Master program in Community and Regional Planning to ensure the student's ability to progress through the program in a timely fashion or transfer to the UI program, the BSU MPA program, or similar programs at another institution.

IMPACT

The proposed discontinuations will result in the reallocation of funds to other new and growing programs within the university.

The two tenured faculty members in the program will remain on contract through FY17. The three non-tenured faculty members will remain on contract through FY16. The Administrative Assistant II will be reassigned elsewhere in the university beginning FY18.

ATTACHMENTS

Attachment 1 – Program Proposal Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff believes there is sufficient justification to proceed with the proposed discontinuations. Beyond purely budgetary grounds, the decision to discontinue these particular programs was made employing Program Prioritization principles.

BSU proposes to phase out the Community and Regional Planning programs over a two-year period and may provide several options for students presently enrolled in the program to complete the program. These options include program offerings that allow students to complete within two years, and may also include the ability to transfer to similar programs offered at the University of Idaho, or similar programs at another institution.

BSU and the UI are exploring the possible development of a Memorandum of Understanding consistent with Board Policy III.Z. Staff notes that once BSU's two-year phase out of the program is complete, BSU will need to revisit their statewide program responsibilities for potential changes. Any changes would be brought to the Board for their consideration.

The Board office received 13 public comments regarding the proposed closure of the Community and Regional Planning programs and department.

The proposed discontinuation has gone through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) at their March 19, 2015 meeting.

The Instruction, Research, and Student Affairs committee reviewed this request at their April 2, 2015 and recommends approval.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to discontinue the Department of Community and Regional Planning and the two academic programs housed therein: the Master of Community and Regional Planning and the Community and Regional Planning Graduate Certificate.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Institutional Tracking No. GC 51 14-15

Idaho State Board of Education

Proposal for **Graduate and Doctoral** Degree Program

Date of Proposal Submission:	February 19, 2015
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Social Sciences and Public Affairs
Name of Department(s) or Area(s):	Department of Community and Regional Planning

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

Title:	Discontinue: Master of Community and Regional Planning Discontinue: Graduate Certificate in Community and Regional Planning Discontinue: Department of Community and Regional Planning	
Degree:	Discontinue: Master's Degree Discontinue: Graduate Certificate Discontinue: Academic Department	
Method of Delivery:	Face to Face	
CIP code (consult IR /Registrar)	04.0301 City/Urban, Community and Regional Planning	
Proposed Starting Date:	Fall 2015	
Indicate if the program is:	**Regional Responsibility**	Statewide Responsibility

Indicate whether this request is either of the following:

- [ ] New Graduate Program
- [ ] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Contract Program/Collaborative
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [x] Discontinuation of an existing Graduate/Doctoral Program And discontinue academic department

Woods — College Dean (Institution)	2-17-2015 — Date	Vice President for Research (as applicable)	Date
John R Pelton — Graduate Dean	2-17-2015 — Date	Academic Affairs Program Manager	Date
Stacy Pearson — Chief Fiscal Officer (Institution)	2-17-2015 — Date	Chief Academic Officer, OSBE	Date
McClung — Chief Academic Officer (Institution)	2-18-15 — Date	SBOE/OSBE Approval	Date
Robert Kustra — President	2-19-15 — Date		

March 16, 2012
Page 1

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

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

Boise State University proposes the discontinuation of two academic programs and an academic department, all presently located in the College of Social Sciences and Public Affairs:

- Discontinue: Master of Community and Regional Planning
- Discontinue: Graduate Certificate in Community and Regional Planning
- Discontinue: Department of Community and Regional Planning

The certificate program was created five years ago and the master's degree three years ago. However, expected enrollments have not been as high as expected and the cost of the program is substantially more than the tuition revenue produced by the program. The principles of Program Prioritization were applied to identify this program as one that should be discontinued so that resources can be devoted to programs of greater demand by the campus and the community.

The Chair of the Department of Community and Regional Planning, the Chair of the Department of Public Policy and Administration, and the Associate Dean of the Graduate College will work together with each student enrolled in the program to ensure the ability of enrolled students to progress through the program in a timely fashion.

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.*

   N/A

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

   N/A

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

   N/A

5. **Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

Courses of the program will not be taught in the future.

Credit hours required:	
Credit hours required in support courses:	
Credit hours in required electives:	
Credit hours for thesis or dissertation:	
Total credit hours required for completion:	

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.*

N/A

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.*

The University of Idaho offers an MS and an Academic Certificate in Bioregional Planning

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.*

N/A

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		
	Current	Year 1 Previous	Year 2 Previous	Current (2013-14)	Year 1 Previous	Year 2 Previous
BSU	(spring 2015)					
Master of Community and Regional Planning	9 full-time 10 part-time	12 full-time 10 part-time	9 full-time 7 part-time	3	4	0
Graduate Certificate in Community and Regional Planning	0 full-time 1 part-time	3 full-time 2 part-time	2 full-time 5 part-time	2	3	12
UI	(fall 2014)					
MS in Bioregional Planning	8	9	16	5	5	8
Academic Certificate in Bioregional Pl	8	8	7	6	5	6

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

N/A

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.

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.**

N/A

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

N/A

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.*

N/A

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.*

N/A

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

N/A

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

N/A

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 Chair of the Department of Community and Regional Planning, the Chair of the Department of Public Policy and Administration, and the Associate Dean of the Graduate College will work together with each student enrolled in the program to ensure the ability of enrolled students to progress through the program in a timely fashion.

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**.

N/A

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).

The two tenured faculty members in the program will remain on contract through FY17. The three non-tenured faculty members will remain on contract through FY16. The Administrative Assistant II will be reassigned elsewhere in the university beginning FY18.

These changes will result in funds that will be reallocated to other purposes within the university: $235,771 in FY17 and $559,706 each year thereafter.

Note that the calculations in the tables that follow assume FY15 salary levels throughout.

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 16		FY 17		FY 18		Cumulative Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0	0	0	0	0	0	0
B. Shifting enrollments	0	0	0	0	0	0	0	0

II. REVENUE

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Appropriated (Reallocation)	$0	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0
2. Appropriated (New)	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. Tuition	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$0	$0	$0	$0	$0	$0	$0
6. Other (Specify)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0

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 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.0	-3.0	0.0	-6.0	0.0	-9.00	0.00
2. Faculty	$0	$0	-$162,366	$0	-$352,624	$0	-$514,990	$0
3. Administrators	$0	$0	$0	$0	$0	$0	$0	$0
4. Adjunct Faculty	$0	$0	$0	$0	$0	$0	$0	$0
5. Instructional Assistants	$0	$0	$0	$0	$0	$0	$0	$0
6. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
7. Support Personnel	$0	$0	$0	$0	-$32,490	$0	-$32,490	$0
8. Fringe Benefits	$0	$0	-$68,005	$0	-$148,903	$0	-$216,908	$0
9. Other:	$0	$0	$0	$0	$0	$0	$0	$0
Total FTE Personnel and Costs	$0	$0	-$230,371	$0	-$534,017	$0	-$764,388	$0.00

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0	$0	-$5,400	$0	-$9,000	$0	-$14,400	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Utilities	$0	$0	$0	$0	$0	$0	$0	$0
6. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0
7. Rentals	$0	$0	$0	$0	$0	$0	$0	$0
8. Repairs & Maintenance	$0	$0	$0	$0	$0	$0	$0	$0
9. Materials & Goods for Manufacture & Resale	$0	$0	$0	$0	$0	$0	$0	$0
10. Miscellaneous	$0	$0	$0	$0	-$16,689	$0	-$16,689	$0
(includes OE, student & irreg salary)								
Total Operating Expenditures	$0	$0	-$5,400	$0	-$25,689	$0	-$31,089	$0

	FY 16		FY 17		FY 18		Cumulative Total	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation								
E. Indirect Costs (overhead)	$0	$0	$0	$0	$0	$0		
TOTAL EXPENDITURES:	$0	$0	-$235,771	$0	-$559,706	$0	-$795,477	$0
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$0

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TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY** Section II – Human Resources, Section H., Coaches and Athletic Directors - First Reading	Motion to approve
2	**AMENDMENT TO BOARD POLICY** Section II – Human Resources, Sections F., L., and M., Second Reading	Motion to approve
3	**AMENDMENT TO BOARD POLICY** Section II.R. – Retirement Plans Committee., Second Reading	Motion to approve
4	**UNIVERSITY of IDAHO** New Position Approval – Vice President for Infrastructure	Motion to approve

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SUBJECT

Board Policy II.H. – Coaches and Athletic Directors, First Reading

REFERENCE

August 2014	Idaho State Board of Education approved 2nd reading to Policy II.H. regarding academic incentive payment provisions in coach contracts

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND / DISCUSSION

At the February 5, 2015 meeting of the Athletics Committee, the Chair discussed possible revisions to Board Policy II.H. to allow for multi-year contracts for assistant coaches and contracts in excess of three years upon showing of extraordinary circumstances. The Committee also discussed how and where liquidated damages should be included in Board Policy II.H. The Committee directed staff to draft revisions that required liquidated damages for assistant coaches under multi-year contracts without requiring liquidated damages for contracts of one year or less.

The institutions provided feedback indicating it was industry standard for liquidated damages to decrease in the later years of the contract to reward the coach for staying longer. The institutions also stated it was best to provide provisions for multi-year contracts in policy, but to leave the amounts and timing for liquidated damages out of policy as those are items negotiated between the coach and institution.

The Committee requested the institutions provide comparable liquidated damages for similar conference coaches, including assistant coaches, when bringing multi-year contracts to the Board. The institutions suggested that liquidated damages for assistant coaches should become void if the head coach leaves, and that this should be included in Board policy as the force of policy provides support during contract negotiation. The Business and Human Resources Committee determined the policy should be permissive such that each institution could negotiate in an assistant coach contract whether a liquidated damages clause is void if the head coach leaves.

Material changes to the policy include the following:

1. The policy is extended to assistant coaches;
2. The maximum term of a contract is increased from three years to five years;
3. A liquidated damages clause for an assistant coach may be void upon the departure of the head coach; and
4. Codification of required supporting documents and information for contracts.

IMPACT

Proposed revisions sets out provisions in regard to assistant coaches.

ATTACHMENTS

Attachment 1 – Section II.H. – First Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff finds that the proposed changes are either consistent with prevailing practice or appropriate given the totality of the circumstances. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of the proposed amendment to Board policy Section II.H, as presented.

Moved by_____________ Seconded by______________ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES
Subsection: H. Coaches and Athletic Directors ~~August~~June 201~~4~~5

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~~ five (~~3~~5) 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~~ (whether fixed or rolling) ~~three (3) year contract, may be considered by the Board upon the documented~~ must show~~ing 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 c~~Contracts shall define the entire employment relationship between the Board and ~~the~~a coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. ~~The June 2014 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/.~~

   a. Each contract for the services shall follow the general form approved by the Board as a model contract. The June 2014 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/.
   b. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that a 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.
      i. If a head coach resigns or is terminated and there is one or more assistant coach for the same sport on a multi-year contract, the liquidated damages clause for the assistant coach(es) may be waived.
   c. Contracts submitted for Board approval shall include the following supporting documentation (either in the agenda cover page or as an attachment):
      i. a summary of all supplemental compensation incentives;
      ii. quantification of maximum potential annual compensation (i.e. base salary plus maximum incentive pay);
      iii. employment agreement (clean version), employment agreement (redline to Board-approved model contract), and for current coaches a redline of proposed employment agreement to current employment agreement;

iv. in the case of National Collegiate Athletic Association (NCAA) institutions, a 4-year history of the institution's Academic Progress Rate (APR) raw scores and national average APR scores for the applicable sport;
v. a schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference; and
vi. documentation on how the institution arrived at the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at all other public institutions in the conference.

d. All contracts must be submitted for Board approval prior to the contract effective date.

~~a.~~

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 or athletic director shall include incentives in the form of supplemental compensation, separate from any other incentives, based upon the academic performance of the student athletes whom the coach or athletic director supervises. Each year a coach or athletic director may be eligible to receive supplemental compensation based on achievement of the incentive. Awarding supplemental compensation shall be contingent upon achievement of one or more measures including, but not limited to, (in the case of the National Collegiate Athletic Association (NCAA) institutions), the NCAA Academic Progress Rate (APR). The Board shall approve the APR against which achievement of the incentive shall be based (in whole or in part) and the basis for computing the incentive. Information provided to the Board in determining the raw score to be used should include a 4-year history of the institution's APR raw scores and national average APR scores for that sport. Any such supplemental compensation paid to coach or athletic director shall be separately reported to the Board.

4. Part-time Coaches Excepted

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. Pursuant to section 59-1606(3), Idaho Code, coaches do not accrue leave, but may take leave with prior written approval from the athletic director. Under this option, any accrued annual leave balance at the time of the coach's contract renewal shall be forfeited or paid off, and the new contract shall document the forfeiture or compensation of that leave.

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SUBJECT

Board Policy II – Human Resources, Sections F., L., and M.

REFERENCE

June 2011	Idaho State Board of Education (Board) approved second reading of Policy V.M.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.F, II.L., and II.M.

BACKGROUND / DISCUSSION

The proposed amendment rectifies internal inconsistencies in Board policies II.F. and II.L. as follows: (1) Policy II.F. is clarified to read that a non-classified contract employee may appeal non-renewal of their contract only if discrimination prohibited by law is alleged and the chief executive officer is the subject of the allegation; and (2) Policy II.L. strikes conflicting language and clarifies that "Discipline, up to and including dismissal, of an employee is not appealable to the Board." Policy II.M. is amended to clarify that institution and agency internal policies for grievances and appeals must be exhausted before an employee may seek judicial review.

Section II.F.2. provides that payments in addition to fixed salaries may be authorized by the chief executive officer. A proposed amendment clarifies that such additional payments must be based on meritorious performance or for additional duties beyond those set forth in an employee's contract. The human resources directors at the institutions also suggested a wording change to clarify and tighten up this amendment, by replacing "a professional annual employee" with "an employee on annual contract or agreement." "Incentive pay" is defined and included as another eligible payment in addition to a fixed salary. This would be a one-time payment provided to an institution employee for achievement of specific activities, goals or certifications as may be established by the institution in conjunction with certain programs or initiatives. Examples of incentive pay include faculty research incentives, attainment of professional certifications, successful completion of instructional programs, exceeding or attaining certain revenue, production, or underwriting goals. This would not include incentive supplemental compensation for coaches.

IMPACT

The proposed amendments will: (1) make Board policies internally consistent with respect to finality of employment decisions by institutions and agencies; and (2) clarify the circumstances under which payments in addition to fixed salaries may be authorized.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Two changes were made between 1st and 2nd reading to policy II.F.2.a. as referenced above in the second paragraph under Background/Discussion. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy Sections II.F., II.L. and II.M., as presented.

Moved by____________ Seconded by____________ Carried Yes____ No____

1. Employment Terms

   a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

   b. Employment Contracts

      i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.

      ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in section II.B.2.c of Board Policy).

      iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.

      iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

2. Compensation

a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate ~~a professional annual employee~~ for short-term work assignments or additional duties beyond what is outlined in an employee's contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Salary Increases and other Compensation related items

i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.

ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.

iii. Overtime Compensation – Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work. Non-classified employees in positions that are defined as "non-exempt" under the Fair Labor Standards Act earn overtime at a rate of one and one-half (1½) hours for each overtime hour worked. Other non-classified employees may earn compensatory time off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.

iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.

v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.

vi. Automobile Exclusion - Unless expressly authorized by the Board, no non-classified employee will receive an automobile or automobile allowance as part of his or her compensation.

3. Annual Leave

a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Non-classified employees in positions which are covered under the Fair Labor Standards Act earn annual leave ~~according to § 67-5334 and are~~ in accordance with and subject to the maximum leave accruals in Section 67-53~~35(2)~~34, Idaho Code.

b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.

c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.

d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

4. Performance Evaluation

   Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

5. Non-Renewal of Non-classified Contract Employees

   a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days notice to the employee.

   b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.

c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, ~~T~~the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCESPOLICIES AND PROCEDURES
Subsection: L. Discipline - Adequate Cause – All Employees ~~December~~April 20~~08~~15

1. Classified Employees

   Classified employees are subject to discipline, up to and including dismissal, as provided for in Chapter 53, Title 67, Idaho Code and the rules of the State Division of Human Resources.

2. Non-classified Employees

   All University of Idaho classified employees, and all non-classified employees (including all faculty employees) of the Board or of any Board governed agency or institution are subject to discipline, up to and including dismissal, for adequate cause.

3. Definition

   "Adequate cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution or agency. In addition, any conduct seriously prejudicial to the Board, an institution or agency may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution or agency; unsatisfactory or inadequate performance of duties, or failure to perform duties.

4. Procedures

   In each case the issue of whether or not adequate cause exists should be determined fairly by the institution or agency recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions or agencies.

   a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the Chief Executive Officer of the institution. Each institution or agency shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction to do so, and the recommendation has been acted upon by the Chief Executive Officer or designee.

The Chief Executive Officer or designee must notify the employee of the recommendation and proceed in the following manner:

(1) The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.

(2) The notice must contain a concise statement of the reasons and nature of the discipline.

(3) Each institution or agency shall provide for internal grievance procedures in addition to the foregoing in accordance with Section II.M., Grievance and Appeal Procedure. Except as set forth in Section II.M, discipline, up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure.

b. ~~Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, an employee may file an appeal with the Board as set forth in Section II.M. The Board may, if it chooses to hear an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for approval, rejection, or amendment of such findings, recommendations, or suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph.~~Discipline, up to and including dismissal, of an employee is not appealable to the Board.

c. If, under extraordinary circumstances, the Board itself initiates discipline, up to and including dismissal, against an employee, it must, by majority vote, direct the Chief Executive Officer or any other administrator as may be appropriate to follow established procedures for discipline of the employee.

1. Classified Employees

   Provisions for grievance and appeals procedures for classified employees are provided for in Chapter 53, Title 67 Idaho Code and the rules of the State Division of Human Resources. The University of Idaho shall, to the extent practical, provide for similar grievance and appeals procedures for its classified employees.

2. Non classified Employees (including Faculty Employees)

   Each institution and agency must establish internal policies and procedures to provide for grievances and appeals for human resource matters. Such policies and procedures shall be forwarded to the Executive Director for review and maintenance on file in the Office of the State Board of Education. Internal procedures must include the following elements:

   a. provision for informal resolution;
   b. procedures for filing a formal, written complaint;
   c. reasonable time requirements;
   d. a description of the hearing body; and
   e. requirements for retention of records.

   ~~Pursuant to~~ In accordance with Board Policy II.B.2.b., the Board delegates authority for personnel management to the chief executive officers. ~~Accordingly,~~ Except as otherwise provided in Section II.F., human resource matters are not appealable to the Board. Internal institution and agency policies for grievances and appeals must be exhausted before an employee may seek judicial review.

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SUBJECT

Board Policy II.R. – Retirement Plan Committee – Second Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code §33-107A, -107B, -107C
Idaho Code §59-513
Idaho State Board of Education Governing Policies & Procedures, Section II.K.

BACKGROUND / DISCUSSION

The State Board of Education (Board) is the Plan Sponsor for three defined contribution (DC) plans used by employees at the colleges and universities. The Board has a 401(a) mandatory plan (with employer and employee contributions), and then voluntary 403(b) and 457(b) plans. The exclusive Board-approved vendors for the 401(a) and 457(b) plans are TIAA-CREF and VALIC. These vendors are available for the 403(b), in addition to about a half-dozen other vendors employees can elect to use with whom the Board has information sharing agreements.

The Board lacks an investment/retirement committee and an investment policy to formalize the Board's fiduciary duty with respect to these three DC plans. The establishment and regular convening of such a committee is a best practice. A special retirement plan committee of the Board would provide financial market expertise as it relates to evaluating portfolio performance, reviewing vendor fees, and other fiduciary matters. A retirement plan committee would also help provide continuity so that committee members can make informed decisions by applying a consistent approach, understanding historical decisions and directions, and having a long term view of market performance.

IMPACT

A Retirement Plan Committee will assist the Board in performing its fiduciary duties as the plan sponsor of the DC Plans. Board staff does not have the time or expertise to perform necessary and appropriate monitoring of the Plans. Even with in-house expertise, however, a committee to oversee retirement plan design, investments and fees is a best practice and industry standard.

ATTACHMENTS

Attachment 1 – Section II.R. – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The only change between 1st and 2nd reading was to move the proposed policy under Section II (Human Resources) instead of Section V (Financial Affairs). No comments, questions or concerns about the proposed policy were received from institutions or other stakeholders. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of the proposed Board policy Section II.R., Retirement Plan Committee, as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES
Subsection: R. Retirement Plan Committee **April 2015**

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include two participants in the sponsored plans: one representative from a public four-year institution and one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee’s purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board’s Chief Fiscal Officer and by the Board’s outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as “Plan” or “Plans”). The Board is the Plans’ named fiduciary and has authority to manage and control the Plans’ operation and administration. The Board retains exclusive authority to amend the Plans and select Trustees/Custodians.

   a. The Committee shall report at least annually to the Board.
   b. The Committee members shall sign a conflict of interest disclosure questionnaire.
   c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:
      i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.
      ii. Overseeing administration of the Plans in accordance with the investment policy, including:

a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.
b) Establishing performance criteria and benchmarks for selected asset classes.
c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.
d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.
e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.

iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.
iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;
v. Monitoring the Plans' vendors and implementation of contractual service arrangements;
vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);
vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and
viii. Retaining investment consultants, subject to approval by the Board's executive director.

4. The Trustee(s) and/or Custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.

5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:

   a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;
   b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and
   c. Advising the Committee as to the appropriate performance benchmarks for the investment options.

UNIVERSITY OF IDAHO

SUBJECT

New Position Approval

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.B.3. and II.F.2.b.i.

BACKGROUND/DISCUSSION

Board policy II.B. requires approval of any new position at a level of vice president (or equivalent) and above. The University of Idaho (UI) is requesting approval of a new position, Vice President of Infrastructure, as follows:

i. Position Title: Vice President for Infrastructure – new position
ii. Position Type: Senior Administrator (Exempt)
iii. FTE: 1.0
iv. Term: Annually renewable contract
v. Effective Date: Start of fiscal year 2016 (June 21, 2015)
vi. Salary Range: $170,000-$172,000
vii. Funding Source: Reallocation of existing general education salary funds

Duties/Responsibilities: Reporting directly to the President, the Vice President for Infrastructure serves as a member of the University's executive leadership team and, under direction of the President, works collaboratively with other executives, students, faculty, staff, Regents, legislators, and external stakeholders to achieve the goals and objectives of the University.

The Vice President for Infrastructure will steward the University's physical assets including facilities and real estate as well as administrative service operations, safety and risk, and information technology. The Vice President for Infrastructure will be responsible for developing and implementing business and administrative policies and procedures, implementing best practices and continuous improvement plans to enhance business services and programs, and developing annual divisional action plans in support of the University's strategic plan and priorities.

To effect this change, the current Chief Information Officer (Dan Ewart) will be shifted to the new position with the likelihood that a new director will need to be hired in Information Technology. Appropriate units will move from the existing Finance and Administration Division to the Infrastructure Division. The existing Vice President for Finance and Administration title will change to Vice President for Finance. A search for this position is underway. The Budget Office will move to the Finance area from its current placement as a direct report to the President.

IMPACT

The addition of a new Vice President for Infrastructure will realign internal units and reporting structures into more manageable divisions while elevating the leadership of the UI's structural resource units to senior leadership planning and decision making which is congruent with the emphasis placed on this area by accreditation. UI plans to reallocate existing salary dollars from vacant lines within the areas impacted for funding the new structure.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

UI brings forward a request for approval of establishment of a new vice president position. UI is not seeking approval for appointment of an individual to this position. There are two Board policies which govern appointments. Board policy II.B. requires approval of initial appointments to any position at a salary equal to or higher thaN 75% of the president's annual salary, which would be $262,500.

In addition, Board policy II.F.2.b.i. provides "salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval." This position is associated with the CUPA-HR Chief Business Officer classification for administrative functions (e.g., physical plant, property management, IT, safety). The 2015 CUPA median for Chief Business Officer at research universities is $276,861.

Since the salary range for the position falls under the policy thresholds referenced above, with Board approval of the position, President Staben will have the authority to make the appointment without further action from the Board.

Staff recommends approval.

BOARD ACTION

I move to approve the request by University of Idaho for the creation of a new Vice President for Infrastructure position as described in the materials submitted to the Board.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Board of Regents - State Board of Education
University of Idaho

President
Chuck Staben

Provost & Executive Vice President
Katherine Aiken (i)

Executive Director of Planning and Budget - Keith Ickes
- Budget Director - Trina Mahoney
- Institutional Research and Assessment- vacant
- Space and Capital Planning

Vice President Finance & Administration Ron Smith
- Auxiliary Services-Tyrone Brooks
- Facilities-Brian Johnson
- Human Resources-Greg Walters
- Information Technology Services-Dan Ewart
- Controller - Dan Stephens
- Executive Director of Safety -- Matt Dorschel

Vice President University Advancement Vacant
- Alumni Relations-Steven Johnson
- Annual Giving, Advancement Services & Research- Chris Lucier
- Constituent & Regional Programs- vacant
- Corporate & Foundation Relations - Bobbi Hughes
- Donor Relations & Stewardship- Diane Gregg
- Estate, Trust and Gift Planning- Sharon Morgan

Vice President of Research & Economic Development Jack McIver
- Associate Vice President for Research- Gene Merrell
- Associate Vice President for Research - Bob Smith
- Aquaculture Research Institute-Ronald Hardy
- Idaho Water Resources Research Institute- John Tracy
- Institute for Bioinformatics & Evolutionary Studies- Larry Forney
- Experimental Program to Stimulate Competetive Research- Peter Goodwin
- Idaho Geological Survey - M. Edward Ratchford
- Director of Research Administration-Polly Knutson
- Office of Technology Transfer, Gene Merrell
  - Idaho Research Foundation
  - Business and Technology Incubator
- Office of Research Assurances - Terra DuBois
- Senior Executive to the Vice President- Steve Daley-Laursen

- Athletic Department - Rob Spear
- Communications and Marketing - vacant
- General Counsel - Kent Nelson
- State Relations-Joe Stegner
- Internal Audit-Brad White
- NCAA Faculty Athletic Representative - Mario Reyes
- Athletics Compliance Officer - John Wallace
- Ombuds - Ellen Schreiber

University of Idaho Foundation
The UI Foundation operates in a liaison relationship through the office of Vice President for University Advancement
· Executive Director - Bob Weis

Shared governance is enabled as the following groups interact with offices through the fabric of the University
- Associated Students University of Idaho- Nathan Fisher
- Faculty Senate Chair-Marty Ytreberg
- Graduate & Professional Students Association- Anthony St. Claire
- Staff Affairs-Ali Bretthauer
- Student Bar Association- Nii-Amaa Ollennu

DEANS
- **Agricultural & Life Sciences** John Foltz
- **Art & Architecture** Mark Hoversten
- **Business & Economics** Mario Reyes
- **Education** Cori Mantle-Bromley
- **Engineering** Larry Stauffer
- **Law** Mark L. Adams
- **Letters, Arts & Social Sciences** Andrew Kersten
- **Natural Resources** Kurt Pregitzer
- **Science** Paul Joyce
- **Graduate Studies** Jie Chen
- **Library** Lynn Baird

Vice Provost Academic Affairs Jeanne Stevenson
- Distance & Extended Education - Terry Ratcliff
- International Programs-Susie Bender
- Officer Education/ROTC-
  - Navy/Marines - Capt. Michael McClintock
  - Army - LTC Brad Martin
  - Air Force - Col. Greg Cain
- Independent Study - Sherrie Metlen
- Advising Services - Andrew Brewick
- Allied Health Advising - Alton Campbell
- Honors Program - Alton Campbell

Executive Director, Tribal Relations - Yolanda Bisbee

Consulting Director for Enrollment Management Services - Mj Huebner
- Admissions - Cezar Mesquita
- Financial Aid - Dan Davenport
- Undergraduate Recruitment - Michelle Henley
- Registrar - Heather Chermak

Associate Vice Presidents and Center Executive Officers
- **UI Boise-Michael Satz**
- **UI Idaho Falls-Robert Smith**
  - Center for Advanced Energy Studies
- **UI Coeur d'Alene-Charles Buck**

Vice Provost Student Affairs Dean of Students Bruce Pitman
- Assistant Vice Provost -Greg Tatham
  - Campus Recreation
  - Idaho Commons & Union
  - Student Health Insurance Program
  - Children's Center - Angela O'Connell
  - Center for Civic Engagement & Volunteerism - vacant
- Academic Support & Access Programs - Suzi Billlington
  - Career Center
  - Disability Support Services - Gloria Jensen
  - Student Support Services - Jerry Galloway
  - Tutoring and College Success
- Counseling Center-Joan Pulakos
- Greek Life-Brittany Bowles
- Student Orientation Program-Cori Planagan
- Tutoring and Academic Assistance Programs- Suzi Billington
- Associate Dean of Students - Craig Chatriand

WWAMI Medical Education Program - Jeff Seegmiller

Chief Diversity Officer & Assoc. Vice Provost for Student Affairs Carmen Suarez
- Human Rights, Access, & Inclusion - Carmen Suarez
- College Assistance Migrant Program - Evalina Arevalos (Interim Assist. Director)
- Native American Student Center - Sydel Samuels
- Office of Multicultural Affairs - Jesse Martinez (i)
- Women's Center - Lysa Salsbury
- LGBTQA Office - Julia Keheler

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ATTACHMENT 2

DISCUSSION DRAFT FOR BOARD

Board of Regents - State Board of Education
University of Idaho

President
Chuck Staben

Provost & Executive Vice President
John M. Wiencek

Vice President for Finance
search begun

(Bursar)
Auxiliary Services
> *Kannikeberg/Bales(i)*
Budget Office
> *Keith Ickes*
> *Trina Mahoney*
Controller
> *Dan Stephens*
Human Resources
> *Greg Walters*

Vice President for Infrastructure
title pending Board approval

Facilities
> *Brian Johnson*
Information Technology Services
> *Dan Ewart*
Administrative Operations
> *Cami McClure*
▪ USS
▪ Conference Mgmt
Safety & Risk
>*Matt Dorschel*
Real Estate
> *Gerard Billington*

Vice President University Advancement
Vacant

Alumni Relations
> *Steven Johnson*
Annual Giving, Advancement Services & Research
> *Chris Lucier*
Corporate & Foundation Relations
> *Bobbi Hughes*
Donor Relations & Stewardship
> *Diane Gregg*
Estate, Trust and Gift Planning
> *Sharon Morgan*

Vice President of Research & Economic Development
Jack McIver

Associate Vice President for Research
> *Gene Merrell*
Associate Vice President for Research
> *Bob Smith*
Aquaculture Research Institute
> *Ronald Hardy*
Idaho Water Resources Research Institute
> *John Tracy*
Institute for Bioinformatics & Evolutionary Studies
> *Larry Forney*
Experimental Program to Stimulate Competitive Research
> *Peter Goodwin*
Idaho Geological Survey
> *M. Edward Ratchford*
Director of Research Administration
> *Arch Harner (a)*
Office of Technology Transfer
> *Gene Merrell*
▪ Idaho Research Foundation
▪ Business and Technology Incubator
Office of Research Assurances
> *Terra DuBois*

DEANS

Agricultural & Life Sciences
John Foltz

Art & Architecture
Mark Hoversten

Business & Economics
Mario Reyes

Education
Cori Mantle-Bromley

Engineering
Larry Stauffer

Law
Mark L. Adams

Letters, Arts & Social Sciences
Andrew Kersten

Natural Resources
Kurt Pregitzer

Science
Paul Joyce

Graduate Studies
Jie Chen

Library
Lynn Baird

Vice Provost Academic Affairs
Jeanne Stevenson

Distance & Extended Education
> *Terry Ratcliff*
International Programs
> *Susie Bender*
Officer Education/ROTC
Navy/Marines
> *Capt. Michael McClintock*
Army
> *LTC Brad Martin*
Air Force
> *Col. Greg Cain*
Advising Services
> *Andrew Brewick*
Honors Program
> *Alton Campbell*
Service Learning
> *Sandra Reinela*
Registrar
> *Heather Chermak*

WWAMI Medical Education Program
Jeff Seegmiller

Institutional Research and Assessment
(search in final stage)

Program Assessment and Accreditation
>*Dean Panttaja*

Vice Provost Student Affairs and Enrollment Management
Jean Kim

Assistant Vice Provost
> *Greg Tatham*
▪ Campus Recreation
▪ ASUI
▪ Idaho Commons & Union
▪ SHIP
▪ Children's Center
▪ Center for Civic Engagement & Volunteerism
▪ Student Activities & Involvement
Academic Support & Access Programs
> *Suzi Billlington*
▪ Career Center
▪ Disability Support Services
▪ Student Support Services
▪ Tutoring and College Success
Counseling Center
> *Joan Pulakos*
Dean of Students
> *Vacant*
Residence Life
> *Dee Dee Kanikkeberg*
Fraternity and Sorority Life
> *Brittany Bowles*
Judicial Affairs
> *Alex Roberts*
New Student Orientation
> *Cori Planagan*
Veteran's Affairs
> *Dan Button*
Violence Prevention
> *Virginia Solan*
Admissions
> *Cezar Mesquita*
Financial Aid
> *Dan Davenport*
Undergraduate Recruitment
> *Michelle Henley*

Chief Diversity Officer & Assoc. Vice Provost for Student Affairs
Carmen Suarez

Human Rights, Access, & Inclusion
> *Carmen Suarez*
College Assistance Migrant Program
> *Evalina Arevalos (Interim Assist. Director)*
Native American Student Center
> *Sydel Samuels*
Office of Multicultural Affairs
> *Jesse Martinez (i)*
Women's Center
> *Lysa Salsbury*
LGBTQA Office
> *Julia Keheler*

Executive Director, Tribal Relations
Yolanda Bisbee

Regional Executive Officers

UI Boise
> *Michael Satz*
UI Idaho Falls
> *Robert Smith*
▪ Center for Advanced Energy Studies
> *Thomas (Tom) Wood*
UI Coeur d'Alene
> *Charles Buck*

Athletic Department
> *Rob Spear*
Communications and Marketing
> *Vacant*
General Counsel
> *Kent Nelson*
State Governmental Relations
> *Joe Stegner*
Internal Audit
> *Brad White*
NCAA Faculty Athletic Representative
> *Mario Reyes*
Ombuds
> *Ellen Schreiber*

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> *Bob Weis*

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Staff Affairs > *Ali Bretthauer*
Student Bar Association > *Nii-Amaa Ollennu*

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TAB	DESCRIPTION	ACTION
1	**AMENDMENT TO BOARD POLICY** Section V.T. – Fee Waivers – Second Reading	Motion to approve
2	**INTERCOLLEGIATE ATHLETICS** FY2016 Gender Equity Reports	Motion to approve
3	**FY2016 APPROPRIATIONS**	Motion to approve
4	**FY2017 BUDGET GUIDELINES**	Motion to approve
5	**BOISE STATE UNIVERSITY** 2015 Master Plan Update	Information item
6	**IDAHO STATE UNIVERSITY** Expansion of Bengal Pharmacy Telepharmacy Services	Motion to approve
7	**UNIVERSITY OF IDAHO** Gender Equity Limits Increase	Motion to approve
8	**OPPORTUNITY SCHOLARSHIP** FY2016 Maximum Award Amount	Motion to approve
9	**BOISE STATE UNIVERSITY** Waiver of Board Policy Section V.R.3.x. – Fee Waivers	Motion to approve
10	**BOISE STATE UNIVERSITY** Authorization of 2015 Refunding Bonds	Motion to approve

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SUBJECT

Board Policy V.T. – Fee Waivers – Second Reading

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.T.
Veterans Access, Choice, and Accountability Act of 2014 (Public Law 113-146)

BACKGROUND / DISCUSSION

In August 2014, President Obama signed the Veterans Access, Choice, and Accountability Act of 2014 ("Choice Act") into law. Section 702 of the Choice Act requires the Department of Veterans Affairs (VA) to disapprove programs of education under the Post-9/11 GI Bill and Montgomery GI Bill–Active Duty ("MGIB-AD") at public institutions of higher learning if the institution charges qualifying veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015. In other words, the VA must disapprove programs of education for everyone training under the Post-9/11 GI Bill and MGIB–AD, if resident charges are not offered to all "covered individuals."

In order to address covered individuals attending Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College and Eastern Idaho Technical College, changes to Board Policy V.T. are necessary. The change allows for an additional waiver type which can be used for non-Idaho residents who qualify for VA educational benefits in compliance with Section 3679(c) of Title 38, United States Code.

IMPACT

The VA does not provide information on the number of potential qualifying veterans, so at this time how many waivers will be used is unknown at this time.

ATTACHMENTS

Attachment 1 – Section V.T. – Second Reading Page 3

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second reading. On February 23, 2015 the Board Office received written notification from the U.S. Department of Veterans Affairs that the proposed amendment to Board policy had been reviewed "and if adopted, the policy would meet the requirements set forth in Section 702 of the Choice Act." Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board policy V.T. Fee Waivers, as presented.

Moved by____________ Seconded by_____________ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS Subsection: T. Fee Waivers ~~August~~ April 2014

. Purpose and Authority for Fee/Tuition Waivers

a. Definition
A fee/tuition waiver shall mean a reduction of some or all of the approved fees/tuition specified in Section V, Subsection R, attributable to a particular student as the cost for attending an Idaho institution of higher education.

b. Purpose
The purpose in authorizing fee/tuition waivers includes but is not limited to the achievement of the following strategic objectives:

i. The enhancement of education opportunities for Idaho residents;
ii. To promote mutually beneficial cooperation and development of Idaho communities and nearby communities in neighboring states;
iii. To contribute to the quality of educational programs; ~~and~~
iv. To assist in maintaining the cost effectiveness of auxiliary operations in Idaho institutions of higher education~~.~~; and
~~iv.~~v. To comply with Section 3679(c) of Title 38, United States Code, effective July 1, 2015, which states that the Secretary of Veterans Affairs shall disapprove courses of education provided by public institutions if certain veterans and their dependents are charged non-resident tuition.

c. Authority
An institution shall not waive any of the applicable fees/tuition specified in Section V, Subsection R., unless specifically authorized in this subsection. Employee/Spouse/Dependent, Senior Citizen, In-Service Teacher Education, and Workforce Training Credit fees as authorized pursuant to Board policy V.R. do not constitute waivers.

2. Waiver of Nonresident Fees/Tuition
Nonresident fees/tuition may be waived for the following categories:

a. Graduate/Instructional Assistants
Waivers are authorized for students employed as graduate assistants appointed pursuant to Section III, Subsection P.11.c.

b. Students Participating in Intercollegiate Athletics
For the purpose of improving competitiveness in intercollegiate athletics, the universities are authorized up to two hundred twenty-five (225) waivers per semester and, Lewis-Clark State College is authorized up to one hundred ten (110) waivers per semester. The institutions are authorized to grant additional

waivers, not to exceed ten percent (10%) of the above waivers, to be used exclusively for post-eligibility students.

c. Non-resident students who can prove to the institution that they meet the eligibility criteria set forth under Section 3679(c) of Title 38, United States Code.

~~c~~d. Waivers to Meet Other Strategic Objectives
The chief executive officer of each institution is authorized to waive nonresident fees/tuition for students, not to exceed the equivalent of six percent (6%) of the institution's total full-time equivalent enrollment. The criteria to be followed in granting such nonresident waivers shall be as follows:

i. A waiver may be granted to place a nonresident student in an institutional program only when there is sufficient capacity in the program to meet the needs of Idaho resident students; and

ii. A waiver may be granted only when its use is fiscally responsible to place a nonresident student in an institutional program in order to meet a strategic state and/or institutional need, as identified by the chief executive officer of the institution.

~~d~~e. National Student Exchange Program - Domestic
Waivers are authorized for nonresident students participating in this program.

~~e~~f. Western Interstate Commission for Higher Education
Waivers are authorized for nonresident students participating in the Western Interstate Commission for Higher Education Professional Student Exchange Program and the Graduate Student Exchange Program. An institution may include a participating nonresident student in its enrollment workload adjustment calculation, provided the figure does not exceed the maximum approved for an institution by the Board.

~~f~~g. Institution Agreements
An institution may request Board approval of agreements with other entities resulting in special fees if it is shown to meet a strategic or workforce need (e.g. reaching an underserved or isolated population) or to help facilitate collaboration between the public institutions as it relates to enrollment and course/degree completion. The discounted dollar value of these special fees shall be reported to the Board, for inclusion in the annual discounts and waivers report, in a format and time to be determined by the Executive Director.

COLLEGE AND UNIVERSITIES

SUBJECT

Title IX Compliance in Athletics and FY14/FY15 Gender Equity Reports

REFERENCE

August 2012	Board approved 2nd reading of revisions to policy V.X., Intercollegiate Athletics, which requires a gender equity report
August 2013	Board reviewed FY12/FY13 gender equity reports
April 2014	Board reviewed FY13/FY14 gender equity reports

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Section V.X.

BACKGROUND/ DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether it is in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. §1681(a))

In regard to intercollegiate athletics, the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" in 1996 to analyze if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

First, the selection of sports and the level of competition must accommodate the students' interests and abilities using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are **underrepresented** among intercollegiate athletes and the institution cannot show a **continuing practice of program expansion**, whether it can be demonstrated that the interests and abilities of the members of that gender have been fully and effectively accommodated by the present program.

Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical including equipment and supplies, scheduling games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

The first section of the gender equity report shows how an institution is progressing toward mathematical compliance for Accommodations and Interests. An institution may be out of proportion between men and women athletes to their respective enrollments, therefore the report includes information on average squad size by gender and the number needed for mathematical compliance. Per the Office of Civil Rights' 1996 Policy Clarification, determining how close is "close enough" for compliance purposes can be determined by making the following comparison:

(1) the average number of participants per team of the under-represented gender; versus
(2) the number of participants that is needed to achieve strict proportionality.

If the average number in (1) is larger, then there is compliance with the substantial proportionality factor of part three of the test. If the number needed in (2) is larger, then there is noncompliance with the substantial proportionality factor of part three of the test, but an institution can also be in compliance by showing a history and continuing practice of program expansion or demonstrating the interests of the underrepresented gender have been fully accommodated by the current sports offered. This information, and compliance with the eleven program benefit areas, will be reviewed by the Athletics Committee from existing documentation provided by each institution (i.e. National Collegiate Athletic Association (NCAA) compliance and similar reports). These documents can be available to Board members upon request.

IMPACT

Formula driven increases to the gender equity limits per Board policy V.X. provide funding to cover rising costs for inflation, scholarships, and other athletics costs.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Accommodations and Interests section, the gender equity report includes a Financial Aid section which shows whether an institution is in compliance. Financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant. A narrative describing the current status of gender equity compliance is provided along with the gender equity report for each institution.

Board policy states it is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits will be considered.

BOARD ACTION

I move to approve the Gender Equity Reports for Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College as submitted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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Gender Equity Report – Narrative
Boise State University

Boise State University's Athletic Department, with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee, has conducted an annual *Gender-Equity Review for Compliance with Title IX in Athletics* since 1997*.* The outcome of this report has included recommendations to the university that help achieve and maintain compliance in areas where gender differences may have existed or may have been developing. In spring 2010, two employees underwent a department-wide review of Title IX compliance as it relates to Athletic Requirements under the direction of gender equity consultant, Good Sports Inc., Title IX and Gender Equity Specialists. Since that department-wide review, recommendations for each program area continued to be reviewed on an annual basis where necessary and each program area was re-reviewed on a staggered schedule over the course of four years for the purpose of continued compliance with Title IX in all thirteen program areas.

In spring of 2014, the Boise State Athletic Department contracted again with consultant, Good Sports Inc., Title IX and Gender Equity Specialists, to review our department a second time in the areas of **Accommodation of Interests and Abilities, Athletic Financial Assistance,** and **Locker Rooms, Practice and Competitive Facilities**. The consultant's scope of work, was completed May 2014, and among other things, included the following:

- Review of FY13 and FY14 data for analysis of participation opportunities and financial aid;
- Review of the FY10-FY13 *Gender-Equity Review for Compliance with Title IX in Athletics* reports prepared by the Athletic Department to assess accuracy;
- Campus visit in April 2014 to view facilities

Below is a summary of recommendations as a result of the consultant's review with cost impact noted where it is currently known.

I. Participation Opportunities

In 2013-14 and 2012-13, Boise State University **complied with test one (proportionality) of the three part test**, as participation rates were within OCR's parameters for participation that is substantially proportionate to enrollment. Thus, analysis for compliance with test two (program expansion) and test three (full accommodation) did not need to be considered.

The athletic participation review is in progress for FY15, but in FY14 athletic participation was 50.2% women to 49.8% men. Boise State's fulltime undergraduate enrollment in FY14 was 52% female and 48% male. This indicates a 1.8 percentage point difference between enrollment and participation, which is not significant per OCR policy because the number of women to be added to the program (21) to achieve participation exactly proportionate to women's enrollment was less than the average team size (23). In FY13 athletic participation AND undergraduate rate of enrollment were both 51.7% female and 48.3% male. Compliance with regard to athletic participation continues to be reviewed and considered with input from head coaches regarding competitive squad sizes and projected recruiting class sizes.

II. Financial Aid

The review of compliance with regard to athletic financial assistance is in progress for FY15. At Boise State, per the review completed by Good Sports Inc., Title IX and Gender Equity Specialists, the variance between unduplicated participation and the *NCAA Squad List Athletic Grant Amount* (athletic financial assistance) was 1.0% in FY14 and 0.3% in FY13. Title IX compliance recommends this variance to be within +/- 1%, and therefore, Boise State was in compliance in FY14 and FY13. Compliance in this program area continues to be monitored and reviewed throughout recruiting and scholarship awarding processes.

III. Facilities

The 2014 review in spring evaluated the quality, availability, exclusivity, maintenance and preparation of locker rooms, practice and competitive facility used by athletic teams. Overall, differences suggested an advantage to the men's programs for locker rooms, practice and competitive facilities. Strategies to correct this gender advantage include improving practice and competitive facilities for five of the women's teams and to improve locker room facilities for some women's programs. While progress is made on improving facilities in FY15, FY16 and beyond, it would be appropriate to provide women's programs with benefits in other program areas such as coaching, travel or recruitment in order to offset the advantage to the men's programs in the facilities program area. The budget impact of necessary facility improvements is significant, but progress has been made since May 2014. The following include facilities improvements currently underway as well as other program area improvements implemented in fall and spring of FY15:

Facility Improvements In Progress in FY15	Budget Impact
Softball locker room facility improvement	$1,000
Women's Track Locker Room facility improvement	$78,000
Boas Soccer and Tennis Complex improvements • Installed Cradlepoint to provide wireless access for student-athletes and provide streaming for Women's Soccer games ($1,000) • Grounds improvement - fence ($3,775) • Cosmetic facility improvements ($2k)	$6,775
Sand Volleyball Court Facility Development	$25,000
Increased travel budget – Softball	$10,000
Swimming competition facility exclusivity	$4,500

IV. Summary of Recommendations and Progress

With regard to remaining ten program areas under **Athletic Benefits and Opportunities**, progress towards completion of recommendations previously made to maintain or achieve equity between male and female student-athletes continue to be monitored and will be reviewed again department-wide during the budgeting process with head coaches in April 2015. Many of the previous recommendations have been completed, however, progress towards completion on outstanding recommendations that include a budget impact are outlined in the table on pages 5-7.

Summary of Progress Towards 2009-2010 Recommendations and Subsequent Reviews

Last Updated March 2014, Next Update Scheduled April 2015
Only items with ongoing budget impact are included

Recommendation	Progress Made
(12-13 Rec) Equipment and Supplies: The Department of Athletics evaluate the gymnastics and track and field equipment budgets with regard to competition uniforms and an adequate amounts of training shoes for team members.	**PARTIALLY COMPLETED AND ONGOING**
(12-13 Rec) Equipment and Supplies: The Department of Athletics examines equipment budgets for men's and women's tennis with regard to sport-specific items for competitions and stringing services.	**ONGOING**
(12-13 Rec) Equipment and Supplies: The Department of Athletics gives consideration to adding a Director of Softball Operations or full-time team manager.	**ONGOING**
(09-10 Rec) Scheduling of Games and Practice Times: The Athletic Department closely monitors the number of contests scheduled and played for all athletic teams to make sure female athletes receive comparable access to competition, specifically, women's golf, softball, swimming and diving, and gymnastics. *(11-12 Rec) Scheduling of Games and Practice Times*: The Athletic Department continues to monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs.	**PARTIALLY COMPLETED & ONGOING** Over a two year period, increases for travel budgets of gymnastics (+$26K), softball (+$55K), swimming (+$47K), and women's golf ($13.6K) have been given to allow scheduling more away competitions. In FY12, gymnastics and softball scheduled desired number of competitions (though, softball was not able to compete in all of them due to weather cancelations). In FY13 women's golf, softball, volleyball and track and field/cross country had increases to their travel budget. Assessment of competition schedules and adequacy of travel budgets will continue.
(09-10 Rec) Scheduling of Games and Practice Times: The Athletic Department includes the addition of lights at the Mountain Cove (Dona Larsen Park) Softball Field in their master facilities plan. *(11-12 Rec) Scheduling of Games and Practice Times:* The addition of lights is considered for the softball and soccer facilities.	**ONGOING**
(11-12 Rec) Scheduling of Games and Practice Times: An improved competition site is considered for the swimming and diving team.	**ONGOING**
(12-13 Rec) Medical and Training Services and Facilities: The Athletic Department add additional athletic training staff members so issues are addressed to support all athletic programs, specifically for football, softball, and volleyball.	**ONGOING** An additional full-time athletic trainer and an additional full- time strength and conditioning coach was added for FY15.
(10-11 Rec) Support Services: The Athletic Department provides full-time clerical support to men's and women's basketball, men's and women's golf, gymnastics, swimming and diving, softball, wrestling and track and field/cross country programs.	**ONGOING** Part-time help has been provided for all sports programs who would like it. The need for additional clerical support or full- time staff will continue to be reviewed.

Recommendations (Continued)	Progress Made
(09-10 Rec) Travel and Per Diem Allowances: The Athletic Department analyzes travel budgets for each sport to improve the adequacy of those sports reporting dissatisfaction with their travel budgets. Specific attention should be given to softball as it relates to ground transportation and wrestling as it relates to overnight stays for away competitions.	**COMPLETED and ONGOING** Softball travel budget was increased $33K in FY12, $22K in FY13, and $10K in FY15. Buses are now mandated for use for away competition. Wrestling travel budget was increased $5,581 in FY11 to account for more coaches travel, but they still do not do overnight stays at competitions to which they drive. In FY11 and FY12, travel budgets for men's programs increased a net total of $89,462, women's programs by a net total of $213,930, and track and field by a total of $59,760. Coaches are now involved in budget projection during the budgeting process within the department each year. In FY13 and FY14 the wrestling team fund raised $5,000 additional dollars to cover the expenses of overnight stays during travel and will include this cost in their travel budget request for FY15 and going forward.
(11-12 Rec) Travel & Per Diem Allowances: The Athletic Department continue to monitor travel budgets, specifically women's golf, wrestling and track and field to ensure adequacy within their programs with regard to travel squad sizes and per diem amount provided during away competitions.	**ONGOING** In FY13 women's golf, softball, volleyball and track and field/cross country had increases to their travel budgets with a total increase of $12,417 to overall travel budgeted. On budget projection/wish lists completed by coaches for FY14 travel budgets, men's golf, wrestling, women's basketball, soccer, swimming and volleyball all had travel-related budget increases. Due to zero growth budget year, none of the requests were met in their entirety. Analysis of travel budgets will continue. NOTE: in FY14, new philosophy of track coach includes only traveling players who will score, which has improved the track travel budget situation.
(09-10 Rec) Housing and Dining Facilities and Services: The Athletic Department conducts a more in-depth analysis of the meals available to student-athletes during term breaks to determine if funding is equivalently adequate in this area for all sports programs. *(09-10 Rec) Housing and Dining Facilities and Services*: The Athletic Department adds funds, if feasible, in sports budgets to help cover pre- and post-game meals equitably among male and female student-athletes. *(11-12 Rec) Housing and Dining Facilities and Services:* The Athletic Department continues to monitor budgets and trade out dollars to meet the need of each program with regard to pre- and post-game meals and term break dining.	**COMPLETED and ONGOING** In FY11, training table budgets were increased by $56,900 for men's programs, $24,729 for women's programs and $5,000 for track and field. An additional $14,150 in trade out was provided to programs with unmet budget increase requests. These cash and trade-out resources can be used towards term break meals, team meals, or pre- and post-game meals. In FY12, training table budgets were adjusted with coaches input; $8,249 more was provided to women's programs and $17,450 in trade out was provided to programs with unmet need. An assessment of training table budgets and trade out allocations will continue in FY13.

Recommendations (Continued)	Progress Made
(11-12 Rec) Housing and Dining Facilities and Services: Temporary housing during term breaks and training table for every program, if that is the preference, is a consideration during the budgeting process.	**ONGOING** Concerns have been addressed, but training table budgets for all programs will continue to be evaluated.
(10-11 Rec) Support Services: The Athletic Department provides full-time clerical support to men's and women's basketball, men's and women's golf, gymnastics, swimming and diving, softball, wrestling and track and field/cross country programs.	**ONGOING** Part-time help has been provided for all sports programs who would like it. The need for additional clerical support or full- time staff will continue to be reviewed.
(09-10 Rec) Recruitment of Student-Athletes: The Athletic Department allocates additional funds for recruitment purposes to both men's and women's programs until both genders have adequate funding. *(10-11 Rec) Recruitment of Student-Athletes*: The Athletic Department continues to monitor the recruitment budgets for all sports, with emphasis placed on track and field/cross country, women's tennis, softball, soccer, and swimming and diving to assure adequate recruitment resources for these programs.	**PARTIALLY COMPLETED & ONGOING** Recruiting budgets were increased for women's golf, women's tennis, volleyball, gymnastics, soccer, softball, swimming, and men's and women's basketball in FY12 for a total of $56,500. Based on coaches' budget requests, additional funding is still needed to be adequate in recruiting by softball, soccer, swimming, men's tennis, men's basketball and wrestling. Recruitment budgets continue to be reviewed.

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Intercollegiate Athletics - Gender Equity **ATTACHMENT 2**

Boise State University

#			FY14 ACT	FY15 PROJ	FY16	FY17	FY18	FY19
						Estimates		
1	**TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:**							
2	FT Students: NOTE A	Male	5,656	5,627	6,223	6,347	6,347	6,474
3	(undergraduate student body)	Female	6,129	5,894	6,516	6,646	6,646	6,779
4	%:	Male	48.00%	48.84%	48.85%	48.85%	48.85%	48.85%
5		Female	52.00%	51.16%	51.15%	51.15%	51.15%	51.15%
6	Athletic Participants: NOTE B	Male	272	245	251	247	247	247
7	Title IX Definition of Participant	Female	274	239	238	254	254	254
8	%:	Male	49.82%	50.62%	51.33%	49.30%	49.30%	49.30%
9		Female	50.18%	49.38%	48.67%	50.70%	50.70%	50.70%
10	Variance between FT and Athletics: NOTE C		1.82%	1.78%	2.48%	0.45%	0.45%	0.45%
11	Number of Sports Teams at Institution by Gender:	Male	8	8	8	8	8	8
12		Female	12	12	12	12	12	12
13	Male Student Athletes Needed: NOTE D		-19.13	-16.83	-23.70	-4.43	-4.43	-4.43
14	Male Squad Size Average: NOTE E		34	31	31	31	31	31
15	Female Student Athletes Needed: NOTE D		20.72	17.63	24.82	4.64	4.64	4.64
16	Female Squad Size Average: NOTE E		23	20	20	21	21	21
17	**TITLE IX COMPLIANCE: Athletic Financial Aid**							
18	Financial Aid Participants: NOTE F	Male	222	204	215	207	207	207
19	Current (unduplicated)	Female	199	176	172	194	194	194
20	New Sports (unduplicated)	Female	0	0	0	0	0	0
21	Subtotal Female Participants	Female	199	176	172	194	194	194
22	%:	Male	52.73%	53.68%	55.56%	51.62%	51.62%	51.62%
23		Female	47.27%	46.32%	44.44%	48.38%	48.38%	48.38%
24	Athletic Financial Aid Totals: NOTE G	Male	$ 3,025,883	$ 3,565,141	$ 3,779,050	$ 4,005,793	$ 4,246,140	$ 4,500,909
25	Current	Female	$ 2,826,442	$ 3,022,787	$ 3,204,154	$ 3,396,403	$ 3,600,187	$ 3,816,198
26	New Sports	Female	$ -	$ -	$ -	$ -	$ -	$ -
27	Subtotal Female	Female	$ 2,826,442	$ 3,022,787	$ 3,204,154	$ 3,396,403	$ 3,600,187	$ 3,816,198
28	%:	Male	51.70%	54.12%	54.12%	54.12%	54.12%	54.12%
29		Female	48.30%	45.88%	45.88%	45.88%	45.88%	45.88%
30	Variance between Financial Aid & Undup Participants: NOTE H		1.03%	-0.43%	1.44%	-2.50%	-2.50%	-2.50%
31	**PARTICIPANTS BY SPORT:**							
32	Men's Programs: NOTE I							
33	Football		111	107	110	110	110	110
34	Basketball		16	16	16	16	16	16
35	Indoor Track		40	27	27	26	26	26
36	Outdoor Track		33	31	28	26	26	26
37	Cross Country		19	13	14	14	14	14
38	Tennis		10	8	13	13	13	13
39	Wrestling		34	33	32	32	32	32
40	Golf		9	10	11	10	10	10
41	Total Male Participants		272	245	251	247	247	247
42	Women's Programs:							
43	Basketball		16	16	15	15	15	15
44	Volleyball		16	14	15	15	15	15
45	Sand Volleyball		13	10	13	13	13	13
46	Gymnastics		16	16	16	16	16	16
47	Swimming and Diving		27	27	24	26	26	26
48	Skiing							
49	Soccer		32	25	25	28	28	28
50	Golf		9	9	10	9	9	9
51	Tennis		10	9	9	10	10	10
52	Indoor Track		43	33	33	38	38	38
53	Outdoor Track		45	36	34	38	38	38
54	Cross Country		23	20	20	22	22	22
55	Softball		24	24	24	24	24	24
56	Total Female Participants		274	239	238	254	254	254
57	**Total Participants**		546	484	489	501	501	501
58	**SPORTS COSTS**							
59	Current Direct Costs of Women's Sports, including financial aid		5,483,706	5,536,968	6,059,508	6,259,508	6,459,508	6,659,508
60	Direct Costs of New Women's Sports, including financial aid		15,598	23,000	40,000	40,000	40,000	40,000
61	Total Direct Costs for Women's Sports		5,499,304	5,559,968	6,099,508	6,299,508	6,499,508	6,699,508
62	Gender Equity Limit		1,109,700	1,178,600	1,278,600	1,378,600	1,478,600	1,578,600
63	Percentage of Gender Equity Limit to Total Direct Costs for Women's Sports		20.2%	21.2%	21.0%	21.9%	22.7%	23.6%

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Gender Equity Report - Narrative
Idaho State University

Idaho State University and the Department of Athletics have created a culture of gender equity. The University has created committees to address the status of the ongoing progress of Gender Equity. Last year, Valerie McMurtrie Bonnett, Title IX and Gender Equity Specialist reviewed and found that the Idaho State University Department of Athletics achieved proportionality. In regards to athletic participant proportionality, Idaho State University has achieved proportionality in two of the last three business years, and the spreadsheet further projects that proportionality will be maintained in the future.
In both FY14 and FY15, there were approx eight (8) women's sports scholarships which were not awarded. For both years, all men's sports scholarships which were budgeted were awarded. In the annual team-building process, it is a constant challenge to utilize all athletic scholarships in the most effective manner. Idaho State University budgets funds to the maximum NCAA allowable level for every Women's Sport it sponsors and to the maximum NCAA allowable level for every Men's Sport except for Men's Tennis.

In FY15, financial assistance is projected to be substantially proportionate to the ratio of male and female athletes. The variance is projected to be -1.04%. The variance between financial aid and unduplicated participants for FY14 was -1.94%.

The Athletic Department's Policy and Procedure Manual has been updated and approved, which will assist the coaches and administrative staff in understanding the expectations of the Athletic Department.

Idaho State University has established several committees include the Gender Equity Committee/Focus Group, Athletic Advisory Board, Compliance Committee, and Minority Advisory Board. One of the main purposes for these committees is to discuss gender equity areas of participation and financial aid. These committees meet regularly and discuss the eleven areas of gender equity, equipment, scheduling of games and practice, team travel and per diem, tutors, coaches, locker room, practice and competition services, medical and training facilities and services, housing and dining facilities, publicity/marketing, support services and recruitment of student-athletes. Areas that the Athletic Department has worked on this year include the high cost of team travel, recruitment travel, scholarships, and medical insurance. These increased costs make it challenging to develop equitable budget numbers for each sport.

The Department of Athletics meets regularly with coaches, staff and administrators to discuss gender equity related issues. Each month, the department has a Head Coach Cabinet meeting where the coaches can discuss concerns with the administrators and where the administrators can respond. This allows better communication and addresses issues in a more timely fashion. Along with the Head Coach Cabinet meeting, the coaching staffs fill out two surveys: NCAA Certification Questionnaire – Gender Equity, and Gender Equity Report – Recruitment of Student-Athletes. These surveys provide additional information in the eleven areas of equal treatment for gender equity, which assist the Athletic Department in planning Gender Equity strategies.

When preparing budgets and operational plans, the Department of Athletics uses its Gender Equity plan to help and advise coaches and administrators in the decision-making process. By doing so the department hopes to address the needs of all student-athletes equitably and fairly.

Intercollegiate Athletics - Gender Equity **ATTACHMENT 4**

Idaho State University

						Estimates		
			FY14 ACT	FY15 PROJ	FY16	FY17	FY18	FY19
1	**TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:**							
2	FT Students: NOTE A	Male	3,444	3,542	3,542	3,542	3,542	3,542
3	(undergraduate student body)	Female	3,525	3,625	3,625	3,625	3,625	3,625
4	%:	Male	49.42%	49.42%	49.42%	49.42%	49.42%	49.42%
5		Female	50.58%	50.58%	50.58%	50.58%	50.58%	50.58%
6	Athletic Participants: NOTE B	Male	196	196	198	198	198	198
7	Title IX Definition of Participant	Female	218	208	209	209	209	209
8	%:	Male	47.34%	48.51%	48.65%	48.65%	48.65%	48.65%
9		Female	52.66%	51.49%	51.35%	51.35%	51.35%	51.35%
10	Variance between FT and Athletics: NOTE C		-2.08%	-0.90%	-0.77%	-0.77%	-0.77%	-0.77%
11	Number of Sports Teams at Institution by Gender:	Male	6	6	6	6	6	6
12		Female	9	9	9	9	9	9
13	Male Student Athletes Needed: NOTE D		16.99	7.22	6.20	6.20	6.20	6.21
14	Male Squad Size Average: NOTE E		33	33	33	33	33	33
15	Female Student Athletes Needed: NOTE D		-17.39	-7.39	-6.34	-6.34	-6.34	-6.36
16	Female Squad Size Average: NOTE E		24	23	23	23	23	23
17	**TITLE IX COMPLIANCE: Athletic Financial Aid**							
18	Financial Aid Participants: NOTE F	Male	150	151	150	150	150	150
19	Current (unduplicated)	Female	137	135	135	135	135	135
20	New Sports (unduplicated)	Female	0	0	0	0	0	0
21	Subtotal Female Participants	Female	137	135	135	135	135	135
22	%:	Male	52.26%	52.80%	52.63%	52.63%	52.63%	52.63%
23		Female	47.74%	47.20%	47.37%	47.37%	47.37%	47.37%
24	Athletic Financial Aid Totals: NOTE G	Male	$ 1,209,893	$ 1,259,800	$ 1,334,830	$ 1,388,223	$ 1,443,752	$ 1,501,502
25	Current	Female	$ 1,022,277	$ 1,080,301	$ 1,266,951	$ 1,317,629	$ 1,370,334	$ 1,425,147
26	New Sports	Female	$ -	$ -	$ -	$ -	$ -	$ -
27	Subtotal Female	Female	$ 1,022,277	$ 1,080,301	$ 1,266,951	$ 1,317,629	$ 1,370,334	$ 1,425,147
28	%:	Male	54.20%	53.84%	51.30%	51.30%	51.30%	51.30%
29		Female	45.80%	46.16%	48.70%	48.70%	48.70%	48.70%
30	Variance between Fin. Aid & Undup Participants: NOTE H		-1.94%	-1.04%	1.33%	1.33%	1.33%	1.33%
31	**PARTICIPANTS BY SPORT:**							
32	Men's Programs: NOTE I							
33	Football		83	85	85	85	85	85
34	Basketball		14	14	15	15	15	15
35	Indoor Track		38	38	39	39	39	39
36	Outdoor Track		41	39	39	39	39	39
37	Cross Country		13	13	13	13	13	13
38	Tennis		7	7	7	7	7	7
39	Wrestling							
40	Golf							
41	Total Male Participants		196	196	198	198	198	198
42	Women's Programs:							
43	Basketball		16	16	16	16	16	16
44	Volleyball		15	14	15	15	15	15
45	Sand Volleyball							
46	Gymnastics							
47	Swimming and Diving							
48	Skiing							
49	Soccer		24	24	24	24	24	24
50	Golf		5	9	9	9	9	9
51	Tennis		9	8	9	9	9	9
52	Indoor Track		48	43	48	48	48	48
53	Outdoor Track		49	48	48	48	48	48
54	Cross Country		33	28	20	20	20	20
55	Softball		19	18	20	20	20	20
56	Total Female Participants		218	208	209	209	209	209
57	**Total Participants**		414	404	407	407	407	407
58	**SPORTS COSTS**							
59	Current Direct Costs of Women's Sports, including financial aic		2,716,645	2,906,312	3,056,312	3,206,312	3,356,312	3,506,312
60	Direct Costs of New Women's Sports, including financial aic		0	0	0	0	0	0
61	Total Direct Costs for Women's Sports		2,716,645	2,906,312	3,056,312	3,206,312	3,356,312	3,506,312
62	Gender Equity Limit		734,400	780,000	811,200	843,648	877,394	912,490
63	% of Gender Equity Limit to Total Direct Costs for Women's Sports		27.0%	26.8%	26.5%	26.3%	26.1%	26.0%

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Gender Equity Report – Narrative
University of Idaho

The University of Idaho annually conducts a gender equity assessment that includes interviews with all head coaches and some student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

I. Participation Opportunities

The University of Idaho is projecting compliance with the participation opportunity prong of gender equity requirements in FY15 and beyond. Current UI undergraduate enrollment is 53.68% male and student-athlete participation is 54.45% male. This results in a .77% differential with females being the underrepresented gender. This differential is within the allowed variance of +/-1%. Assuming a consistent enrollment differential and with a continued dedication to providing participation opportunities for women, the University of Idaho anticipates continued strict compliance with gender equity guidelines.

II. Financial Aid

The University of Idaho is not currently in compliance with this prong of gender equity guidelines, but is studying the involved factors and is committed to achieving compliance. In FY15 the number of unduplicated males and females has a ratio of 55.81% favoring males. UI athletics currently has 173 males and 137 females participating. The dollar amounts awarded respectively are $2,978,328 and $2,136,048 for a 58/42% ratio. When the unduplicated participant ratio is compared to the financial aid awarded ratio it results in a 2.43% variance. This variance can be brought into compliance by effecting the unduplicated participant ratio, the financial aid totals ratio, or a combination of the two.

We will try to maintain the number of female student-athletes while slightly increasing the number of male student-athletes. This will bring the variance closer to compliance. In addition we will encourage coaches in our women’s programs to fully allocate all of their available scholarships. This will also close the variance, and, when coupled with our participant efforts will bring us within +/- 1%.

III. Conclusion

As indicated in Attachment 6, the University of Idaho dedicates significant resources toward gender equity compliance. In fact, the SBOE approved gender equity funding only accounts for 19.6% of our FY15 gender equity obligations. The University of Idaho will continue to meet Title IX Prong One compliance through roster management. In an effort to meet Title IX Prong Two compliance, we will monitor rosters and encourage the use of all available scholarships in our women’s programs.

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	Intercollegiate Athletics - Gender Equity							Attachment 6
	University of Idaho							
					Estimates			
			FY14 ACT	FY15 PROJ	FY16	FY17	FY18	FY19
1	**TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:**							
2	FT Students: NOTE A	Male	4,335	4,200	4,284	4,413	4,545	4,682
3	(undergraduate student body)	Female	3,781	3,624	3,733	3,845	3,960	4,079
4	%:	Male	53.41%	53.68%	53.44%	53.44%	53.44%	53.44%
5		Female	46.59%	46.32%	46.56%	46.56%	46.56%	46.56%
6	Athletic Participants: NOTE B	Male	228	214	214	214	214	214
7	Title IX Definition of Participant	Female	208	179	181	181	181	181
8	%:	Male	52.29%	54.45%	54.18%	54.18%	54.18%	54.18%
9		Female	47.71%	45.55%	45.82%	45.82%	45.82%	45.82%
10	Variance between FT and Athletics: NOTE C		-1.12%	0.77%	0.74%	0.74%	0.74%	0.74%
11	Number of Sports Teams at Institution by Gender:	Male	7	7	7	7	7	7
12		Female	9	9	9	9	9	9
13	Male Student Athletes Needed: NOTE D		10.48	-6.55	-6.28	-6.26	-6.26	-6.24
14	Male Squad Size Average: NOTE E		33	31	31	31	31	31
15	Female Student Athletes Needed: NOTE D		-9.14	5.65	5.48	5.46	5.46	5.44
16	Female Squad Size Average: NOTE E		23	20	20	20	20	20
17	**TITLE IX COMPLIANCE: Athletic Financial Aid**							
18	Financial Aid Participants: NOTE F	Male	183	173	180	180	180	180
19	Current (unduplicated)	Female	150	137	137	137	137	137
20	New Sports (unduplicated)	Female	0	0	0	0	0	0
21	Subtotal Female Participants	Female	150	137	137	137	137	137
22	%:	Male	54.95%	55.81%	56.78%	56.78%	56.78%	56.78%
23		Female	45.05%	44.19%	43.22%	43.22%	43.22%	43.22%
24	Athletic Financial Aid Totals: NOTE G	Male	$ 2,979,165	$ 2,978,328	$ 3,067,678	$ 3,159,708	$ 3,254,499	$ 3,352,134
25	Current	Female	$ 2,128,443	$ 2,136,048	$ 2,210,810	$ 2,288,188	$ 2,368,275	$ 2,451,164
26	New Sports	Female	$ -					
27	Subtotal Female	Female	$ 2,128,443	$ 2,136,048	$ 2,210,810	$ 2,288,188	$ 2,368,275	$ 2,451,164
28	%:	Male	58.33%	58.23%	58.12%	58.00%	57.88%	57.76%
29		Female	41.67%	41.77%	41.88%	42.00%	42.12%	42.24%
30	Variance between Financial Aid & Undup Participants: NOTE H		-3.37%	-2.43%	-1.33%	-1.22%	-1.10%	-0.98%
31	**PARTICIPANTS BY SPORT:**							
32	Men's Programs: NOTE I							
33		Football	99	106	106	106	106	106
34		Basketball	16	17	17	17	17	17
35		Indoor Track	39	31	31	31	31	31
36		Outdoor Track	41	29	29	29	29	29
37		Cross Country	13	11	11	11	11	11
38		Tennis	**11**	**10**	**10**	**10**	**10**	**10**
39		Wrestling						
40		Golf	9	10	10	10	10	10
41		Total Male Participants	228	214	214	214	214	214
42	Women's Programs:							
43		Basketball	12	14	14	14	14	14
44		Volleyball	15	18	18	18	18	18
45		Sand Volleyball						
46		Gymnastics						
47		Swimming and Diving	39	30	32	32	32	32
48		Skiing						
49		Soccer	28	26	26	26	26	26
50		Golf	8	8	8	8	8	8
51		Tennis	8	8	8	8	8	8
52		Indoor Track	42	31	31	31	31	31
53		Outdoor Track	38	30	30	30	30	30
54		Cross Country	18	14	14	14	14	14
55		Softball						
56		Total Female Participants	208	179	181	181	181	181
57	**Total Participants**		436	393	395	395	395	395
58	**SPORTS COSTS**							
59	Current Direct Costs of Women's Sports, including financial aid		5,048,384	5,199,836	5,355,831	5,516,506	5,682,001	5,852,460
60	Direct Costs of New Women's Sports, including financial aid							
61	Total Direct Costs for Women's Sports		5,048,384	5,199,836	5,355,831	5,516,506	5,682,001	5,852,460
62	Gender Equity Limit		961,600	1,021,300	1,051,939	1,083,497	1,116,002	1,149,482
63	Percentage of Gender Equity Limit to Total Direct Costs for Women's Sports		19.0%	19.6%	19.6%	19.6%	19.6%	19.6%

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Gender Equity Report – Narrative
Lewis-Clark State College

The reported numbers for this past year have been impacted by LCSC's decision to sponsor men's indoor and outdoor track, in light of increased interest and activity in those sports. Under NAIA rules, LCSC's men's cross-country participants have the option to compete in track, even though the institution did not sponsor those sports in previous years. Women's track became a sponsored sport several years ago, after a similar pattern took place in women's cross country. The apparent jump in men's participation is driven, in part, by a relatively small number of additional male athletes being counted separately as cross-country, indoor track, and outdoor track participants (duplicated headcount). There was a smaller increase in the number of women cross-country runners who doubled in women's track.

Note on Gender Equity funding limits: LCSC has not (yet) asked for a separate dollar limit or policy waiver to fund gender equity initiatives, but does not rule out approaching the Board in the future to take advantage of the dispensation permitted to the universities in the event increased limits were needed for new expenditures for women's sports programs and/or facilities.

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Intercollegiate Athletics - Gender Equity **ATTACHMENT 8**

Lewis-Clark State College

					Estimates			
			FY14 ACT	FY15 PROJ	FY16	FY17	FY18	FY19
1	**TITLE IX COMPLIANCE: Accommodations of Interests & Abilities:**							
2	FT Students: NOTE A	Male	689	684	705	726	747	770
3	(undergraduate student body)	Female	1,167	1,145	1,179	1,215	1,251	1,289
4	%:	Male	37.12%	37.40%	37.40%	37.40%	37.40%	37.40%
5		Female	62.88%	62.60%	62.60%	62.60%	62.60%	62.60%
6	Athletic Participants: NOTE B	Male	106	144	147	147	147	147
7	Title IX Definition of Participant	Female	104	109	118	118	128	128
8	%:	Male	50.48%	56.92%	55.47%	55.47%	53.45%	53.45%
9		Female	49.52%	43.08%	44.53%	44.53%	46.55%	46.55%
10	Variance between FT and Athletics: NOTE C		13.35%	19.52%	18.07%	18.07%	16.06%	16.06%
11	Number of Sports Teams at Institution by Gender:	Male	5	6	6	6	6	6
12		Female	6	6	6	6	6	6
13	Male Student Athletes Needed: NOTE D		-44.60	-78.89	-76.51	-76.51	-70.54	-70.54
14	Male Squad Size Average: NOTE E		21	24	25	25	25	25
15	Female Student Athletes Needed: NOTE D		75.54	132.05	128.07	128.07	118.07	118.07
16	Female Squad Size Average: NOTE E		17	18	20	20	21	21
17	**TITLE IX COMPLIANCE: Athletic Financial Aid**							
18	Financial Aid Participants: NOTE F	Male	96	97	100	100	105	105
19	Current (unduplicated)	Female	65	72	75	80	85	85
20	New Sports (unduplicated)	Female	0	0	0	0	0	0
21	Subtotal Female Participants	Female	65	72	75	80	85	85
22	%:	Male	59.63%	57.40%	57.14%	55.56%	55.26%	55.26%
23		Female	40.37%	42.60%	42.86%	44.44%	44.74%	44.74%
24	Athletic Financial Aid Totals: NOTE G	Male	$ 833,008	$ 854,951	$ 884,874	$ 906,996	$ 929,671	$ 952,913
25	Current	Female	$ 728,456	$ 745,216	$ 771,299	$ 790,581	$ 810,346	$ 830,604
26	New Sports	Female	$ -	$ -	$ -	$ -	$ -	$ -
27	Subtotal Female	Female	$ 728,456	$ 745,216	$ 771,299	$ 790,581	$ 810,346	$ 830,604
28	%:	Male	53.35%	53.43%	53.43%	53.43%	53.43%	53.43%
29		Female	46.65%	46.57%	46.57%	46.57%	46.57%	46.57%
30	Variance between Financial Aid & Undup Participants: NOTE H		6.28%	3.97%	3.71%	2.13%	1.83%	1.83%
31	**PARTICIPANTS BY SPORT:**							
32	Men's Programs: NOTE I							
33	Football							
	Baseball		42	42	42	42	42	42
34	Basketball		15	16	15	15	15	15
35	Indoor Track			23	25	25	25	25
36	Outdoor Track			24	25	25	25	25
37	Cross Country		25	18	20	20	20	20
38	Tennis		16	13	12	12	12	12
39	Wrestling							
40	Golf		8	8	8	8	8	8
41	Total Male Participants		106	144	147	147	147	147
42	Women's Programs:							
43	Basketball		12	13	15	15	15	15
44	Volleyball		15	19	18	18	18	18
45	Sand Volleyball							
46	Gymnastics							
47	Swimming and Diving							
48	Skiing							
49	Soccer							
50	Golf		9	10	10	10	10	10
51	Tennis		14	15	15	15	15	15
52	Indoor Track		19	17	20	20	25	25
53	Outdoor Track		19	20	20	20	25	25
54	Cross Country		16	15	20	20	20	20
55	Softball							
56	Total Female Participants		104	109	118	118	128	128
57	**Total Participants**		210	253	265	265	275	275
58	**SPORTS COSTS**							
59	Current Direct Costs of Women's Sports, including financial aid		768,987	762,921	832,900	857,900	883,600	910,100
60	New Direct Costs of Women's Sports, including financial aid		0	0	0	0	0	0
61	Total Direct Costs for Women's Sports		768,987	762,921	832,900	857,900	883,600	910,100
62	Gender Equity Limit		0	0	0	0	0	0
63	Percentage of Gender Equity Limit to Total Direct Costs for Women's Sports		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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Gender Equity Report: Notes

NOTE A: Full-Time Students - Undergraduate Population
1990 Title IX Athletics Investigator's Manual and 1996 Policy Clarification for the three-part test refined this definition to "full-time undergraduate enrollment"
OCR has never defined enrollment beyond that wording.
Use full time undergraduate headcount, BS/BA or higher degree seeking (so does not include PTE students); these are students eligible to participate in NCAA athletics; average Fall & Spring

NOTE B: Title IX Definition of Athletic Participant (duplicated count): Includes walk-ons
1) Receives institutionally sponsored support normally provided to athletes competing at institution (e.g. coaching, equipment, medical and training room services, etc.); and
2) Participates in organized practices sessions and other team meetings and activities on a regular basis during your sports' season; and
3) Is listed on the eligibility or squad lists maintained for your sport (start-of-season or end-of-season squad lists); or
4) Because of injury, cannot meet 1,2, or 3 above, but continues to receive financial aid on a basis of athletic ability.
Additional Notes: start-of-season and end-of-season squad lists should be counted; individual athletes should be counted for each team in which they compete (i.e. indoor, outdoor track, cross = 3 participation opportu
NOTE: expanded definition on special cases under PARTICIPANT DEFINITION worksheet

NOTE C: Variance between FT undergraduate population and athletic participation should be substantially proportionate

NOTE D: Male or Female Student-Athletes Needed indicates the number of participants needed in the under-represented gender to achieve strict proportionality between FT undergraduate and athletic participant populations

NOTE E: How Close is "Close Enough"
Per the OCR's 1996 Policy Clarification, determining how close is "close enough" can be done using the following formula:
1) identify the average number of participants per team of the under-represented gender
2) identify the number of participants that is needed to be added to the current program to achieve strict proportionality; and
3) if the average number is larger (1), there is compliance with test one (proportionality). If the number to be added is larger, the result is noncompliance with test one.

NOTE F: Title IX Definition of Financial Aid Participant (unduplicated count): Includes walk-ons
A "financial aid participant" is defined the same way as a "participant" in the preceding section; however, the important distinction is, when analyzing scholarships, the participants should only be counted one time, regardless of how many sports programs in which he or she competes. This is also referred to as the *unduplicated* participant count
NOTE: expanded definition on special cases under PARTICIPANT DEFINITION WORKSHEET

NOTE G: Athletic Financial Aid Totals:
Dollars to be counted are athletic grant dollars awarded for athletic ability. From the NCAA squad list, the correct amounts to use are labeled as "Athletic Grant Amount". This would include any tuition or other waivers.

NOTE H: Variance between Athletic Financial Aid and Unduplicated Participant Count
Student aid awarded per gender must be substantially proportionate to the ratio of male and female athletes.
1998 OCR issued policy identifying one percentage point as an acceptable variance.

NOTE I: Participants by Sport
Participant definition from NOTE B above should be used

NOTE J: Equal treatment within programs is as equally important as participation opportunities and athletic financial aid. Title IX requires equity in 11 additional programs areas between genders.

Sources: http://bailiwick.lib.uiowa.edu/ge/aboutRE.html
Title IX and Intercollegiate Athletics: How It All Works, Valerie McMurtrie Bonnette

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SUBJECT

FY 2016 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills

BACKGROUND/ DISCUSSION

The 2015 Legislature has passed appropriation bills for the agencies and institutions of the Board.

The table on Tab 3a page 3 lists the FY 2016 appropriation bills related to the State Board of Education.

IMPACT

Appropriation bills provide funding and spending authority for the agencies and institutions of the State Board of Education allowing them to offer programs and services to Idaho's citizens.

ATTACHMENTS

Attachment 1 – FY 2016 Appropriations List Page 3

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Professional-Technical Education are found on each specific institution and agency allocation.

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ATTACHMENT 1

State Board of Education
FY 2016 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2015	Total Fund
Allocations			
College and Universities	$258,776,400	3.0%	$520,478,300
Community Colleges	33,961,000	3.0%	34,561,000
Professional-Technical Education	56,204,600	5.9%	66,928,800
Agencies			
Agricultural Research & Extension Service	28,736,200	8.6%	28,761,800
Health Education Programs	12,795,300	12.7%	13,098,800
Special Programs	9,836,700	5.2%	11,920,100
Office of the State Board of Education	2,441,500	6.7%	5,857,500
Public Broadcasting System	2,314,000	5.1%	8,699,300
Vocational Rehabilitation, Division	7,557,800	.9%	25,443,700
State Department of Education (Superintendent of Public Instruction)	15,745,900	84.7%	39,213,300

Statewide Issues

Permanent Building Fund: Major Capital Projects

Boise State University: Fine Arts Building	$2,500,000
University of Idaho, Lewis-Clark State College, North Idaho College: Collaborative Education Facility	$4,000,000

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SUBJECT

FY 2016 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.S.
Senate Bill 1176 (2015)

BACKGROUND/DISCUSSION

The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) funds for new occupancy costs; 4) funding of special allocations; and 5) a general allocation based on proportionate share to total budget request.

IMPACT

This action allocates the FY 2016 College and Universities appropriation to the institutions for general education programs, and system-wide needs. These funds allocated along with revenue generated from potential fee increases will establish the operating budgets for the general education program for FY 2016. The allocation for FY 2016 is shown on Tab 3b page 3. The FY 2016 general fund appropriation includes the following items:

• Ongoing base funding for benefit cost increases	$ 1,463,900
• One-time replacement capital	3,367,700
• 3% ongoing Change in Employee Compensation (CEC)	5,560,600
• Payline adjustment	17,700
• Reduction for statewide cost allocation	(345,100)
• Reduction for Enrollment Workload Adjustment (EWA)	(1,691,100)
• Occupancy costs	73,700
• Complete College Idaho	2,033,800
• Computer Science Workforce (BSU)	1,261,100
• Career Path Internship Match (ISU)	500,000
• Employment Readiness Program (UI)	518,400
• Rental Costs for Law Center (UI)	204,000
• College Work Trial (LCSC)	209,700
• Research Infrastructure Funds (Systemwide)	325,000
Total General Fund increase over Base	$13,499,400

ATTACHMENTS

STAFF COMMENTS

Staff recommends approval of the FY 2016 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2016 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 3b, Page 3.

Moved by__________ Seconded by__________ Carried Yes_____ No_____

FY 2016 College and University Allocation
Based on JFAC Action
March 16, 2015

Appropriation:	FY15 Appr	FY16 Appr	% Chge	Sys Needs:	FY15 Appr	FY16 Appr
General Educ Approp: S1176				HERC	1,635,500	1,961,700
General Account	245,277,000	258,776,400	5.50%	Innovation	863,300	863,300
Endowment Funds	12,528,000	13,980,000	11.59%	Sys Nds	140,000	140,000
				IGEM	2,000,000	2,000,000
Total Gen Acct & Endow Funds	257,805,000	272,756,400	5.80%	Total	4,638,800	4,965,000
Student Fees/Misc Revenue	240,109,300	247,721,900	3.17%			
One-time Student Fees:						
Total Gen Educ Approp	497,914,300	520,478,300	4.53%			

Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
FY15 General Account	80,770,800	66,683,800	79,120,500	14,061,900	4,640,000	245,277,000
FY15 Endowment Funds	0	2,579,400	8,309,700	1,572,000	0	12,461,100
FY16 Budget Base	80,770,800	69,263,200	87,430,200	15,633,900	4,640,000	257,738,100
Additional Funding for FY16:						
MCO Adjustments:						
Personnel Benefits	447,200	449,000	509,900	114,800		1,520,900
Inflation including Library B&P	0	0	73,100	39,300		112,400
Recplacement Capital	832,100	927,700	797,200	810,700		3,367,700
CEC: 3.0% onging	1,762,200	1,668,000	1,995,900	305,400		5,731,500
Payline Adjustment	16,500	0	0	1,200		17,700
Endowment Fund Adjustments	0	345,300	640,400	192,900		1,178,600
Nonstandard Adjustments:						
Risk Mgmt/Controller/Treasurer	(139,500)	(86,700)	(98,600)	(20,300)		(345,100)
External Nonstandard Adjustments:						
Enrollment Workload Adjustment (EWA)	83,000	(784,500)	(894,500)	(95,100)		(1,691,100)
Line Items						
Complete College Idaho	546,500	630,600	557,100	299,600	0	2,033,800
Computer Science Workforce	1,261,100	0	0	0	0	1,261,100
Occupancy Costs	0	73,700	0	0	0	73,700
Career Path Internship Match	0	500,000	0	0	0	500,000
Employment Readiness Program	0	0	518,400	0	0	518,400
Rental Costs for Law Center	0	0	204,000	0	0	204,000
College Work Trial	0	0	0	209,700	0	209,700
Research Infrastructure Funds	0	0	0	0	325,000	325,000
Total Addl Funding	4,809,100	3,723,100	4,302,900	1,858,200	325,000	15,018,300
FY16 Gen Acct & Endow Allocation	85,579,900	72,986,300	91,733,100	17,492,100	4,965,000	272,756,400
% Change From FY15 Adjusted Budget Base	5.95%	5.38%	4.92%	11.89%	7.00%	5.83%
FY16 Estimated Student Fee Revenue	92,851,200	63,832,500	76,204,200	14,834,000	0	247,721,900
FY16 Operating Budget	178,431,100	136,818,800	167,937,300	32,326,100	4,965,000	520,478,300
General Fund Increase	4,809,100	3,298,300	3,441,000	1,626,000	325,000	13,499,400
% Increase	6.0%	4.9%	4.3%	11.6%	7.0%	5.5%
General Fund Increase - ongoing	3,977,000	2,370,600	2,427,800	800,300	325,000	9,900,700
% Increase	4.9%	3.6%	3.1%	5.7%	7.0%	4.0%

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STATEMENT OF PURPOSE

RS23889

This is the FY 2016 appropriation to the State Board of Education for College and Universities in the amount of $520,478,300. This appropriation provides for increased cost of benefits, and inflationary adjustments. The budget provides for an ongoing 3% merit-based increase in employee compensation for permanent employees to be distributed at the discretion of institution presidents. Additionally, it provides a nondiscretionary adjustment for enrollment workload decreases and an adjustment for endowment earnings. Lastly, this budget includes eight line items. Line item 1 provides 17.0 FTP and $2,033,800 from the General Fund for the Complete College Idaho initiative. Line item 4 provides $325,000 ongoing from the General Fund to increase existing research funding to be distributed through the Higher Education Research Council. Line item 6 provides 8.0 FTP and $1,261,100 from the General Fund for Boise State University's Computer Science Workforce Initiative. Line item 7 provides 0.55 FTP and $73,700 ongoing from the General Fund for occupancy costs for lab/office space at Idaho State University's facility in Meridian. Line item 8 provides $500,000 ongoing from the General Fund for Idaho State University's career path internship program. Line item 10 provides 6.0 FTP and $518,400 ongoing from the General Fund for the University of Idaho's employment readiness program. Line Item 12 provides $204,000 one-time from the General Fund to the University of Idaho for the lease costs to occupy the Idaho Law and Justice Learning Center. Line item 14 provides 4.0 FTP and $209,700 ongoing from the General Fund for Lewis-Clark State College's work trial program. This appropriation results in a 3% increase from the General Fund and an overall increase of 4.4%.

FISCAL NOTE

	FTP	Gen	Ded	Total
FY 2015 Original Appropriation	4,127.82	251,223,200	247,418,500	498,641,700
Reappropriation	0.00	0	124,651,600	124,651,600
1. Campus Security	0.00	0	0	0
Cash Transfers	0.00	0	0	0
FY 2015 Total Appropriation	4,127.82	251,223,200	372,070,100	623,293,300
Noncognizable Funds and Transfers	52.40	0	19,528,700	19,528,700
FY 2015 Estimated Expenditures	4,180.22	251,223,200	391,598,800	642,822,000
Removal of One-Time Expenditures	0.00	(5,947,400)	(139,028,400)	(144,975,800)
Base Adjustments	0.00	1,200	0	1,200
FY 2016 Base	4,180.22	245,277,000	252,570,400	497,847,400
Benefit Costs	0.00	1,463,900	1,080,000	2,543,900
Inflationary Adjustments	0.00	0	2,234,200	2,234,200
Replacement Items	0.00	3,367,700	624,300	3,992,000
Statewide Cost Allocation	0.00	(345,100)	0	(345,100)
Change in Employee Compensation	0.00	5,578,300	4,014,400	9,592,700
Nondiscretionary Adjustments	0.00	(1,691,100)	0	(1,691,100)
Endowment Adjustments	0.00	0	1,178,600	1,178,600
FY 2016 Program Maintenance	4,180.22	253,650,700	261,701,900	515,352,600

Statement of Purpose / Fiscal Note **S1176**

1. Complete College Idaho	17.00	2,033,800	0	2,033,800
2. OT Deferred Maintenance	0.00	0	0	0
3. OT Philanthropic Matching Funds	0.00	0	0	0
4. Research Infrastructure Funds	0.00	325,000	0	325,000
5. Salary Competitiveness	0.00	0	0	0
6. Computer Science Workforce Initiative	8.00	1,261,100	0	1,261,100
7. Occupancy Costs (ISU)	0.55	73,700	0	73,700
8. Career Path Internship Match	0.00	500,000	0	500,000
9. eISU Online Access	0.00	0	0	0
10. Employment Readiness Program	6.00	518,400	0	518,400
11. Occupancy Costs (UI)	0.00	0	0	0
12. Rental Costs for Law Center	0.00	204,000	0	204,000
13. Endowment Funds Ongoing	0.00	0	0	0
14. College Work Trial	4.00	209,700	0	209,700
15. Mill Fund/Substance Abuse Materials	0.00	0	0	0
FY 2016 Total	4,215.77	258,776,400	261,701,900	520,478,300
Chg from FY 2015 Orig Approp	87.95	7,553,200	14,283,400	21,836,600
% Chg from FY 2015 Orig Approp.	2.1%	3.0%	5.8%	4.4%

Contact:

Paul Headlee
Budget and Policy Analysis
(208) 334-4746

Statement of Purpose / Fiscal Note **S1176**

LEGISLATURE OF THE STATE OF IDAHO

Sixty-third Legislature First Regular Session - 2015

IN THE SENATE

SENATE BILL NO. 1176

BY FINANCE COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2016; PROVIDING NON-GENERAL FUND REAPPROPRIATION; PROVIDING LEGISLATIVE INTENT FOR SYSTEMWIDE NEEDS; PROVIDING LEGISLATIVE INTENT FOR REPORTING RELATED TO THE COMPLETE COLLEGE IDAHO INITIATIVE; AND EXEMPTING APPROPRIATION OBJECT AND PROGRAM TRANSFER LIMITATIONS.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities, and the Office of the State Board of Education, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2015, through June 30, 2016:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General Fund	$73,214,200	$7,775,800	$4,589,900		$85,579,900
Unrestricted Fund	70,458,000	20,952,500	1,440,700		92,851,200
TOTAL	$143,672,200	$28,728,300	$6,030,600		$178,431,100
II. IDAHO STATE UNIVERSITY:					
FROM:					
General Fund	$68,930,800	$123,600	$927,700		$69,982,100
Charitable Institutions Endowment Income Fund	1,200,000				1,200,000
Normal School Endowment Income Fund	1,804,200				1,804,200
Unrestricted Fund	34,011,300	24,787,400	5,033,800		63,832,500
TOTAL	$105,946,300	$24,911,000	$5,961,500		$136,818,800

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. UNIVERSITY OF IDAHO:					
FROM:					
General Fund	$73,031,700	$5,157,800	$4,372,000		$82,561,500
Agricultural College Endowment Income Fund	904,300	62,300	322,200		1,288,800
Scientific School Endowment Income Fund	2,858,600		1,007,800		3,866,400
University Endowment Income Fund	2,773,000	259,000	984,400		4,016,400
Unrestricted Fund	39,670,300	36,068,400	465,500		76,204,200
TOTAL	$119,237,900	$41,547,500	$7,151,900		$167,937,300
IV. LEWIS-CLARK STATE COLLEGE:					
FROM:					
General Fund	$13,047,000	$1,381,200	$1,259,700		$15,687,900
Normal School Endowment Income Fund		1,804,200			1,804,200
Unrestricted Fund	12,218,500	2,615,500	0		14,834,000
TOTAL	$25,265,500	$5,800,900	$1,259,700		$32,326,100
V. SYSTEMWIDE PROGRAMS:					
FROM:					
General Fund		$1,085,000	$1,200	$3,878,800	$4,965,000
GRAND TOTAL	$394,121,900	$102,072,700	$20,404,900	$3,878,800	$520,478,300

SECTION 2. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities any unexpended and unencumbered balances of moneys categorized as dedicated funds appropriated

for fiscal year 2015, to be used for nonrecurring expenditures, for the period July 1, 2015, through June 30, 2016.

SECTION 3. LEGISLATIVE INTENT. It is the intent of the Legislature that of the amount appropriated from the General Fund in Section 1, Subsection V. of this act, the following amounts may be used as follows: (1) An amount not to exceed $140,000 may be used by the Office of the State Board of Education for systemwide needs; (2) An amount of approximately $1,760,500 may be used for the mission and goals of the Higher Education Research Council as outlined in State Board of Education policy III.W., which includes awards for infrastructure, matching grants, and competitive grants through the Idaho Incubation Fund program; and (3) An amount not to exceed $863,300 may be used by the State Board of Education for instructional projects designed to foster innovative learning approaches using technology, to promote accountability and information transfer throughout the higher education system including longitudinal student-level data and program/course transferability and to promote the Idaho Electronic Campus.

SECTION 4. LEGISLATIVE INTENT. It is the intent of the Legislature that the State Board of Education shall report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the implementation and effectiveness of the appropriations for the Complete College Idaho initiative. Reporting shall address the $2,759,700 appropriated in fiscal year 2015 and the $2,033,800 appropriated in Section 1 of this act for fiscal year 2016. The board may use the measures of effectiveness submitted by the institutions in their budget requests or develop other measures as necessary. Reporting to the Legislature should occur no later than February 1, 2016.

SECTION 5. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. For fiscal year 2016, the State Board of Education and the Board of Regents of the University of Idaho for College and Universities is hereby exempted from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing unlimited transfers between object codes and between programs, for all moneys appropriated to it for the period July 1, 2015, through June 30, 2016. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

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SUBJECT

Community Colleges FY 2016 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY

House Bill 304 (2015)

BACKGROUND/DISCUSSION

The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2015) base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT

This action allocates the FY 2016 Community Colleges appropriation to the institutions. The funds allocated along with revenue generated from other non-appropriated sources will establish the operating budgets. The FY 2016 Allocation is shown on Tab 3c, page 3.

The FY 2016 appropriation includes ongoing base funding for health insurance increases, 3% ongoing Change in Employee Compensation (CEC) increases, a net decrease for Enrollment Workload Adjustment (EWA), and additional ongoing funds for Complete College Idaho.

ATTACHMENTS

Attachment 1 – FY 2016 CC Appropriations Allocation	Page 3
Attachment 2 – Statement of Purpose/Fiscal Note	Page 5
Attachment 3 – Appropriation Bill (H304)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY 2016 Community College allocation.

BOARD ACTION

I move to approve the allocation of the FY 2016 appropriation for the College of Southern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 3c, Page 3.

Moved by__________ Seconded by__________ Carried Yes_____ No_____

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Idaho Community Colleges
FY 2016 Appropriation Allocation - JFAC Action

General Educ Approp: H304

		CSI	NIC	CWI	Total
1	FY 15 Total Appropriation				
2	General Funds	12,265,300	10,341,100	10,372,100	32,978,500
3	Dedicated Funds	200,000	200,000	200,000	600,000
4	Total FY15 Total Appropriation	12,465,300	10,541,100	10,572,100	33,578,500
5					-
6	FY 16 Base				-
7	General Funds	12,180,000	10,242,900	10,325,100	32,748,000
8	Dedicated Funds	200,000	200,000	200,000	600,000
9	Total FY 16 Base	12,380,000	10,442,900	10,525,100	33,348,000
10					-
11	FY 16 Maintenance Items				
12	Benefit Cost Increases	205,900	88,900	49,600	344,400
13	Replacement Items	-	-	6,300	6,300
14	CEC: 3% ongoing	223,800	248,100	166,500	638,400
15	Enrollment Workload Adjustment	(484,700)	(361,400)	(157,400)	(1,003,500)
16		(55,000)	(24,400)	65,000	(14,400)
17	FY 16 Maintenance				-
18	General Funds	12,125,000	10,218,500	10,390,100	32,733,600
19	Dedicated Funds	200,000	200,000	200,000	600,000
20	Total FY 16 Maintenance	12,325,000	10,418,500	10,590,100	33,333,600
21					-
22	FY 16 Line Items				-
23	Complete College Idaho	393,200	417,300	416,900	1,227,400
24		-	-	-	-
25	Total Line Items	393,200	417,300	416,900	1,227,400
26					-
27	FY 16 Total Appropriation				-
28	General Funds	12,518,200	10,635,800	10,807,000	33,961,000
29	Dedicated Funds	200,000	200,000	200,000	600,000
30	FY 16 Total Appropriation	12,718,200	10,835,800	11,007,000	34,561,000
31					
32					
33	GF Change from FY 15 Total	2.1%	2.8%	4.2%	3.0%
34					
35	GF Appropriation Allocation				
36	PC	10,141,100	9,707,100	6,843,200	26,691,400
37	OE	1,769,700	922,700	3,957,500	6,649,900
38	CO	607,400	6,000	6,300	619,700
39	TB				0
40	Total General Funds	12,518,200	10,635,800	10,807,000	33,961,000

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STATEMENT OF PURPOSE

RS23888

This is the FY 2016 appropriation to Community Colleges in the amount of $34,561,000. This appropriation provides for increased cost of benefits, the equivalent of a 3% ongoing change in employee compensation, a nondiscretionary adjustment for enrollment workload increases, and one-time replacement items. This budget includes one line item that provides $1,227,400 from the General Fund for the Complete College Idaho efforts at the each of the community colleges. Of this amount, $1,221,400 is ongoing and $6,000 is one-time. For the College of Southern Idaho, $393,200 to hire student career and transition coordinators and student advisors. For the College of Western Idaho, $416,900 to implement the newly designed general education program and to address remediation for mathematics in a learning lab setting. For North Idaho College, $411,300 ongoing and $6,000 one-time, to address student retention, completion, and remediation. This budget results in a 3.0% increase from the General Fund.

FISCAL NOTE

	Gen	Ded	Total
FY 2015 Original Appropriation	32,978,500	600,000	33,578,500
1. Campus Security	0	0	0
FY 2015 Total Appropriation	32,978,500	600,000	33,578,500
Noncognizable Funds and Transfers	0	0	0
FY 2015 Estimated Expenditures	32,978,500	600,000	33,578,500
Removal of One-Time Expenditures	(230,500)	0	(230,500)
FY 2016 Base	32,748,000	600,000	33,348,000
Benefit Costs	344,400	0	344,400
Inflationary Adjustments	0	0	0
Replacement Items	6,300	0	6,300
Change in Employee Compensation	638,400	0	638,400
Nondiscretionary Adjustments	(1,003,500)	0	(1,003,500)
FY 2016 Program Maintenance	32,733,600	600,000	33,333,600
1. Complete College Idaho	1,227,400	0	1,227,400
2. Achievement-Based Software	0	0	0
3. Institutional Researcher	0	0	0
4. Math Learning Labs	0	0	0
5. Data System Analyst/Developer	0	0	0
6. Electronic/Info Tech Coordinator	0	0	0
FY 2016 Total	33,961,000	600,000	34,561,000
Chg from FY 2015 Orig Approp	982,500	0	982,500
% Chg from FY 2015 Orig Approp.	3.0%	0.0%	2.9%

Statement of Purpose / Fiscal Note **H0304**

Contact:

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LEGISLATURE OF THE STATE OF IDAHO

Sixty-third Legislature First Regular Session - 2015

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 304

BY APPROPRIATIONS COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR 2016; EXEMPTING APPROPRIATION OBJECT AND PROGRAM TRANSFER LIMITATIONS; PROVIDING LEGISLATIVE INTENT RELATING TO SYSTEM-WIDE EXPENDITURES; AND PROVIDING LEGISLATIVE INTENT FOR REPORTING RELATED TO THE COMPLETE COLLEGE IDAHO INITIATIVE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the State Board of Education for Community Colleges, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2015, through June 30, 2016:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
I. COLLEGE OF SOUTHERN IDAHO:				
FROM:				
General Fund	$10,141,100	$1,769,700	$607,400	$12,518,200
Community College Fund	155,100	26,900	18,000	200,000
TOTAL	$10,296,200	$1,796,600	$625,400	$12,718,200
II. COLLEGE OF WESTERN IDAHO:				
FROM:				
General Fund	$6,843,200	$3,957,500	$6,300	$10,807,000
Community College Fund	0	200,000	0	200,000
TOTAL	$6,843,200	$4,157,500	$6,300	$11,007,000

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
III. NORTH IDAHO COLLEGE:				
FROM:				
General Fund	$9,707,100	$922,700	$6,000	$10,635,800
Community College Fund	122,200	52,800	25,000	200,000
TOTAL	$9,829,300	$975,500	$31,000	$10,835,800
GRAND TOTAL	$26,968,700	$6,929,600	$662,700	$34,561,000

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. For fiscal year 2016, the State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing unlimited transfers between object codes and between programs, for all moneys appropriated to it for the period July 1, 2015, through June 30, 2016. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. LEGISLATIVE INTENT. It is the intent of the Legislature that of the amount appropriated from the General Fund in Section 1 of this act, an amount not to exceed $70,000 may be expended by the Office of the State Board of Education for system-wide needs including, but not limited to, projects to promote accountability and information transfer throughout the higher education system.

SECTION 4. LEGISLATIVE INTENT. It is the intent of the Legislature that for the $1,227,400 appropriated from the General Fund in Section 1 of this act for the Complete College Idaho initiative, the State Board of Education shall report to the Joint Finance-Appropriations Committee, the Senate Education Committee and the House Education Committee on the implementation and effectiveness of the individual institution's efforts. The board may use the measures of effectiveness as submitted by the institutions in their fiscal year 2016 budget requests or develop other measures as necessary. Reporting to the Legislature should occur no later than February 1, 2016.

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Allocation of the State Division of Professional-Technical Education (PTE) Appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1151 (2015)

BACKGROUND

The Idaho Legislature appropriates funds for Professional-Technical Education to the PTE in five designated programs: State Leadership and Technical Assistance, General Programs, Postsecondary Programs, Dedicated Programs, and Related Services. The Division of Professional-Technical Education requests approval of the allocation of the FY2016 appropriated funds detailed in Attachment 1.

DISCUSSION

The allocation is based on the increased level of funding in S1151 and the provisions of the State Plan for Professional-Technical Education. The state General Fund reflects an overall increase of 5.9% from the original FY2015 appropriation. The Legislature funded a 3% change in employee compensation; employee benefit increases; maintenance level increases in the statewide cost allocation for PTE and Eastern Idaho Technical College (EITC); 20% increases for professional-technical school added cost support units for all secondary programs (except the Agricultural Science and Technology programs which received increased funding in FY2015); $325,000 one-time general funds for the Agriculture and Natural Resource Education Program Start Up Grants Program; and one-time funds for replacement operating expenses and capital outlay at the Division of Professional-Technical Education and the six technical colleges. The Legislature also funded an ongoing increase for secondary added cost programs; ongoing funds for three (3) FTP and operating expenses at the technical colleges to start new Advanced Manufacturing Programs; and one-time funds for capital outlay for the new Advanced Manufacturing Programs. Federal spending authority of $505,700 was also provided for the Workforce Investment Act sub-grant from the Idaho Department of Labor to provide resources to complete the SkillStack certification effort.

IMPACT

Establish FY2016 operating budget.

ATTACHMENTS

Attachment 1 - FY16 Appropriation Allocation	Page 3
Attachment 2 - FY16 Statement of Purpose/Fiscal Note	Page 5
Attachment 3 - FY16 Appropriation Bill (S1151)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the allocation of the FY 2016 appropriation for PTE as detailed in Attachment 1.

BOARD ACTION

I move to approve the request from the Division of Professional-Technical Education for the FY 2016 appropriation allocation as detailed in (Attachment 1).

Moved by _______________ Seconded by ____________ Yes ____ No _____

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION
Allocation of State Division of Professional-Technical Education
FY 2016 Appropriation

	FY15 Allocation	FY16 Allocation
Program 01 (State Leadership and Technical Assistance)		
By Standard Class:		
Personnel Costs	$ 1,966,800	$ 2,016,600
Operating Expenses	533,400	334,000
Capital Outlay	13,700	14,400
Totals	$ 2,513,900	$ 2,365,000
By Source of Revenue:		
General Funds	$ 1,954,300	$ 2,010,900
One-time General Funds	226,800	14,400
Federal Funds	330,500	339,700
One-time Federal Funds	2,300	-
Totals	$ 2,513,900	$ 2,365,000
Program 02 (General Programs)		
By Major Program Area:		
Secondary Formula	$ 9,968,149	$ 10,977,549
Postsecondary Federal Formula	-	1,747,300
Professional-Technical School Added Cost	3,100,300	4,593,900
General Programs Leadership	220,700	-
Special Programs		
Federal Leadership	637,698	642,198
Advanced Learning Partnership	536,993	536,993
Workforce Incentive	-	505,700
Adult/Retraining	771,442	530,900
Support and Improvement Services	1,050,918	1,050,960
Totals	$ 16,286,200	$ 20,585,500
By Source of Revenue		
General Funds	$ 11,770,900	$ 13,814,400
One-time General Funds	1,700	-
Federal Funds	4,444,200	6,197,600
One-time Federal Funds	1,600	505,700
Dedicated Funds	67,800	67,800
Totals	$ 16,286,200	$ 20,585,500
Program 03 (Postsecondary Programs)		
By Technical College:		
College of Southern Idaho	$ 6,132,904	$ 6,162,975
College of Western Idaho	7,190,154	7,264,123
Eastern Idaho Technical College	6,473,431	6,956,596
Idaho State University	10,397,898	10,375,316
Lewis-Clark State College	4,124,917	4,258,256
North Idaho College	4,308,696	4,521,834
Totals	$ 38,628,000	$ 39,539,100
By Source of Revenue:		
General Funds	$ 36,311,200	$ 38,293,300
One-time General Funds	1,836,800	765,800
Unrestricted Funds	480,000	480,000
Totals	$ 38,628,000	$ 39,539,100

DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION
Allocation of State Division of Professional-Technical Education
FY 2016 Appropriation

	FY15 Allocation	FY16 Allocation
Program 04 (Dedicated Programs)		
By Major Program:		
Postsecondary Formula	$ 1,747,300	$ -
Agriculture and Natural Resources	-	650,000
Displaced Homemaker Program	170,000	170,000
Totals	$ 1,917,300	$ 820,000
By Source of Revenue:		
General Funds	$ -	$ 325,000
Federal Funds	1,747,300	-
Dedicated Funds	170,000	495,000
Totals	$ 1,917,300	$ 820,000
Program 05 (Related Services)		
By Standard Class:		
Personnel Costs	$ 398,700	$ 409,300
Operating Expenses	195,000	195,000
Trustee Payments	3,014,900	3,014,900
Totals	$ 3,608,600	$ 3,619,200
By Source of Revenue:		
General Funds	$ 976,200	$ 980,800
One-time General Funds	1,100	0
Federal Funds	2,237,900	2,239,800
One-time Federal Funds	400	0
Dedicated Funds	140,000	258,600
Miscellaneous Revenue	251,200	140,000
One-time Miscellaneous Revenue	1,800	0
Totals	$ 3,608,600	$ 3,619,200
By Source of Revenue:		
General Funds	$ 51,012,600	$ 55,424,400
One-time General Funds	2,066,400	780,200
Federal Funds	8,759,900	8,777,100
One-time Federal Funds	4,300	505,700
Dedicated Funds	377,800	821,400
Unrestricted Funds	480,000	480,000
Miscellaneous Revenue	251,200	140,000
One-time Miscellaneous Revenue	1,800	0
Totals	$ 62,954,000	$ 66,928,800

STATEMENT OF PURPOSE

RS23843

This is the FY 2016 appropriation to the Division of Professional-Technical Education in the amount of $66,928,800. This appropriation provides for the increased cost of benefits, replacement items, and an increase for statewide cost allocation. The budget provides for an ongoing 3% merit-based increase in employee compensation for permanent employees to be distributed at the discretion of agency heads. Additionally, it provides a nondiscretionary statutory adjustment for enrollment workload increases. Finally, this budget includes six line items. Line item 2 provides $1,009,400 to increase the agency's secondary schools added-cost unit values by 20% for all PTE's secondary program, with the exception of the Agricultural Science and Technology Program and the Agricultural Science/Mechanics Program. Line item 3 provides $1,002,700 for the advanced manufacturing initiative at the six technical colleges. Line item 4 provides funding for the Idaho Quality Program Standards Incentive Grants Program and the Agricultural and Natural Resource Education Program Start-Up Grants Program. Line 5 provides federal spending authority for the Workforce Investment Act sub-grant to complete SkillStack certification efforts and address integrated retention and completion projects for adult basic education. Line 6 authorizes an additional 6.37 FTP and transfers $102,600 from operating expenditures to personnel costs for a net impact of zero. Overall, this budget is a 6.3% increase above the FY 2015 appropriation.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2015 Original Appropriation	514.09	53,079,000	1,110,800	8,764,200	62,954,000
Reappropriation	0.00	0	353,600	910,900	1,264,500
FY 2015 Total Appropriation	514.09	53,079,000	1,464,400	9,675,100	64,218,500
Noncognizable Funds and Transfers	6.37	0	0	0	0
Expenditure Adjustments	0.00	0	(353,600)	0	(353,600)
FY 2015 Estimated Expenditures	520.46	53,079,000	1,110,800	9,675,100	63,864,900
Removal of One-Time Expenditures	0.00	(2,066,400)	(1,800)	(915,200)	(2,983,400)
Base Adjustments	(6.37)	0	0	0	0
FY 2016 Base	514.09	51,012,600	1,109,000	8,759,900	60,881,500
Benefit Costs	0.00	302,400	2,000	4,600	309,000
Replacement Items	0.00	184,200	0	0	184,200
Statewide Cost Allocation	0.00	2,600	0	0	2,600
Change in Employee Compensation	0.00	872,100	5,400	12,600	890,100
Nondiscretionary Adjustments	0.00	1,493,600	0	0	1,493,600
FY 2016 Program Maintenance	514.09	53,867,500	1,116,400	8,777,100	63,761,000
1. EITC Data Management System	0.00	0	0	0	0
2. Secondary Added Cost Funding	0.00	1,009,400	0	0	1,009,400
3. Advanced Manufacturing Initiative	3.00	1,002,700	0	0	1,002,700
4. Ag. and Natural Resources Education	0.00	325,000	325,000	0	650,000
5. Workforce Investment Act Grant	0.00	0	0	505,700	505,700
6. Adding Personnel	6.37	0	0	0	0

Statement of Purpose / Fiscal Note **S1151**

FY 2016 Total	523.46	56,204,600	1,441,400	9,282,800	66,928,800
Chg from FY 2015 Orig Approp	9.37	3,125,600	330,600	518,600	3,974,800
% Chg from FY 2015 Orig Approp.	1.8%	5.9%	29.8%	5.9%	6.3%

Contact:
Paul Headlee
Budget and Policy Analysis
(208) 334-4746

LEGISLATURE OF THE STATE OF IDAHO

Sixty-third Legislature First Regular Session - 2015

IN THE SENATE

SENATE BILL NO. 1151

BY FINANCE COMMITTEE

AN ACT

APPROPRIATING MONEYS TO THE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION FOR FISCAL YEAR 2016; EXEMPTING APPROPRIATION OBJECT TRANSFER LIMITATIONS FOR THE POSTSECONDARY PROGRAM; AND PROVIDING NON-GENERAL FUND REAPPROPRIATION FOR FISCAL YEAR 2015.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. There is hereby appropriated to the Division of Professional-Technical Education, the following amounts to be expended according to the designated programs and expense classes, from the listed funds for the period July 1, 2015, through June 30, 2016:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
FROM:					
General Fund	$1,737,100	$273,800	$14,400		$2,025,300
Federal Grant Fund	279,500	60,200	0		339,700
TOTAL	$2,016,600	$334,000	$14,400		$2,365,000
II. GENERAL PROGRAMS:					
FROM:					
General Fund				$13,814,400	$13,814,400
Hazardous Materials/Waste Enforcement Fund				67,800	67,800
Federal Grant Fund	$183,100	$14,800		6,505,400	6,703,300
TOTAL	$183,100	$14,800		$20,387,600	$20,585,500

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:					
FROM:					
General Fund	$35,134,100	$2,918,700	$765,800	$240,500	$39,059,100
Unrestricted Fund	0	480,000	0	0	480,000
TOTAL	$35,134,100	$3,398,700	$765,800	$240,500	$39,539,100
IV. DEDICATED PROGRAMS:					
FROM:					
General Fund				$325,000	$325,000
Displaced Homemaker Fund				170,000	170,000
Quality Program Standard Incentive Grant Fund				200,000	200,000
Agriculture and Natural Resource Education Program Start-Up Fund				125,000	125,000
TOTAL				$820,000	$820,000
V. RELATED SERVICES:					
FROM:					
General Fund	$134,200	$5,700		$840,900	$980,800
Miscellaneous Revenue Fund	227,100	31,500			258,600
Seminars and Publications Fund		140,000			140,000
Federal Grant Fund	48,000	17,800		2,174,000	2,239,800
TOTAL	$409,300	$195,000		$3,014,900	$3,619,200
GRAND TOTAL	$37,743,100	$3,942,500	$780,200	$24,463,000	$66,928,800

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. For fiscal year 2016, the Division of Professional-Technical Education, Postsecondary

Program, is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes, for all moneys appropriated to it for the period July 1, 2015, through June 30, 2016. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby reappropriated to the Division of Professional-Technical Education, any unexpended and unencumbered balances of moneys categorized as dedicated funds and federal funds as appropriated for fiscal year 2015, to be used for nonrecurring expenditures, for the period July 1, 2015, through June 30, 2016.

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SUBJECT

FY 2017 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

BACKGROUND/ DISCUSSION

Board-approved budget requests for FY 2017 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 1, 2015. To meet this deadline, the Board has established a process for developing institutional requests. The first step is the establishment of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request including line items and maintenance of current operations items is then approved in August. As indicated, budget requests are developed in two parts as directed by the DFM/LSO Budget Development Manual: maintenance of current operations (MCO) items and line items.

MCO requests are calculated using state budget guidelines and Board policy. The Board's budget request guidelines have historically focused upon the development of line item requests, capital budget requests, special one-time requests (if any), and the timeframe for presenting and approving these requests.

A MCO request includes funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and central state agency cost areas (Treasurer, Controller, etc.). These items are calculated using rates established by DFM. Other MCO items include replacement capital (i.e. equipment), and external non-discretionary adjustments such as enrollment workload adjustment (EWA) and health education contract adjustments. Although replacement capital is calculated from a capital outlay base, institutions may request for one-time replacement capital in General Funds based on the B-7 Replacement Capital form.

An MCO budget is considered the minimum to maintain operations while line items are funded for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature or Governor.

The capital building budget request is a separate process which flows through the Permanent Building Fund Advisory Council with funding provided by the Permanent Building Fund. Agencies and institutions seek funding for major capital projects and major maintenance projects through that process.

STAFF COMMENTS AND RECOMMENDATIONS

At the March 31st meeting of the Business Affairs and Human Resources (BAHR) Committee, the committee discussed FY17 budget line item categories with the institutions' vice presidents for finance and the budget directors. The Presidents Council met on April 7th and also had line item categories on their agenda. Historically, the Board has approved line items categories at two levels: system-wide and at the institution-specific level.

BOARD ACTION

I move to direct the college and universities to develop Fiscal Year 2017 budget line items that target the implementation of the Board's strategic plan. Institutions may request up to five line items in priority order, the total value of which shall not exceed 10% of an institution's FY2016 total General Fund appropriation. Any request for occupancy costs will not count towards the five line items.

Moved by____________ Seconded by______________ Carried Yes____ No____

BOISE STATE UNIVERSITY

SUBJECT

2015 Campus Master Plan Update

REFERENCE

March 1997	Boise State University (BSU) 1997 Campus Master Plan was presented to the Idaho State Board of Education (Board)
October 2005	BSU 2005 Campus Master Plan Update was presented to the Board
February 2008	BSU Expansion of Boundaries was presented to the Board

BACKGROUND/DISCUSSION

The current campus master plan was originally created in 1997 and was updated in 2005 and 2008. In 2012, BSU introduced a new strategic plan, Focus on Effectiveness. In 2013, BSU determined an update to the master plan was needed to complement the new strategic plan to inform appropriate University development in a new expansion area (bounded by University Drive to the North, Boise Avenue to the South, Capitol Boulevard to the West and Lincoln Avenue to the East), to update other campus development in response to the expanded planning area, and to accommodate housing and facilities to provide students with a richer on-campus living and student life experience. Ayers Saint Gross (ASG) from Tempe, Arizona was selected through a qualification-based selection process and was retained for the 2015 Master Plan Update.

Many of the principles embodied in the new master plan update were established in the 2005/2008 updates and are reflected in the current plan. The most notable differences between the existing plan and proposed update are the inclusion of a new expansion area as defined above, the relocation of a portion of University Drive between Chrisway Drive and Lincoln Avenue, the creation of a new mall to allow for development of academic and administrative functions south of the existing main portion of campus, and the creation of a major pedestrian link between the campus main quad academic buildings and the academic and research buildings located south of University Drive. In addition, housing has been added to the new expansion area to allow for additional academic, recreation and athletics facilities in the south campus area.

The master planning effort was guided by a large steering committee comprised of University representatives as well as representatives from the City of Boise, Ada County Highway District (ACHD) and Valley Regional Transit (VRT). A smaller executive committee was designated to provide leadership and decision-making. Input for the plan was solicited from these two committees, various campus stakeholders, university students, faculty and staff, the Boise City Planning Department, Boise City Council members, ACHD, and residents of the surrounding communities. ASG and university officials made several presentations of the draft update campus master plan to the university community (students, faculty and staff) and to nearby neighborhood residents throughout the planning process to solicit their input and responses to the campus master plan.

After Board approval, the plan will be made available to the public via BSU's website and other publications. University staff will make a formal request to the Boise City Council to integrate this campus master plan update into the City's Comprehensive plan.

IMPACT

This updated master plan will serve as the framework and guidelines for the development of the Boise State University Campus through 2025 and beyond. This plan will guide future property acquisitions, the function and location of new facilities, expansion of existing facilities and will inform utility and infrastructure projects.

ATTACHMENTS

Attachment 1 – Campus Master Plan map 2008	Page 5
Attachment 2 – Campus Master Plan map 2014 (Draft)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Master plan documents and a presentation will be provided to the Board at the April meeting. Campus Master Plan materials, including community and steering committee documents, can be found at: http://operations.boisestate.edu/campus-masterplan-2014/ . Over the past couple months the Board Office has received several comments from the public voicing opposition to any contemplated closure of University Avenue as part of BSU's master plan.

The Board did not direct BSU to update its master plan, nor does Board policy require Board approval of campus master plans. Staff observes, however, that Board review and approval of campus master plans is a best practice; so staff recommends that Board policy be amended to require institutional master plans (including expansion zones if applicable) be approved by the Board. Based on a recent survey of institutions, BSU is the only institution to have brought its campus master plan to the Board for approval within at least the last ten years.

Board approval of a campus master plan does not constitute authority nor permission, either expressed or implied, to proceed with any real property acquisition, planning and design, or facility construction. Board policies V.I and V.K. (which includes Board approval of six year capital construction plans) must be complied with in order to implement the projects contemplated in a master plan. Historically, changes in an institution's expansion zone(s) have been approved as part of the campus master plan approval. Should the Board approve BSU's new campus master plan, the Board will want to clearly identify what all is included as part of the approval.

BOARD ACTION

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

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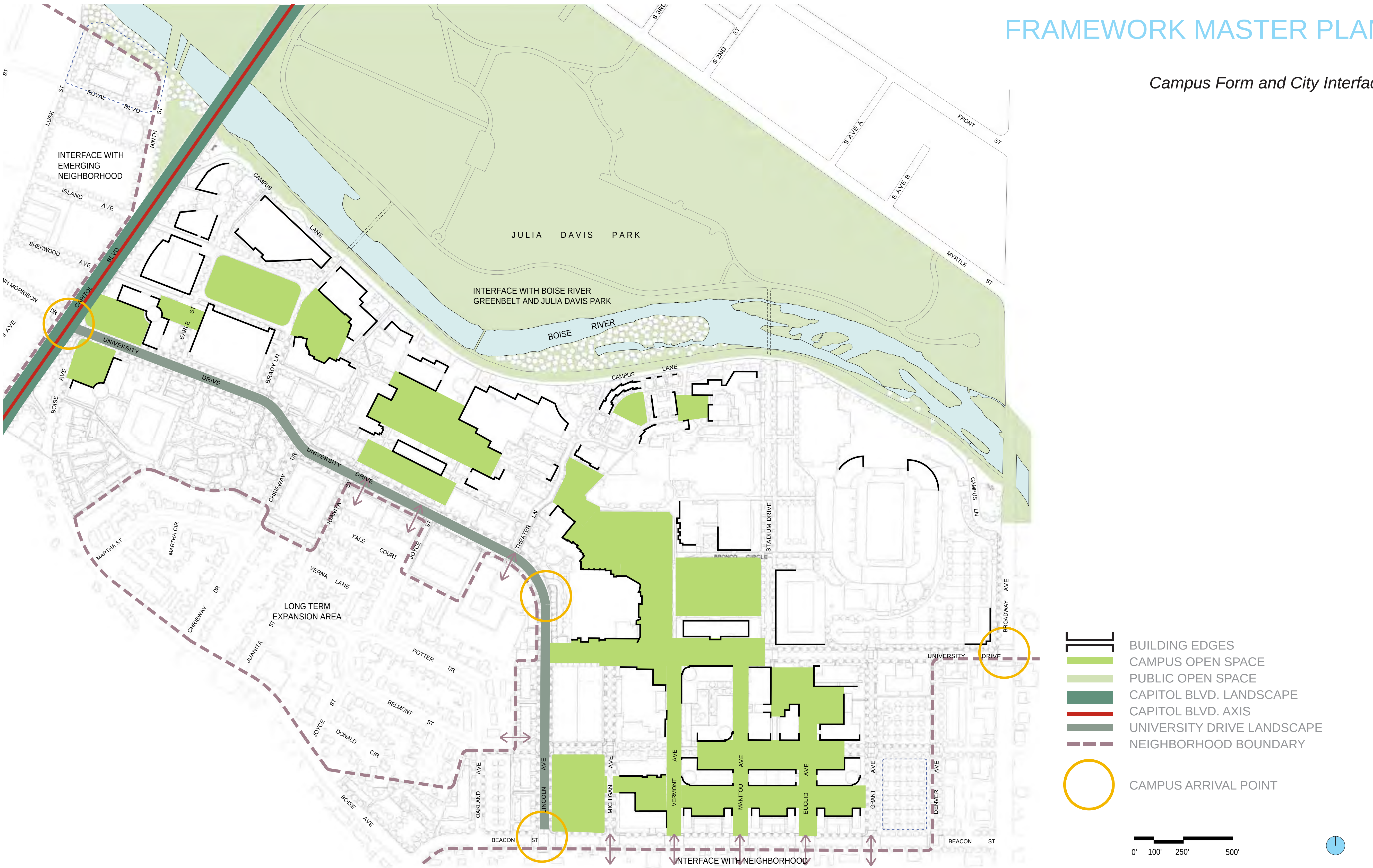
FRAMEWORK MASTER PLAN

Campus Form and City Interface



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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Expansion of Bengal Pharmacy's Telepharmacy Services

REFERENCE

February 2013	Implementation of the Bengal Pharmacy, a limited liability company, was presented to the Idaho State Board of Education (Board) as an information item; referred to BAHR committee for review.
April 2013	Board approved ISU's request for implementation of the Bengal Pharmacy, a limited liability company, and establish a maximum of two pharmacies and report progress to the Board after the first year of operation.
June 2014	Annual Report of the Bengal Pharmacy reported to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.E.2. (Gifts and Affiliated Foundations) and I.J.1.a. (Use of Institutional Facilities and Services with Regard to the Private Sector)

BACKGROUND/DISCUSSION

After approval by the Board in April 2013, the Idaho State University Foundation (ISU Foundation) created Bengal Pharmacy with the intent of enhancing the student educational experience, College of Pharmacy faculty research opportunities, revenue generation, and to provide needed service to the community. All of these goals have been met.

Bengal Pharmacy, located on the Pocatello campus, provides community pharmacy services to faculty, staff, and students as well as the wider local community. In June of 2014, Bengal Pharmacy collaborated with Lost Rivers Medical Center to open a remote dispensing site (telepharmacy) in Arco, Idaho. Arco had lost its only community pharmacy and Bengal Pharmacy partnered with the hospital and others to re-establish this valuable service. Without the telepharmacy services, the next-nearest pharmacy would have been a 120 mile round trip to Blackfoot.

The development of Bengal Pharmacy's telepharmacy program required close collaboration with the Idaho Board of Pharmacy. Telepharmacies are only allowed in communities without any other pharmacy services; to date, the Board of Pharmacy has only approved telepharmacy sites greater than 15-20 miles from the next nearest pharmacy. Under this model, the telepharmacy in Arco is staffed with certified pharmacy technicians, but the supervising pharmacist is located in Pocatello at the Bengal Pharmacy site on campus. Telepharmacy represents a viable economic model for delivering pharmacy services to multiple small communities that would not otherwise support a prescription volume adequate to sustain an actual brick and mortar pharmacy staffed with a pharmacist. This system serves as an important model for students to learn about pharmacy delivery and business practices in remote locations. In addition, College of Pharmacy faculty members are working on several grants to support research on telepharmacy services. From a business perspective the operation is profitable.

When originally approved by the Board, Bengal Pharmacy was limited to two physical pharmacies. The entire Bengal Pharmacy program operates under a single tax identification number. Although, the remote dispensing sites (telepharmacies) are not technically pharmacies per Board of Pharmacy rule, we want to provide the Board with clarity around the development of this program.

Representatives from several communities have approached Bengal Pharmacy to develop additional telepharmacy sites. These communities are lacking or at risk of losing pharmacy services. Communities indicating a desire for telepharmacy services include Challis and Council. These towns are at least 100 miles round trip to the nearest pharmacy. Challis has the most acute need for assistance. On February 6, 2015, the only practicing pharmacist in Challis abruptly left town leaving Village Square Pharmacy without a pharmacist. Bengal Pharmacy was contacted and has sent a temporary relief pharmacist to Challis to assist Village Square Pharmacy. However, this model is not sustainable from an economic perspective; the modest prescription volume in Challis is not adequate to support a full-time pharmacist and the Village Square Pharmacy operation was losing money. The Challis Area Health Center is committed to partnering with Bengal Pharmacy to bring telepharmacy services to that location.

The ISU Foundation, Bengal Pharmacy, and the College of Pharmacy believe the telepharmacy model that has been developed is advantageous to both the institutions and to the communities served.

Bengal Pharmacy does not intend to expand beyond the Board approved limit of two brick and mortar pharmacies, but we do expect that telepharmacy opportunities will continue to grow. Bengal Pharmacy is requesting Board approval to expand the telepharmacy operation as opportunities present themselves without coming before the Board for approval each time a site is added. Bengal Pharmacy is pleased to provide the Board with periodic updates about the program.

IMPACT

The Bengal Pharmacy telepharmacy model provides needed educational and research opportunities to the College of Pharmacy. In addition, it delivers an invaluable service to rural Idaho communities. Additional staff will be hired to run the program as it expands. The program will not require any financial resources from the State, as it is self-sufficient and profitable. Growth of telepharmacy services is expected to enhance profitability and expand the educational and research opportunities within the College of Pharmacy. No expansion will occur in communities with existing pharmacy services.

The estimated cost to purchase current inventory and prescription files, and an annual lease for pharmacy space is $150,000. The source of funds for this transaction would be from the Wallace Spendable Account. This Account is a fully unrestricted gift fund, expenditures from which are at the discretion of the dean of the College of Pharmacy. The fund balance is currently over $1 million.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Agenda consideration before 2:00 pm (PT) is requested.

This is a request by ISU to offer telepharmacy services in Challis. The lone retail pharmacy in this community recently lost its pharmacist, putting the residents of Challis and its health clinic in the untenable position of having no pharmaceutical services. Last summer ISU Bengal Pharmacy stood up a successful telepharmacy model in Arco, and the intent is to largely replicate that model in Challis. Based on the most conservative assumptions, the business plan suggests that the cost efficiencies achieved with this model should enable the Bengal Pharmacy as a whole to maintain a positive net cash position. Board Policy I.J.A.a. provides that an institution's provision of services and facilities should be related to the mission of the institution, and educationally related, and "not directly competitive with services and facilities reasonably available from the private sector. … 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." The Challis site would not be directly competitive with services and facilities reasonably available from the private sector, and provides students with a valuable educational experience. Staff recommends approval.

ISU also requests autonomy to develop future telepharmacy sites where the location and need are well suited to this model without obtaining Board approval. The State Board of Pharmacy has adopted administrative rules which govern the siting of telepharmacy services (see Attachment 2). This will be a policy decision for the Board. The Board may also want to consider whether the source of funds for future telepharmacy sites, if any, is a matter of import to the Board. In other words, would the Board view development of future telepharmacy sites differently if the start-up funds were appropriated funds (i.e. state General Funds or tuition & fees) as opposed to institutional or foundation funds?

BOARD ACTION

I move to approve the request by Idaho State University and the Idaho State University Foundation to establish a Bengal Pharmacy telepharmacy site in Challis, including the purchase of current inventory and prescription files, and an annual lease for pharmacy space, as described in the materials submitted to the Board.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

AND

I move to grant autonomy to Bengal Pharmacy to expand the telepharmacy program in accordance with State Board of Pharmacy rules and oversight; provided that the Bengal Pharmacy and its telepharmacy sites maintain financial self-sufficiency at all times and that no telepharmacy sites may be established in communities with existing retail pharmacy services.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

990 Cesar Chavez Ave • Pocatello, Idaho 83209

Bengal Pharmacy - Challis Business Plan

KEY POINTS

1. The owners of Village Square Pharmacy in Challis do not consider their traditional community pharmacy to be economically viable and have offered the sale of their pharmacy to Bengal Pharmacy.
2. According to data provided by the owners, prescription volumes at Village Square Pharmacy average about 50-70 per day. Pharmacy records indicate an average of 90-100 prescriptions per day over the past two years.
3. The Challis Area Health Center is a willing partner in developing on-site tele-pharmacy services. This includes bringing utilities to the site, high-speed internet, and rent-free use of the ground to place the pharmacy facility.
4. A capital outlay of approximately $150,000 from the Wallace Spendable Account is necessary to establish the tele-pharmacy site in Challis and includes the purchase price of the pharmacy and inventory is $75,000. Valuation estimates of the existing pharmacy range between $141,000 and $224,000 based on 70 prescriptions per day.
5. The addition of Challis prescriptions to the current prescription volumes in Pocatello and Arco is economically viable at an estimated low volume of Challis prescription numbers. The addition of the Challis pharmacy significantly enhances the profitability of the entire operation of Bengal Pharmacy and offers a double-digit percent return on investment and pay-back of the Wallace fund in 5 years.

EXECUTIVE SUMMARY

Village Square Pharmacy is the only pharmacy in Challis, Idaho. Due to concerns of financial viability, the owners want to close the pharmacy. This will leave Custer County without local pharmacy services (nearest pharmacy is a 120 mile round trip to Salmon). This large geographic area has a population of over 4,300 people, is socioeconomically disadvantaged, has a large population of elderly residents, and has very limited access to health care services. After hearing of the success of Bengal Pharmacy at Lost Rivers, the owners of Village Square Pharmacy inquired with the ISU College of Pharmacy as to whether tele-pharmacy was a viable option in Challis. On October 22, 2014, the Idaho Board of Pharmacy extended the existing variance granted for tele-pharmacy services at Lost Rivers to the Challis site.

The existing Challis Area Health Center is too small to accommodate the pharmacy within its walls. Upon consultation with the North Custer Hospital District Board and Challis Area Health Center Board the option to locate the pharmacy on land adjacent to the Medical Clinic and within the Hospital District boundaries was considered the best option for a tele-pharmacy. The Idaho Board of Pharmacy approved this plan.

There are several important issues related to pharmacy service delivery in the Challis area:

- The development of rural tele-pharmacy services in Challis eliminates the need for patients to travel 120+ miles round trip to fill prescriptions in Salmon, Arco, or Idaho Falls;
- The loss of pharmacy access in this area would have significant consequences to potential 340b revenue streams that would help fund the proposed Challis Health Center (FQHC). This revenue, through pharmacy programs, enhances the economic viability of healthcare services in Challis;
- Other rural Idaho communities that have lost their pharmacies have experienced significant decreases in quality of life, increases in health care costs, and loss of a community economic engine;
- The tele-pharmacy model retains the role of the pharmacist as the central provider of rural pharmacy services.

The projected financial figures for the Challis expansion suggest that the incorporation this new site into Bengal Pharmacy would create a synergistic effect and improve the overall profitability of Bengal Pharmacy as a whole.

A NEED FOR TELEPHARMACY

The model for maintaining rural access to pharmacy services in Arco is being carefully developed and implemented. This model in Arco attempts to address the geographic difficulties of delivering pharmacy services, ensure the role of the pharmacist, be financially viable, and provide a secure, legal, and safe remote dispensing option for rural Idaho.

Challis, like Arco, is in a difficult position and desperately needs the availability of pharmacy services. Challis is severely limited in access to primary health care services and the entire county is listed by the Health Resources and Services Administration (HRSA) as a Medically Underserved Area (MUA) and a Health Professional Shortage Area (HPSA).

Numerous citizens, businesses and patients will be adversely affected by the closure of Village Square Pharmacy and the loss of pharmacy services in Custer County. The citizens of Custer County and the North Custer Hospital District and the Challis Area Health Clinic will be favorably impacted by the development of a tele-pharmacy. The Challis Area Health Clinic is currently a certified Rural Health Clinic (RHC), but has submitted their application to become a Federally Qualified Health Center (FQHC). As an FQHC the Health Center would be eligible to participate in the 340B drug program, increasing access to medications for the residents of Custer County. Additionally, the 340B program has the potential to provide an infusion of needed funds to the health efforts in Custer County.

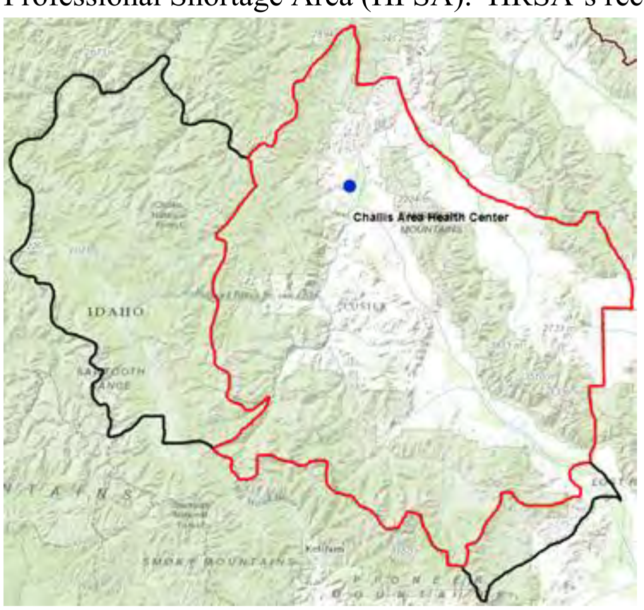
In 1998 Challis established a "North Custer Hospital District" a medical campus where the majority of health care services are located. This campus site houses the Challis Area Health Clinic. The existing Challis Area Health Clinic is too small to accommodate the pharmacy within its walls. The approved waiver allows Bengal Pharmacy to establish a tele-pharmacy on land adjacent to the Challis Area Health Clinic and within the North Custer Hospital District campus.

The location of the pharmacy was determined for several reasons. The helipad prevented the pharmacy from being located closer to the building out of fears of roof damage from the suction created by the helicopters rotors. The south side of the property is currently set-up to accommodate visiting medical services such as mobile mammography. The best location was determined to be in the site shown. This site is part of the medical campus of the Hospital District. A modular building was discussed for rapid deployment of the pharmacy. The responsibility for the pharmacy building will reside with the Hospital District. Bengal Pharmacy will pay a rental fee which is targeted to include payment for property tax, utilities and maintenance.   While the exact size of the pharmacy is unknown, the estimated rental rate will be calculated at $20.00 per square foot per year and the square footage of the pharmacy is estimated to be 1,100 sq. ft. The estimated rental fee is $18,833 per year.

The establishment of the pharmacy on the Hospital District Campus provides a furthering of the Challis intent to enhance their Hospital District, ensures the tighter alignment of medical providers in one site, and allows for participation in 340B.

FEDERAL DESIGNATIONS

There are three federal designations that indicate medically underserved areas. These include a Medically Underserved Population (MUP), a Medically Underserved Area (MUA), and a Health Professional Shortage Area (HPSA). HRSA's records indicates the entire area of Custer County is designated a MUA and a HPSA.



There are three types of HPSA designations, each with its own designation requirements: geographic area, population groups, and facilities. Geographic areas must be a rational area for the delivery of primary medical care services and meet one of the following conditions: have a population to Primary Care Provider (PCP) ratio of at least 3,500:1; have a population to PCP ratio of less than 3,500:1, but greater than 3,000:1 and have unusually high needs for primary care services or insufficient capacity of existing primary care providers. The geographic area must also demonstrate that primary medical professionals in contiguous areas are over-utilized, excessively distant, or inaccessible to the population under consideration. The entire area of Custer County is designated a HPSA. The following graphic illustrates the boundaries of HPSA designation for Custer County and surrounding areas.

HRSA'S BARRIERS TO ACCESS

When HRSA scores the severity of need within a defined service area they first measures barriers to access of primary care services. This is considered to be the most significant.

Barriers to Primary Health Care Access	Service Area	NFA Score
1 Population to Primary Care Physician FTE Ratio	15,220:1	20/20
2. Percent of Population Uninsured	11.60%	0/20
3. Distance (miles) to nearest primary care provider accepting new Medicaid and uninsured patients	58.9 miles	20/20

NFA = "Need for Assistance"

Clearly, there is a shortage of primary care physicians in rural Idaho, in particular Custer County. As shown in the table above, Custer County's population to PCP ratio is 15,220 to one (1) FTE. The distance from Challis to Salmon, Idaho where Steele Memorial Medical Center Clinic is located, is 58.9 miles by road. This marks the distance to another primary care provider accepting new Medicaid and uninsured patients. Any distance over 48 miles receives a maximum barrier to access score. Challis scores a 44 out of 60 points possible.

SERVICE AREA POPULATION AND PRESCRIPTON VOLUME ESTIMATES

The population of proposed service area is 4,249. The proposed market area includes those communities closest to Challis within Custer County: Clayton, May, and Ellis. Their population totals are shown below.

Targeted Market Population Statistics						
	Custer	Targeted Communities				Target
	County	Challis Zip	Clayton	May	Ellis	Population
Total Population	4,249	2,384	212	186	184	2,966

There are concerns about the economic viability of Challis due to possible downsizing at the Thompson Creek molybdenum mine. Between the 2000 and 2010 Census, Custer County reported the lowest positive growth in the state, at 0.6 percent. Here's how Challis' population (and Custer Co.) has been trending according to census data:

1970 - 784 (2,967)

1980 - 758 (3,385)
1990 - 1073 (4,133)
2000 - 909 (4,342)
2010 - 1081 (4,368)
2012 - 1083 (4,249)

Our sources in Challis indicated that about 75 employees currently work at the mine and that even with "closure" a small staff would still be present for quite some time. So, if 65 jobs are lost and the typical family size is 2.84 (according to census data) then we estimate a possible loss of 185 individuals (appx. 1/3 children and 2/3 adults) assuming they all leave town (new pop. 898, with no immigration). Prescription volume is driven by the elderly, however those aged 0-18 typically fill 3.4 Rx's per year and those 19-64 fill 12.7 on average. Assuming all of them are presently filling Rx's at Village Square Pharmacy, this change would represent a reduction of about 7 Rx's per day. The most aggressive model in the financial plan was based on 55 Rx's per day. At 50 Rx's per day, the model still offers a 9% return over 5 years. The other demographic trend to consider is that there is considerable annual recruitment of baby boomers into the over 65 category and these folks are typically using more prescriptions (26.8 Rx's annually on average). We anticipate that this recruitment may offset some of the losses observed with mine closure. Custer County has a large and growing population over 65.

We requested total prescription fill data from Village Square Pharmacy from 2013 and YTD 2014. These values were 24,539 (or 94.4 Rx's/d) and a projected 26,069 (100.3 Rx's/d) for 2014. Additionally, based on demographic analysis, we estimate that there are 145 Rx's/d in the communities with Challis, Clayton, May, Ellis zip codes. If these figures are assumed to be reasonable, the model with 55 Rx's/d is quite conservative. Arco, with similar demographics (2012 pop., 942), is presently supporting about 100 Rx's/d.

RURAL PHARMACY CLOSURES

From March 1, 2003, to December 1, 2013, there was a loss of 924 independently owned rural pharmacies in the United States. Four hundred ninety rural communities that had one or more retail pharmacy (including independent, chain, or franchise pharmacy) in March 2003 had no retail pharmacy in December 2013. Between May 2006 and December 2011, 296 rural communities lost their only retail pharmacy. During the same period, nine other rural communities with two retail pharmacies lost both of them. In this period four Idaho communities lost their only retail pharmacies.[1]

Residents in communities who have lost local pharmacy services most often turned to mail order to solve their prescription needs. Insurance is increasingly covering and favoring mail order through financial incentives. The communities affected adapted to losing their pharmacy, but residents reported a preference for a local pharmacy for easier access to pharmacy consultation and other clinical pharmacy services.[2] This mail order model of pharmacy services excludes the

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[1] *Kaitlin Boyle, BS; Fred Ullrich, BA; Keith Mueller, PhD, "Update:* Independently Owned Pharmacy Closures in Rural America, 2003 – 2013" Brief No. 20147, June 2014, www.public-health.uiowa.edu/rupri

[2] *Kelli Todd, MPH; Katie Westfall, BA; Bill Doucette, PhD; Fred Ullrich, BA; Keith Mueller, PhD,*

role of the pharmacist, in providing patient education, medication management, and other services. Tele-pharmacy services are a viable option in areas that have lost their pharmacy.

Pharmacist involvement is essential. The model of remote dispensing tele-pharmacy service as implemented in Arco retains the active role of the pharmacist as the primary health care provider in the delivery of pharmacy services. This is done to achieve the highest standard of quality for delivering pharmacy services to rural communities and for the safety and welfare of the public. Exclusion of the pharmacist could potentially increase risks to the patient leading to a higher incidence of medication errors, side effects, excessive drug costs, and uncontrolled disease. We wish to extend this model to Challis.

Issue #1: Can tele-pharmacy provide equal protection of public health, safety, and welfare while improving rural community access, quality, utilization, equity, and health outcome?

The Challis community is attempting to improve health care access and quality through the development of a North Custer Hospital District. Using available dollars the community is attempting to aggregate their resources into one efficient campus. Access to care is already a problem in Custer County. The loss of pharmacy services would be one more troubling issue that patients must navigate in seeking services. As compared with not having a pharmacy, a tele-pharmacy improves Custer County access, quality, utilization, equity, and health outcome regarding pharmacy services and enhances availability of other services.

Issue #2: Can tele-pharmacy provide equal protection of public health, safety, and welfare while mitigating geographic issues of access?

Custer County is 4,937 square miles. This comes to less than one person per square mile. This land area is larger than Rhode Island and Delaware combined. The Washington-Wyoming-Alaska-Montana-Idaho (WWAMI) Rural Health Research Center describes frontier as a "subset of rural that has different health care delivery systems and other needs because frontier area are remote from large cities and towns. … This rural health concept can be objectively defined [as] … six or fewer persons per square mile for whole counties …."[3] Frontier areas are the most remote and geographically isolated areas in the United States. These areas are usually sparsely populated and often face extreme distances and travel time to services of any kind. The availability of tele-pharmacy services mitigates geographical issues of public health and safety by reducing travel distances; minimize winter travel and avoiding hazardous mountain passes.

Issue #3: Can Tele-pharmacy provide equal protection of public health, safety, and welfare while assisting in the preservation of the rural lifestyle and contributing to community economic viability?

Causes and Consequences of Rural Pharmacy Closures: A Multi-Case Study, RUPRI Center for Rural Health Policy Analysis *Rural Policy Brief,* Brief No. 2013-11, August 2013, www.public-health.uiowa.edu/rupri

[3] WWAMI Rural Health Research Center Data: Travel Distance and Time, Remote, Isolated, and Frontier, http://depts.washington.edu/uwruca/ruca-travel-dist.php

The configuration of health services within communities varies greatly. The North Custer Hospital District and the Challis Area Health Clinic serves as the health care “hub” or multi-service provider within this community. The sustaining of these entities is the last line of defense in maintaining access to a continuum of local health care services.

Custer County is a popular area for hiking, ATV, hunting, fishing and other outdoor recreational activities. These activities often require emergency services. The number of emergency management services (EMS) in relation to its population is disproportionately high. This need for EMS and a medical clinic that can provide some level of service is critical when one looks at the remoteness of this area.

Rural areas are often economically strained. They lack the economy of scale to provide a broad level of health care services. Care in Challis is limited to basic primary care and EMS. There is no hospital or emergency room. This community is seeking to maintain any and all medical services it can. The value of rural access to health care extends well beyond direct patient care. It also serves as a powerful economic driver.

In testimony to the U.S. Senate Committee on Appropriations, Mary Wakefield, PhD, RN, Administrator, HRSA, U.S. Department of Health and Human Services, cited these findings regarding the impact of rural hospitals:

- Healthcare accounts for 15% to 20% of all jobs in rural communities (both primary and secondary employment).
- The presence of one physician accounts for 8.4 jobs in the local economy.
- Health services and schools are the most important quality-of-life factors attracting businesses, new residents, and retirees.

Some of the economic drivers are more indirect, but no less important. For example, it is estimated that every healthcare dollar spent locally recycles through the community one and one - half times, according to Dr. Wakefield.

A community needs access to pharmacy services for many different reasons. Economic concerns are one of those. The lack of basic components of primary services will be a roadblock to new industry, retirement home owners, and recreation activities. The development of tele-pharmacy in Challis will help stabilize health care services while serving an underserved rural community.

EXISTING PHARMACY VALUATION

The value of a pharmacy must be considered on a case-by-case basis. There are many factors that can affect the value of a pharmacy that are not incorporated into valuation formulas. Such factors include (but are not limited too) the physical appearance, condition, and location of the pharmacy, competition in the market, economic trends within the community, the image of the pharmacy in the local community, inventory composition and condition, and cash flow of the pharmacy.

This pharmacy is located within the business structure of Village Square Market. The owners have a difficult time understanding the finances of the pharmacy as revenues are blended within overall Village Market revenues. When pressed for the number of prescriptions filled per day the common response has been 70 per day average with a range between 40 on a low day and 100 on a busy day. The pharmacy currently uses the Rx 30 pharmacy management system. The owners were asked to generate the report of total prescriptions done in calendar year 2013 and Year to Date in 2014. These values were 24,539 (or 94.4 Rx's/d) and a projected 26,069 (100.3 Rx's/d) for 2014. Because there is no accurate representation of the financial statements for the pharmacy valuation methods based upon gross revenue, inventory and number of prescriptions filled were calculated for volumes of 60, 70, 80, 90, and 100 prescriptions per day.

Valuation of Village Market Pharmacy using Sales, Inventory and Number of Prescriptions					
Avg # of Rx's Per Day	60	70	80	90	100
Percentage of Sales Plus Inventory Method	192,329	224,384	256,439	288,494	320,549
Percentage of Sales Method	154,907	172,391	189,876	207,360	224,845
$5 per prescription plus inventory	129,500	141,000	154,000	167,000	180,000
$10 per prescription	159,000	182,000	208,000	234,000	260,000
Summation of Valuations	635,796	719,845	808,395	896,944	985,494
Average Valuation	158,949	179,961	202,099	224,236	246,373

The discussed purchase price for Village Square Pharmacy is direct cost for Pharmacy Inventory and $75,000 for established business and associated assets of the pharmacy. The $75,000 would be carried on a five year note at 6% interest. This results in an annual payment of $17,804.83 per year for five years.

The Challis Area Health Center has agreed to provide a site for the pharmacy rent-free. In addition, they have agreed to bring utilities to the pharmacy site, including high-speed internet, sewer, and power. This will result in several thousand dollars savings in initial capital outlay. Finally, Challis Area Health Center has recently submitted a grant application to become a federally-designated Community Health Center. These facilities qualify for 340b drug pricing and we expect a lucrative contract, similar to Arco, for the Challis site. This contracting generally pays the pharmacy a much larger dispensing fee than is realized with other payers such as Medicaid or commercial insurance.

FINANCIAL FEASIBILITY

In the Table below the annual Idaho Prescription Drug statistics prepared by the Kaiser Family Foundation were compared against the listed targeted communities of Custer County Idaho.

Retail Prescription Drugs Filled at Pharmacies			
Location	Ages 0-18	Ages 19-64	Ages 65+
United States	**4.1**	**12.2**	**27.4**
Idaho	3.4	12.7	26.8
Montana	3.4	11.4	25.2
Utah	3.2	12.4	25.2
Wyoming	4.2	14.1	29.2

Prescription Volume Estimated for Targeted Population							
	Custer Co.	Targeted Communities				Target	Estimated
	County	Challis	Clayton	May	Ellis	Population	# of Rx's
Total Population	4,249	2,384	212	186	184	2,966	
Population Under 18	778	374	58	56	103	591	2,011
Population Ages 19 to 65	2,532	1,652	137	109	68	1,966	24,968
Population Over 65	939	358	17	21	13	409	10,952

This analysis would suggest that there are a potential of 37,930 annual prescriptions from these targeted communities. Assuming the Pharmacy was open 5 days a week this would be an estimate of just over 145 prescriptions per day.

As a stand-alone entity the pharmacy at Challis has not been viable. The owners of the pharmacy estimate that they do approximately 60 to 70 prescriptions per day, but computer reports from the pharmacy management system suggest the average number of prescription is much higher at between 90 to 100 prescriptions per day. It is estimated that 70 prescriptions per day is a reasonable conservative estimate of the number of prescriptions per day that will be realized. To determine the safety of this estimated projection a daily volume of 45 and 50 prescriptions per day in Challis were evaluated in the following financial statements. The projected pharmacy numbers of Bengal Pharmacy in Pocatello, Challis, and Arco were compared individually and then combined into one financial statement. The calculated net income before taxes, depreciation and amortization was used to estimate the cash flow of this project. The project was calculated assuming the pharmacy had only a five year life. The initial investment for Arco and Pocatello was $400,000, and adding Challis increased the initial investment to $600,000. No growth factor or inflation rate was used either to improve the numbers of prescriptions, price per prescription or expenses of the projections. <u>Projections were calculated to understate</u> the expected number of prescriptions to be filled. <u>Expenses were overstated</u> and a substantial reserve for unanticipated expenses was added.

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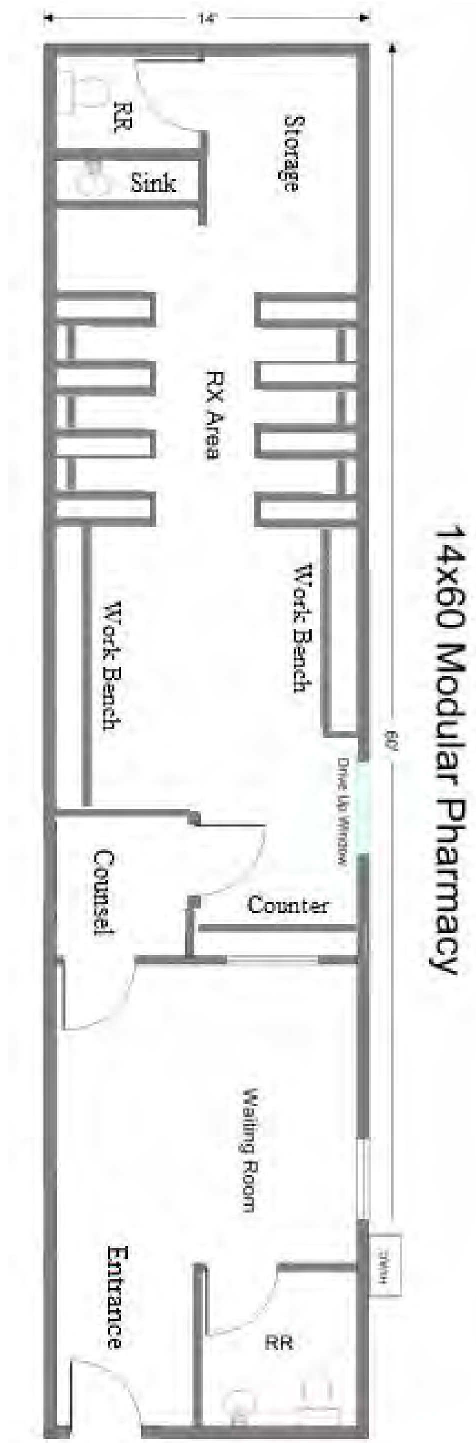
The following pages show the proposed layout of the pharmacy, the financial statements and the Net Present Value (NPV) calculations.

Proposed Modular Pharmacy for Challis, Idaho



Projected Financial Statement for Pocatello alone

Pocatello Student Pharmacy by Itself - Income Statement			
Pocatello Prescriptions Per Day	40	45	50
Prescriptions Per Day Average	40	45	50
Revenues	Year 1	Year 1	Year 1
Total Rx (Pocatello)	10,400	11,700	13,000
Total Prescriptions	10,400	11,700	13,000
TotaL Rx Sales($56.90 per prescription)	591,760	665,730	739,700
Total COGS ($42.50 per prescription)	442,000	497,250	552,500
Total Operating Income	149,760	168,480	187,200
Expenses:			
Pharmacist Salary FTE = .5 $50,000/yr	50,000	50,000	50,000
Pharmacist Technician Salary (1.5 FTE)	43,680	43,680	43,680
PR/Taxes/Benefits (20% of payroll)	18,736	18,736	18,736
Total P/R Expenses.................	112,416	112,416	112,416
Rent (triple net - 0 for first 5 Years)	11,123	11,401	11,686
Store Supplies/containers/labels (NCPA .004)	2,367	2,663	2,959
Advertising	3,000	3,000	3,000
Insurance (NCPA average)	2,500	2,500	2,500
Travel Costs	2,500	2,500	2,500
Computer/Security	18,000	18,000	18,000
All other expenses Estimated at $60,000	15,000	15,000	15,000
Total Other Operating Expenses	54,490	55,064	55,645
Total Expenses................	166,906	167,480	168,061
Net profit/loss (before taxes, Depreciation, and Amortization)	-17,146	1,000	19,139

Projected Financial Statement for Bengal Pharmacy with Arco tele-pharmacies combined

Pocatello, and Arco combined into one Income Statement			
Pocatello Prescriptions Per Day	40	45	50
Arco Prescriptions Per Day	100	100	100
Prescriptions Per Day Average	140	145	150
Revenues	Year 1	Year 1	Year 1
Total Rx (Pocatello)	10,400	11,700	13,000
Total Rx (Arco)	26,000	26,000	26,000
Total Prescriptions	36,400	37,700	39,000
TotaL Rx Sales($56.90 per prescription)	2,071,160	2,145,130	2,219,100
Total COGS ($42.50 per prescription)	1,547,000	1,602,250	1,657,500
Total Operating Income	524,160	542,880	561,600
Expenses:			
Pharmacist Salary FTE = 1 $100,000/yr	100,000	100,000	100,000
Pharmacist Technician Salary (4.5 FTE)	131,040	131,040	131,040
PR/Taxes/Benefits (20% of payroll)	46,208	46,208	46,208
Total P/R Expenses.................	277,248	277,248	277,248
Rent (triple net - 0 for first 5 Years)	11,123	11,401	11,686
Store Supplies/containers/labels (NCPA .004)	8,285	8,581	8,876
Advertising	6,000	6,000	6,000
Insurance (NCPA average)	3,500	3,500	3,500
Streeper Buy-out	36,637	36,637	36,637
Travel Costs	10,000	10,000	10,000
Computer/Security	30,000	30,000	30,000
All other expenses Estimated at $60,000	60,000	60,000	60,000
Total Other Operating Expenses	165,544	166,118	166,699
Total Expenses................	442,792	443,366	443,947
Net profit/loss (before taxes, Depreciation, and Amortization)	81,368	99,514	117,653

Projected Financial Statement for Pocatello, Arco and Challis combined with low Challis prescription projections.

Pocatello, Arco and Challis combined into one Income Statement			
Pocatello Prescriptions Per Day	40	45	50
Arco Prescriptions Per Day	100	100	100
Challis Prescriptions Per Day	45	50	55
Prescriptions Per Day Average	180	195	205
Revenues	Year 1	Year 1	Year 1
Total Rx (Pocatello)	10,400	11,700	13,000
Total Rx (Arco)	26,000	26,000	26,000
Total Rx (Challis)	10400	13000	15600
Total Prescriptions	46,800	50,700	54,600
TotaL Rx Sales($56.90 per prescription)	2,662,920	2,884,830	3,106,740
Total COGS ($42.50 per prescription)	1,989,000	2,154,750	2,320,500
Total Operating Income	673,920	730,080	786,240
Expenses:			
Pharmacist Salary FTE 1.50 $100,000/yr	150,000	150,000	150,000
Pharmacist Technician Salary (5.5 FTE)	160,160	160,160	160,160
PR/Taxes/Benefits (20% of payroll)	62,032	62,032	62,032
Total P/R Expenses.................	372,192	372,192	372,192
Rent and Utilities	18,333	18,333	18,333
Store Supplies/containers/labels (NCPA .004)	7,956	8,619	9,282
Advertising	8,000	8,000	8,000
Insurance (NCPA average)	4,000	4,000	4,000
Streeper Buy-out	36,637	36,637	36,637
Village Mart Buy-Out	17,804	17,804	17,804
Computer/Security	36,000	36,000	36,000
Travel Costs	15,000	15,000	15,000
All other expenses Estimated at $54,667	54,667	54,667	54,667
Total Other Operating Expenses	198,397	199,060	199,723
Total Expenses................	570,589	571,252	571,915
Net profit/loss (before taxes, Depreciation, and An	103,331	158,828	214,325

Projected Financial Statement for Pocatello, Arco and Challis combined with larger Challis prescription projections.

Pocatello, Arco and Challis combined into one Income Statement			
Pocatello Prescriptions Per Day	40	40	40
Arco Prescriptions Per Day	100	100	100
Challis Prescriptions Per Day	70	80	90
Prescriptions Per Day Average	210	220	230
Revenues	Year 1	Year 1	Year 1
Total Rx (Pocatello)	10,400	10,400	10,400
Total Rx (Arco)	26,000	26,000	26,000
Total Rx (Challis)	18200	20800	23400
Total Prescriptions	54,600	57,200	59,800
TotaL Rx Sales($56.90 per prescription)	3,106,740	3,254,680	3,402,620
Total COGS ($42.50 per prescription)	2,320,500	2,431,000	2,541,500
Total Operating Income	786,240	823,680	861,120
Expenses:			
Pharmacist Salary FTE 1.50 $100,000/yr	150,000	150,000	150,000
Pharmacist Technician Salary (5.5 FTE)	160,160	160,160	160,160
PR/Taxes/Benefits (20% of payroll)	62,032	62,032	62,032
Total P/R Expenses..................	372,192	372,192	372,192
Rent and Utilities	18,333	18,333	18,333
Store Supplies/containers/labels (NCPA .004)	9,282	9,724	10,166
Advertising	8,000	8,000	8,000
Insurance (NCPA average)	4,000	4,000	4,000
Streeper Buy-out	36,637	36,637	36,637
Village Mart Buy-Out (5 Year Buy-out)	17,804	17,804	17,804
Computer/Security	36,000	36,000	36,000
Travel Costs	15,000	15,000	15,000
Other Expense Contingency Estimated at $54,667(	54,667	54,667	54,667
Total Other Operating Expenses	199,723	200,165	200,607
Total Expenses................	571,915	572,357	572,799
Net profit/loss (before taxes, Depreciation, and Am	214,325	251,323	288,321

NPV analysis of Pocatello and Arco prescription volume added together. Initial Investment of this project is $400,000.

Financial Net Present Valuation of Bengal Pharmacy in both Pocatello and Arco							
	Int Rate	6.00%	Nper	1	# Years	5	Adj Nper
	6.00%	Period 0	1	2	3	4	5
	PV of $1.00	1	0.9434	0.8900	0.8396	0.7921	0.7473
	PV of Annuity		0.9434	1.8334	2.6730	3.4651	4.2124

Pocatello and Arco Pharmacies (145 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	19,189.17	-400,000.00	99,514.00	99,514.00	99,514.00	99,514.00	99,514.00
IRR	7.75%						
PV of inflows	419,189.17	Discount	93,881.13	88,567.11	83,553.87	78,824.41	74,362.65
PV Outflows	-400,000.00						
NPV	$19,189.17						
MIRR	7.00%						

Pocatello and Arco Pharmacies (150 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	95,597.24	-400,000.00	117,653.00	117,653.00	117,653.00	117,653.00	117,653.00
IRR	14.41%						
PV of inflows	495,597.24	Discount	110,993.40	104,710.75	98,783.73	93,192.20	87,917.17
PV Outflows	-400,000.00						
NPV	$95,597.24						
MIRR	9.85%						

The NPV of this project under the applied assumptions demonstrates a favorable NPV. The Present Value of your Cash Inflows exceeds the PV of your Cash Outflows. The expected return on this project is between 7.75% and 14.41% under these assumptions. It is important that one understand these cash flows will continue far beyond the five year life this analysis placed upon the cash flows. The cash flows beyond the five year horizon would certainly increase the return on investment. The return rate on the Wallace funds is 4% to the College of Pharmacy. A discount rate of 6% was used to create stricter criteria under which this project could be compared.

The NPV analysis of adding Challis as a Remote Dispensing Site estimated using lower Challis projections of daily prescriptions.
The added Initial Investment of Challis is $200,000 bringing the total investment to $600,000.

Financial Net Present Valuation of Bengal Pharmacy in both Pocatello, Arco, and Challis - low Challis estimates.							
	Int Rate	6.00%	Nper	1	# Years	5	Adj Nper
	6.00%	Period 0	1	2	3	4	5
	PV of $1.00	1	0.9434	0.8900	0.8396	0.7921	0.7473
	PV of Annuity		0.9434	1.8334	2.6730	3.4651	4.2124

Pocatello, Arco, Challis Rx (195 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	69,041.32	-600,000.00	158,828.00	158,828.00	158,828.00	158,828.00	158,828.00
IRR	10.14%						
PV of inflows	669,041.32	Discount	149,837.74	141,356.35	133,355.05	125,806.65	118,685.52
PV Outflows	-600,000.00						
NPV	$69,041.32						
MIRR	8.33%						

Pocatello, Arco, Challis Rx (205 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	281,753.05	-600,000.00	209,325.00	209,325.00	209,325.00	209,325.00	209,325.00
IRR	21.96%						
PV of inflows	881,753.05	Discount	197,476.42	186,298.50	175,753.31	165,805.01	156,419.82
PV Outflows	-600,000.00						
NPV	$281,753.05						
MIRR	13.02%						

The NPV analysis of adding Challis as a Remote Dispensing Site using higher estimated Challis projections of daily prescriptions.

The added Initial Investment of Challis is $200,000 bringing the total investment to $600,000.

Financial Net Present Valuation of Bengal Pharmacy in both Pocatello, Arco, and Challis - Higher Challis Estimates

	Int Rate	6.00%	Nper	1	# Years	5	Adj Nper
	6.00%	Period 0	1	2	3	4	5
	PV of $1.00	1	0.9434	0.8900	0.8396	0.7921	0.7473
	PV of Annuity		0.9434	1.8334	2.6730	3.4651	4.2124

Pocatello, Arco, Challis Rx (220 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	458,665.08	-600,000.00	251,323	251,323	251,323	251,323	251,323
IRR	31.05%						
PV of inflows	1,058,665.08	Discount	237,097.43	223,676.82	211,015.87	199,071.58	187,803.38
PV Outflows	-600,000.00						
NPV	$458,665.08						
MIRR	18.75%						

Pocatello, Arco, Challis Rx (230 per day)		Period 0	Period 1	Period 2	Period 3	Period 4	Period 5
Discount Rate	6.00%	Initial Outlay					
NPV	614,514.12	-600,000.00	288,321	288,321	288,321	288,321	288,321
IRR	38.69%						
PV of inflows	1,214,514.12	Discount	272,001.21	256,604.91	242,080.11	228,377.46	215,450.43
PV Outflows	-600,000.00						
NPV	$614,514.12						
MIRR	19.22%						

In calculating the impact of Challis prescription volume upon Pocatello and Arco, the initial analysis was to determine the impact of a low estimation of prescriptions filled in Challis. The Present Value (PV) of calculated Cash Inflows exceeds the PV of observed Cash Outflows. Using the low Challis prescription volume assumptions, the expected return on this project is between 10.14% and 21.96%. This was followed up by an estimate for Challis that is believed to be closer to that which will be realized. The NPV of this project under the applied assumptions demonstrated a much more favorable NPV. The expected return on this project is between 31.05% and 38.69% under the higher Challis prescription volume assumptions. It is important that one understand these cash flows will continue far beyond the five year life this analysis placed upon the cash flows. The cash flows beyond the five year horizon would certainly increase the return on investment. The return rate on the Wallace funds is 4% to the College of Pharmacy. A discount rate of 6% was used to create stricter criteria under which this project could be compared. The projected valuation of Bengal Pharmacy assuming the projected prescription volumes as discussed above and using traditional pharmacy valuation techniques would be approximately $1,000,000.

The analysis would suggest that adding Challis to the current mix of Bengal Pharmacy would have a synergistic effect. Much of the infrastructure to establish a tele-pharmacy has been completed and the cost to add new tele-pharmacies appears to be less expensive. There is an economy of scale working favorably with the addition of Challis.

SUMMARY

Over the past several years, rural communities have been losing vital access to health care, due in part to the disappearance of local community retail pharmacies. Rural pharmacies have become increasingly difficult to sustain economically. Older pharmacists who have lived and worked in these communities for years are retiring and may not be able to find suitable replacements. Mail-order pharmacies have become commonplace and are typically the solution to fill the gap that occurs when a community loses its pharmacy. However, this option has significant disadvantages, including failure to provide the essential face-to-face interaction with a pharmacist.

An established tele-pharmacy allows for appropriately regulated remote dispensing services and will provide the equal protection of public health, safety, and welfare of the citizens of Custer County. In addition, Bengal Pharmacy and Idaho State University hope to use this remote dispensing tele-pharmacy service as a laboratory to develop evidence-based standards that can be utilized in furthering our understanding of the best ways to reach and serve underserved areas of Idaho and beyond.

Innovative, financially viable solutions are needed that provide equal protection of public health, safety, and welfare. The projected financial figures for the Challis expansion would suggest that the incorporation this new site into Bengal Pharmacy would create a synergistic effect and improve the overall profitability of Bengal Pharmacy as a whole. We respectfully request your approval of the Challis tele-pharmacy as we work towards finding solutions to provide necessary pharmacy services to thousands of Idahoans in these underserved areas.

01. **Description of Services**. A description of the type and method of specialized services to be provided; (3-21-12)

02. **Times of Operation**. The days and hours of operation; (3-21-12)

03. **Drug Information**. The types and schedules of drugs to be stored, distributed, or dispensed; and (3-21-12)

04. **Equipment and Supplies**. The equipment and supplies to be used. (3-21-12)

701. -- 709. (RESERVED)

710. RETAIL TELEPHARMACY WITH REMOTE DISPENSING SITES.

Pharmacies and pharmacists commencing retail telepharmacy operations with a remote dispensing site after August 23, 2011, must comply with the following requirements: (3-21-12)

01. **Telepharmacy Practice Sites and Settings**. Prior to engaging in the practice of telepharmacy with a remote dispensing site, the supervising pharmacy must demonstrate that there is limited access to pharmacy services in the community in which the remote site is located. (3-21-12)

a. Information justifying the need for the remote dispensing site must be submitted with the initial registration application. (3-21-12)

b. The Board will consider the availability of pharmacists in the community, the population of the community to be served by the remote dispensing site, and the need for the service. (3-21-12)

c. The remote dispensing site must be located in a medical care facility operating in areas otherwise unable to obtain pharmaceutical care services on a timely basis. (3-21-12)

d. The Board will not approve a remote dispensing site if a retail pharmacy that dispenses prescriptions to outpatients is located within the same community as the proposed remote dispensing site. (3-21-12)

02. **Independent Entity Contract**. Unless jointly owned, a supervising pharmacy and a remote dispensing site must enter into a written contract that outlines the services to be provided and the responsibilities and accountability of each party in fulfilling the terms of the contract. (3-21-12)

a. A copy of the contract must be submitted to the Board with the initial registration application and at any time there is a substantial change in a contract term. (3-21-12)

b. The contract must be retained by the supervising pharmacy. (3-21-12)

03. **PIC Responsibility**. Unless an alternative PIC from the supervising pharmacy is specifically designated in writing, the PIC of the supervising pharmacy is also considered the responsible PIC for the remote dispensing site. (3-21-12)

04. **Remote Dispensing Site Limitations**. The Board may limit the number of remote dispensing sites under the supervision and management of a single pharmacy. (3-21-12)

05. **Technician Staffing**. A remote dispensing site must be staffed by one or more certified technicians under the supervision of a pharmacist at the supervising pharmacy at all times that the remote site is open. Supervision does not require the pharmacist to be physically present at the remote dispensing site, but the pharmacist must supervise telepharmacy operations electronically. (3-21-12)

06. **Common Electronic Recordkeeping System**. The remote dispensing site and the supervising pharmacy must utilize a common electronic recordkeeping system that must be capable of the following: (3-21-12)

a. Electronic records must be available to, and accessible from, both the supervising pharmacy and the remote dispensing site; and (3-21-12)

b. Prescriptions dispensed at the remote dispensing site must be distinguishable from those dispensed from the supervising pharmacy. (3-21-12)

07. Records Maintenance. Controlled substance records must be maintained at the registered location unless specific approval is granted for central storage as permitted by, and in compliance with, federal law. (3-21-12)

08. Video and Audio Communication Systems. A supervising pharmacy of an ADS system used in a remote dispensing site must maintain a video and audio communication system that provides for effective communication between the supervising pharmacy and the remote dispensing site personnel and consumers. The system must facilitate adequate pharmacist supervision and allow the appropriate exchanges of visual, verbal, and written communications for patient counseling and other matters involved in the lawful transaction or delivery of drugs. (3-21-12)

a. Adequate supervision by the pharmacist in this setting is maintaining constant visual supervision and auditory communication with the site and full supervisory control of the automated system that must not be delegated to another person or entity. (3-21-12)

b. Video monitors used for the proper identification and communication with persons receiving prescription drugs must be a minimum of twelve inches (12”) wide and provided at both the pharmacy and the remote location for direct visual contact between the pharmacist and the patient or the patient’s agent. (3-21-12)

c. Each component of the communication system must be in good working order. Unless a pharmacist is present onsite, the remote dispensing site must be, or remain, closed if any component of the communication system is malfunctioning until system corrections or repairs are completed. (3-21-12)

09. Access and Operating Limitations. Unless a pharmacist is present, a remote dispensing site must not be open or its employees allowed access to it during times the supervising pharmacy is closed. The security system must allow for tracking of entries into the remote dispensing site, and the PIC must periodically review the record of entries. (3-21-12)

10. Delivery and Storage of Drugs. If controlled substances are maintained or dispensed from the remote dispensing site, transfers of controlled substances from the supervising pharmacy to the remote dispensing site must comply with applicable state and federal requirements. (3-21-12)

a. Drugs must only be delivered to the remote dispensing site in a sealed container with a list identifying the drugs, drug strength, and quantities included in the container. Drugs must not be delivered to the remote dispensing site unless a technician or pharmacist is present to accept delivery and verify that the drugs sent were actually received. The technician or pharmacist who receives and checks the order must verify receipt by signing and dating the list of drugs delivered. (3-21-12)

b. If performed by a technician, a pharmacist at the supervising pharmacy must ensure, through use of the electronic audio and video communications systems or bar code technology, that a technician has accurately and correctly restocked drugs into the ADS system or cabinet. (3-21-12)

c. Drugs at the remote dispensing site must be stored in a manner to protect their identity, safety, security, and integrity and comply with the drug product storage requirements of these rules. (3-21-12)

d. Drugs, including previously filled prescriptions, not contained within an ADS system must be stored in a locked cabinet within a secured area of a remote dispensing site and access must be limited to pharmacists from the supervising pharmacy and the technicians authorized in writing by the PIC. (3-21-12)

11. Wasting or Discarding of Drugs Prohibited. Wasting or discarding of drugs resulting from the use of an ADS system in a remote dispensing site is prohibited. (3-21-12)

12. Returns Prohibited. The technician at a remote dispensing site must not accept drugs returned by a patient or patient's agent. (3-21-12)

13. Patient Counseling. A remote dispensing site must include an appropriate area for patient counseling. (3-21-12)

a. The area must be readily accessible to patients and must be designed to maintain the confidentiality and privacy of a patient's conversation with the pharmacist. (3-21-12)

b. Unless onsite, a pharmacist must use the video and audio communication system to counsel each patient or the patient's caregiver on new medications. (3-21-12)

14. Remote Dispensing Site Sign. A remote dispensing site must display a sign, easily visible to the public, that informs patients that: (3-21-12)

a. The location is a remote dispensing site providing telepharmacy services supervised by a pharmacist located in another pharmacy; (3-21-12)

b. Identifies the city or township where the supervising pharmacy is located; and (3-21-12)

c. Informs patients that a pharmacist is required to speak with the patient using audio and video communication systems each time a new medication is delivered or if counseling is accepted at a remote dispensing site. (3-21-12)

15. Pharmacist Inspection of Remote Dispensing Site. A pharmacist must complete and document a monthly in-person inspection of a remote dispensing site and inspection reports must be retained. (3-21-12)

711. RETAIL TELEPHARMACY WITH REMOTE DISPENSING SITES: PRESCRIPTION DRUG ORDERS.

Prescription drug orders dispensed from a remote dispensing site must be previously filled by the supervising pharmacy or, unless a pharmacist is present, must only be filled on the premises of a remote dispensing site through the use of an ADS system and as follows: (3-21-12)

01. Pharmacist Verification of New Prescription Drug Order Information. If a technician at the remote dispensing site enters original or new prescription drug order information into the automated pharmacy system, the pharmacist at the supervising pharmacy must, prior to approving, verify the information entered against a faxed, electronic, or video image of the original prescription. (3-21-12)

a. The technician may transmit the prescription drug order to the pharmacist by scanning it into the electronic recordkeeping system if the means of scanning, transmitting, or storing the image does not obscure the prescription information or render the prescription information illegible. (3-21-12)

b. Alternatively, the technician may make the original prescription available to the pharmacist by placing the prescription in an appropriate position to facilitate viewing of the original prescription via video communication systems between the remote dispensing site and the supervising pharmacy. Using the video communication, the pharmacist must verify the accuracy of the drug dispensed and must check the prescription label for accuracy. (3-21-12)

c. Except when prohibited by law for controlled substances, the technician may also transmit the prescription drug order to the supervising pharmacist by fax. (3-21-12)

d. A technician at a remote dispensing site must not receive oral prescription drug orders from a prescriber or a prescriber's agent. Oral prescription drug orders must be communicated directly to a pharmacist. (3-21-12)

02. Pharmacist and Technician Identification. The initials or other unique identifiers of the pharmacist and technician involved in the dispensing must appear in the prescription record. (3-21-12)

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UNIVERSITY OF IDAHO

SUBJECT

Increase gender equity funding limits to address NCAA certification recommendations

REFERENCE

June 2014	Idaho State Board of Education approved ongoing increase in General Fund Athletics Limit for Lewis-Clark State College
August 2014	Idaho State Board of Education approved three year increase in Institutional Funds Athletics Limit for Idaho State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.3.a.ii.2) and V.X.4.

BACKGROUND/DISCUSSION

When the University of Idaho (UI) added the sports of soccer in 1998 and swimming in 2004, the Department of Athletics did not receive additional gender equity funding to implement these two programs. In 2006, the Department of Athletics was recertified by the NCAA. Included in the certification were recommendations for several areas in which the Department needed to add positions which would also assist UI to be in compliance with federal Title IX in the area of program equivalency. The chart below is the recommendation and identifies the programs in which positions should be added:

Program Area: Coaches

Issue:	Salary levels for coaches in women's sports. Number of assistant coaches in golf, tennis, swimming, track and field.
Goal:	Continue working to increase coaches' salaries in relation to peer institutions and increase number of assistant coaches in golf, tennis, swimming, track and field.
Step:	Continue to increase market-appropriate salary compensation for women's sports coaches.
Step:	Add full-time assistant coaches to golf, tennis, and swimming.
Responsibility:	Director of athletics, associate athletics director and senior woman administrator and director of compliance, assistant athletics director for personnel and financial aid and the associate athletics director

	for administration.
Step:	Add a full-time assistant coach to track and field.
Responsibility:	Director of athletics, associate athletics director and senior woman administrator and director of compliance, assistant athletics director for personnel and financial aid and the associate athletics director for administration.
Timetable:	Hire full-time assistant coaches for golf, tennis, swimming, and track and field by July 2010.

The Department of Athletics has been able to hire an additional assistant coach for swimming, but not for golf, tennis or track and field. UI requests an increase in UI's limit for General Funds for Gender Equity under Policy V.X.3.a.ii.2) in the amount of $120,000, to be used in funding these coaching positions.

IMPACT

Board policy provides calculations for the limits in the amount of state general funds used for purposes of meeting Title IX compliance (gender equity limit) and the limit on state general funds used in the overall athletics budget (general fund limit). Approval of this request will allow UI to increase its gender equity limit up to an additional $120,000 above the calculated amount. These funds will be used to address salary and coaching positions related to women's athletics for golf, tennis and track and field.

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Committee reviewed the University of Idaho request to increase the gender equity limit. These funds would only be used for female sports with the exception of possible coaching of male track athletes. The Committee agreed to forward the request to the full Board with recommendation for approval.

BOARD ACTION

I move to approve the request by University of Idaho to increase the state gender equity limit by $120,000 as requested.

Moved by ___________ Seconded by ___________ Carried Yes _____ No _____

SUBJECT

FY 2016 Idaho Opportunity Scholarship Maximum Award Amount

REFERENCE

December 2013	The Idaho State Board of Education (Board) set the maximum award amount, student contribution amount, and cost of attendance for FY2015
December 2014	Board increased the maximum award amount for FY2015

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-4303, Idaho Opportunity Scholarship
IDAPA 08.01.13, Rules Governing the Opportunity Scholarship

BACKGROUND/ DISCUSSION

The intent of the Idaho Opportunity Scholarship is to: (i) provide financial resources to Idaho students who are economically disadvantaged; (ii) close the gap between the estimated cost of attending an eligible Idaho postsecondary institution and the expected student and family contribution toward such educational costs; and (iii) encourage the educational development of such students in eligible Idaho postsecondary institutions.

For 2014-15 $4,891,652 has been disbursed to 1,422 scholarship recipients with an average award amount of $3,440. Currently, 5,328 eligible students have applied for the scholarship for 2015-16, and there is approximately $5,191,800 in funding available.

Idaho Administrative Rule, IDAPA 08.01.13.03 (Rules Governing the Opportunity Scholarship) requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility (i.e. eligible students are expected to share in the cost of their education and will be required to contribute an amount determined by the Board).

The Education Cost may include student tuition, fees, book and other necessary education expenses. The standard Educational Cost for FY 2015 award determination purposes was $18,600 for the 4-year institutions and $12,700 for the 2-year institutions. The amount of the FY 2015 student contribution for students attending 4-year institutions was $6,500 and the contribution amount for students attending 2-year institutions was $4,500. Student-initiated scholarships and gifts from non-federal and non-institutional sources count towards the student contribution amount.

While not required by statute or rule, the Board has historically set a maximum award in order to increase the number of awardees. The maximum award amount for FY 2015 was $3,750. The majority of full-year student recipients were eligible for the maximum $3,750 award. The actual award amount cannot exceed the cost of tuition.

Staff recommends setting the FY 16 Educational Cost for the Idaho public institutions (i.e. one for the 4-year institutions and one for the community colleges), but staff has determined that administrative rules require that an amount be set and approved for each Idaho public institution.

IMPACT

Setting the Educational Cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the award cap, this action will enable Board staff to begin processing award applications.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the FY 2016 Educational Cost for the Opportunity scholarship award formula to be set for each public institution as follows:

$19,700 for students attending University of Idaho
$20,742 for students attending Boise State University
$19,487 for students attending Idaho State University
$18,778 for students attending Lewis-Clark State College
$12,948 for students attending College of Southern Idaho
$13,200 for students attending College of Western Idaho
$13,988 for students attending North Idaho College
$16,227 for students attending Eastern Idaho Technical College

Staff recommends the FY2016 Educational Cost for the Opportunity scholarship award formula to be set at $19,677 for students attending eligible Idaho private, not-for-profit postsecondary institutions (as defined in Idaho Code §33-4303(2)(b)). Per administrative rule, this amount is the average of the amount set for the four public 4-year institutions.

Staff recommends that the FY2016 student contribution be set at $6,500 for students attending 4-year institutions and $4,500 for students attending 2-year institutions, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Staff recommends approval of the Opportunity Scholarship maximum award in the amount of $3,000 per year ($1,500 per semester).

BOARD ACTION

I move to approve the FY2016 Educational Cost for the Opportunity scholarship award formula to be set at the following amounts:

1. $19,700 for students attending University of Idaho
2. $20,742 for students attending Boise State University
3. $19,487 for students attending Idaho State University
4. $18,778 for students attending Lewis-Clark State College
5. $19,677 for students attending eligible Idaho private postsecondary institutions
6. $12,948 for students attending College of Southern Idaho
7. $13,200 for students attending College of Western Idaho
8. $13,988 for students attending North Idaho College
9. $16,227 for students attending Eastern Idaho Technical College

Moved by__________ Seconded by__________ Carried Yes_______ No______

AND

I move to approve the Opportunity Scholarship maximum award in the amount of $3,000 per year ($1,500 per semester).

Moved by__________ Seconded by__________ Carried Yes_______ No______

AND

I move to approve the FY16 student contribution be set at $6,500 for students attending 4-year institutions and $4,500 for students attending 2-year institutions, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by__________ Seconded by__________ Carried Yes_______ No______

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BOISE STATE UNIVERSITY

SUBJECT

Waiver of Board Policy V.R.3.x, Online Program Fee

REFERENCE

December 2014	The Idaho State Board of Education (Board) approved second reading of Board Policy V.R.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/ DISCUSSION

The Board recently approved amendments to Board Policy V.R, which included authorization of a new online program fee. This new fee allows institutions to charge a per-credit rate that reflects market conditions for any fully online undergraduate, graduate, or certificate program.

Boise State University (BSU) has submitted a proposal for a new Graduate Certificate in Health Care Simulation, which will consist of three courses of three credits each in simulation teaching, operations, and practical application. Two courses will be offered online. The third course would entail combined online and on-campus intensive instruction. The on-campus component would be delivered over a single three-day period.

Board Policy V.R.3.x (Online Program Fee) does not define what constitutes “fully online” which presents a challenge for BSU to proceed with this proposed program. BSU would like to be able to use the new online program fee for this program.

IMPACT

Approval of the waiver will allow BSU to move forward with implementation of their graduate certificate program using the online program fee. If approved, BSU would charge $600 per credit or $5,400 for the entire nine (9) credit program.

STAFF COMMENTS AND RECOMMENDATIONS

The proposal was presented to the Council on Academic Affairs and Programs (CAAP) at their March 19, 2015 meeting. CAAP concluded that the policy needs to be revised in order to allow for these types of on-campus experiences, specifically for programs that would require some minimal on-campus intensive experience for credentialing purposes. CAAP agreed to support the program with the understanding that Board Policy V.R. as it pertains to the online program fees will be clarified to include a definition of “fully online.”

The proposed certificate program falls within the fiscal threshold for Executive Director approval. The Executive Director has approved the certificate contingent upon approval of the waiver.

BOARD ACTION

I move to waive Board Policy V.R.3.x. as it applies to Online Program Fees for twelve months or until the policy provision has been amended, whichever comes first.

Moved by__________ Seconded by__________ Carried Yes_______ No______

BOISE STATE UNIVERSITY

SUBJECT

Authorization for Issuance of 2015 Refunding Bonds

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.F.
Idaho Code §33-3804

BACKGROUND/DISCUSSION

Boise State University (BSU) requests the Board's approval to issue up to $______________________ in refunding bonds (Series 2015A Bonds), pursuant to a Supplemental Bond Resolution.

BSU periodically reviews outstanding bond issues to assess whether market conditions warrant refinancing to take advantage of lower interest rates. BSU intends to refund portions of the Series 2005A, 2007A, 2007B and 2009A Bonds, which result in a net present value savings of at least three (3) percent.

Principal Amount

Approximately $___________________

Maturities

To be determined the day of pricing.

Interest Rates

To be determined the day of pricing.

Source of Security

General Revenue pledge of BSU, excluding appropriated funds, grants, contract revenues and restricted gifts. Pledged revenues include: tuition & fees, sales & services revenues, facilities & administrative (F&A) recovery revenues, investment income, and other operating revenues. See page 8 of Attachment 1 for a table of revenues available for debt service.

Ratings

Rating agency updates were conducted the week of March 23, 2015 in anticipation of the 2015A issuance. BSU's current ratings are

__________________________________ as determined by Moody's Investor Service and Standard & Poor's respectively (see Attachments 6 and 7).

Documents to be Provided at the Board Meeting

BSU will provide the following at the Board meeting:

1) Final Supplemental Bond Resolution providing authority to price bonds to the extent net present value savings exceed three (3) percent.

Bonds may be priced on the April 16, 2015 or on a later date, dependent on market conditions. Agenda consideration after 2:00 pm MT is requested.

IMPACT

Interest rates have reached levels that would enable BSU to advance refund portions of multiple series of outstanding bonds totaling $____________ million that will generate a net present value debt service savings of at least three (3) percent.

BSU's debt service ratio after the 2015A issuance is estimated to be _____ percent for the fiscal year 2016. In the event that market conditions are no longer favorable, no refunding bonds will be issued.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

BSU is pursuing this bond refunding "solely for debt service savings." The refunding would not extend the maturity dates of the original issuances. Total outstanding debt as of December 31, 2014 (exclusive of the proposed refunding) was $227,335,000. Board policy V.F. establishes a limit for overall debt using a debt burden ratio which measures an institution's dependence on debt as a fund source for financing its operations and the relative cost of debt to an institution's total expenditures. The limit for this ratio (actual debt service over annual adjusted expenses) is to be no greater than 8.0%. BSU's current debt service ratio stands at 5.61%.

Staff makes no recommendation pending receipt and review of outstanding material documents and terms to be provided by BSU on April 16, 2015.

BOARD ACTION

I move to approve a Supplemental Resolution for the Series 2015A Bonds, the title of which is as follows:

A SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2015A, delegating authority to approve the terms and provisions of the Bonds, in the principal amount of up to $____________________; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the Bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2015A Bonds.

Roll call vote is required.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

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New Issue—Book Entry Only

RATINGS: APPLIED FOR
See "RATINGS" herein

In the opinion of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2015A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2015A Bonds (the "Tax Code"); (ii) interest on the 2015A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the 2015A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS-- 2015A Bonds.*"*

BOISE STATE UNIVERSITY

$__________*
BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS,
SERIES 2015A BONDS

Dated: Date of Delivery **Due: April 1, as shown on the inside cover**

The above captioned Boise State University General Revenue Refunding Bonds, Series 2015A in the aggregate principal amount of $-_______* (the "2015A Bonds"), will be issued by Boise State University (the "University") pursuant to a Master Resolution adopted by the Board of Trustees of the University on September 17, 1992, as supplemented and amended, including a Supplemental Resolution to be adopted on _______, 2015.

The proceeds of the 2015A Bonds will be used (i) to refund certain of the University's outstanding bonds solely for debt service savings (the "Refunding Project") and (ii) to pay costs of issuing the 2015A Bonds. The 2015A Bonds are initially issuable in book-entry form only through The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the Bonds. Interest on the 2015A Bonds is payable on each April 1 and October 1, commencing October 1, 2015. The 2015A Bonds are subject to optional and mandatory sinking fund redemption as described herein. The 2015A Bonds are payable solely from and secured solely by the Pledged Revenues, which include certain student fees, enterprise revenues and interest earnings on University funds and accounts. See "SECURITY FOR THE 2015A BONDS" herein.

THE 2015A BONDS SHALL BE EXCLUSIVELY OBLIGATIONS OF THE UNIVERSITY, PAYABLE ONLY IN ACCORDANCE WITH THE TERMS THEREOF, AND SHALL NOT BE OBLIGATIONS, GENERAL, SPECIAL OR OTHERWISE, OF THE STATE OF IDAHO. THE 2015A BONDS SHALL NOT CONSTITUTE A DEBT–LEGAL, MORAL OR OTHERWISE–OF THE STATE OF IDAHO, AND SHALL NOT BE ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT THEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE INCOME AND REVENUES PLEDGED AND ASSIGNED TO, OR IN TRUST FOR THE BENEFIT OF, THE HOLDERS OF THE 2015A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2015A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

See Inside Cover for Maturity Schedules

The 2015A Bonds are offered when, as and if issued and received by the Underwriter, subject to the approval of legality by Hawley Troxell Ennis & Hawley LLP, Bond Counsel, and certain other conditions. Certain matters will be passed on for the University by its Office of General Counsel, and for the Underwriter by its legal counsel, Foster Pepper PLLC, and by Hawley Troxell Ennis & Hawley LLP, in its capacity as disclosure counsel to the University. It is expected that the 2015A Bonds will be available for delivery through the facilities of DTC on or about ______, 2015.

*Preliminary, subject to change.

BOISE STATE UNIVERSITY

2015A BONDS

$______________*

GENERAL REVENUE REFUNDING BONDS,

2015A BONDS

DUE APRIL 1	PRINCIPAL AMOUNT	INTEREST RATE	YIELD	CUSIP NO.**
	$	%	%	

$_________ Term Bond due April 1, ____; Interest Rate ______%; Yield ______%; CUSIP No.__________

$_________ Term Bond due April 1, ____; Interest Rate ______%; Yield ______%; CUSIP No.__________

* Preliminary; subject to change.

** CUSIP data contained herein is provided by Standard & Poor's, CUSIP Service Bureau, a division of The McGraw Hill Companies, Inc. CUSIP numbers have been assigned by an independent company not affiliated with the University or the Underwriter, and are included solely for the convenience of the holders of the 2015A Bonds. Neither the University nor the Underwriter is responsible for the selection or uses of these CUSIP numbers, and no representation is made as to their correctness on the 2015A Bonds or as indicated above.

THE IDAHO STATE BOARD OF EDUCATION

AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

UNIVERSITY OFFICIALS

Robert W. Kustra, Ph.D.—President

Martin E. Schimpf, Ph.D.—Provost and Vice President for Academic Affairs

Kevin D. Satterlee, J.D.— Vice President for Campus Operations and General Counsel

Stacy Pearson, MPA, CPA—Bursar and Vice President for Finance and Administration

Lisa Harris, Ph.D.—Vice President for Student Affairs

Mark Rudin, Ph.D.—Vice President for Research

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Boise, ID 83702

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GENERAL INFORMATION

No dealer, broker, salesperson or other person has been authorized by the Board, the University or the Underwriter to give any information or to make any representations with respect to the 2015A Bonds, other than as contained in this Official Statement, and if given or made, such other information or representations must not be relied upon as having been authorized by the Board, the University or the Underwriter. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy the 2015A Bonds, nor shall there be any sale of the 2015A Bonds by any person, in any jurisdiction in which it is unlawful for such persons to make such offer, solicitation or sale.

The information set forth herein has been furnished by the University, the Board, DTC and certain other sources that the University believes to be reliable, but is not guaranteed as to accuracy or completeness by, and is not to be construed as a representation by, the Underwriter. The information and expressions of opinion contained herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the University or any other person or entity discussed herein since the date hereof.

In connection with this offering, the Underwriter may over-allot or effect transactions that stabilize or maintain the market price of the 2015A Bonds at levels above that which might otherwise prevail in the open market. Such stabilization, if commenced, may be discontinued at any time.

The Underwriter has included the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

THE SECURITIES OFFERED HEREBY HAVE NOT BEEN APPROVED OR DISAPPROVED BY THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION, NOR HAS THE SECURITIES AND EXCHANGE COMMISSION OR ANY STATE SECURITIES COMMISSION PASSED UPON THE ACCURACY OR ADEQUACY OF THIS OFFICIAL STATEMENT. ANY REPRESENTATION TO THE CONTRARY MAY BE A CRIMINAL OFFENSE.

This Official Statement contains “forward-looking statements” that are based upon the University’s current expectations and its projections about future events. When used in this Official Statement, the words “project,” “estimate,” “intend,” “expect,” “scheduled,” “pro forma” and similar words identify forward-looking statements. Forward-looking statements are subject to known and unknown risks, uncertainties and factors that are outside of the control of the University. Actual results could differ materially from those contemplated by the forward-looking statements. Readers are cautioned not to place undue reliance on these forward-looking statements, which speak only as of the date hereof. The University has no plans to issue any updates or revise these forward-looking statements based on future events.

The Preliminary Official Statement has been “deemed final’ by the University, pursuant to Rule 15c2-12 promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as amended, except for information which is permitted to be excluded from this Preliminary Official Statement under said Rule 15c2-12.

PRELIMINARY OFFICIAL STATEMENT

BOISE STATE UNIVERSITY

$___________*
GENERAL REVENUE REFUNDING BONDS
SERIES 2015A BONDS

INTRODUCTION

GENERAL

This Official Statement, including the cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the $________* Boise State University General Revenue Refunding Bonds, Series 2015A (the "*2015A Bonds*").

The descriptions and summaries of various documents hereinafter set forth do not purport to be comprehensive or definitive, and reference should be made to each document for the complete details of all terms and conditions. All statements herein are qualified in their entirety by reference to each document. The attached Appendices are integral parts of this Official Statement and should be read in their entirety.

Capitalized terms used but not defined herein shall have the meanings assigned to such terms in "APPENDIX C–GLOSSARY OF TERMS USED IN THE RESOLUTION AND OFFICIAL STATEMENT."

BOISE STATE UNIVERSITY

Boise State University (the "*University*") is a publicly supported, multi-disciplinary institution of higher education located in Boise, Idaho. The University has the largest student enrollment of any university in the State of Idaho (the "*State*"), with an official Fall 2014 enrollment of 22,259 students (based on headcount, with full-time-equivalent enrollment of 15,643) as of the October 15, 2014 census date. The University's official Spring 2015 enrollment was [______] (based on headcount, with full-time equivalent enrollment of [_____] as of the March 15, 2015 census date. The State Board of Education serves as the Board of Trustees (the "*Board*"), the governing body of the University.

AUTHORIZATION FOR AND PURPOSE OF THE 2015A BONDS

The 2015A Bonds are being issued pursuant to Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended (collectively, the "*Act*"), and a resolution adopted by the Board on September 17, 1992, as previously supplemented and amended (the "*Master Resolution*"), and as further supplemented by a resolution adopted by the Board on ________, 2015 authorizing the issuance of the 2015A Bonds (the "*2015 Supplemental Resolution*" and, collectively with the Master Resolution, the "*Resolution*").

* Preliminary, subject to change.

Pursuant to the Master Resolution, the Board has previously authorized the issuance of various series of General Revenue Bonds (the "*Outstanding Bonds*"), which are currently outstanding in the principal amount of $____________ (including the Refunded Bonds). The 2015A Bonds, the Outstanding Bonds, and any Additional Bonds hereafter issued under the Resolution, are referred to herein as the "*Bonds*" or the "*General Revenue Bonds*." See "DEBT SERVICE REQUIREMENTS" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY–Outstanding Debt."

The proceeds of the 2015A Bonds will be used (i) to refund certain of the University's outstanding bonds solely for debt service savings (the "*Refunding Project*") and (ii) to pay costs of issuing the 2015A Bonds. See "SOURCES AND USES OF FUNDS" herein.

SECURITY FOR THE 2015A BONDS

The 2015A Bonds are secured by Pledged Revenues on parity with the other Bonds. Pledged Revenues include (i) Student Fees; (ii) Sales and Service Revenues; (iii) revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University (the "*F&A Recovery Revenues*"); (iv) various revenues generated from miscellaneous sources, including non-auxiliary advertising, vending in non-auxiliary buildings, postage and printing ("*Other Operating Revenues*"); (v) Investment Income (as defined in APPENDIX C), and (vi) other revenues the Board shall designate as Pledged Revenues, but excluding State appropriations and Restricted Fund Revenues. "Revenues Available for Debt Service" means (a) revenues described in clauses (i), (iii), (iv), (v), and (vi) above and (b) revenues described in clause (ii) above less Operation and Maintenance Expenses of the Auxiliary Enterprises.

Under the Resolution, the University has covenanted to establish and maintain the Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year. See "SECURITY FOR THE 2015A BONDS–Rate Covenant."

ADDITIONAL BONDS

The University has reserved the right in the Resolution to issue Additional Bonds payable from and secured by the Pledged Revenues on parity with the 2015A Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See "SECURITY FOR THE 2015A BONDS–Additional Bonds."

TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2015A Bonds is excluded from gross income under federal income tax laws pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2015A Bonds (the "*Tax Code*"); (ii) interest on the 2015A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations; and (iii) interest on the 2015A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS–2015A Bonds."

THE 2015A BONDS

DESCRIPTION OF THE 2015A BONDS

The 2015A Bonds will be dated their date of original issuance and delivery and will mature on April 1 of the years and in the amounts as set forth on the inside cover page of this Official Statement.

The 2015A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2015A Bonds is payable on April 1 and October 1 of each year, beginning October 1, 2015. Interest on the 2015A Bonds shall be computed on the basis of a 360-day year of twelve 30-day months. The Bank of New York Mellon Trust Company, N.A., is the trustee and paying agent for the 2015A Bonds.

The 2015A Bonds will be issued as fully-registered bonds, initially in book-entry form only, in denominations of $5,000 or any integral multiple thereof.

BOOK-ENTRY SYSTEM

The Depository Trust Company, New York, New York, ("*DTC*"), will act as initial securities depository for the 2015A Bonds. The ownership of one fully registered 2015A Bond for each maturity as set forth on the cover of this Official Statement, each in the aggregate principal amount of such maturity, will be registered in the name of Cede and Co., as nominee for DTC. For so long as the 2015A Bonds remain in a "book-entry only" transfer system, the Trustee will make payments of principal and interest only to DTC, which in turn is obligated to remit such payments to its participants for subsequent disbursement to Beneficial Owners of the 2015A Bonds. *See* Appendix G for additional information. *As indicated therein, certain information in Appendix G has been provided by DTC. The Issuer makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2015A Bonds should confirm this information with DTC or its participants.*

REDEMPTION

Optional Redemption.

The 2015A Bonds maturing on or after April 1, ________ are subject to redemption at the election of the University at any time on or after _________, in whole or in part, from such maturities as may be selected by the University. Such optional redemption of the 2015A Bonds shall be at a price of 100% of the principal amount of the 2015A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

Mandatory Sinking Fund Redemption.

The 2015A Bonds maturing on April 1, _______ are subject to mandatory sinking fund redemption prior to their stated maturity, at a price of 100% of the principal amount of the 2015A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption, on April 1 of the years, and in the amounts, shown below:

APRIL 1 OF THE YEAR	MANDATORY REDEMPTION AMOUNT
	$
*	

---
*Stated Maturity.

Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2015A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2015A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2015A Bonds, unless upon the giving of such notice such 2015A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2015A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2015A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Selection for Redemption. If less than all 2015A Bonds are to be redeemed, the particular maturities of such 2015A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the Bonds of any maturity of the 2015A Bonds are to be redeemed, the 2015A Bonds to be redeemed will be selected by lot. If less than all of a 2015A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

SECURITY FOR THE 2015 BONDS

GENERAL

The 2015 Bonds are secured by Pledged Revenues on a parity with all Bonds previously issued and all Additional Bonds that may be issued under the Resolution. Pledged Revenues include:

(i) Student Fees;

(ii) Sales and Services Revenues;

(iii) F&A Recovery Revenues;

(iv) Other Operating Revenues;

(v) Unrestricted income generated on investments of moneys in all funds and accounts of the University (the "*Investment Income*"); and

(vi) Such other revenues as the Board shall designate as Pledged Revenues.

For a description of the sources and components of the Pledged Revenues, see "Pledged Revenues" below. For the amounts of Pledged Revenues in recent years, see "Historical Revenues Available for Debt Service" below.

Pledged Revenues do not include State appropriations, which by law cannot be pledged. Pledged Revenues also exclude Restricted Fund Revenues, including restricted gift and grant revenues. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" AND "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

PLEDGED REVENUES

Student Fees. The University assesses and collects a variety of fees from students enrolled at the University. Board approval for most of these student fees is required, but the Board has delegated approval of certain student fees to the University President. The Board may assess fees at any time during the year, and has authority to establish the fees unilaterally, without review or approval by the students, the State, or any other governmental or regulatory body. In practice, however, the Board sets Board-approved student fees annually. Prior to the Board meeting at which fees are set, public hearings concerning the fees are held and student participation is actively solicited. Board-approved "Student Fees" include (i) the Tuition Fee; (ii) Facility, Technology and Activity Fees; and (iii) General Education Fees, as further described below.[1] For the academic year 2014-2015, total Board-approved Student Fees per full-time undergraduate student per semester were $3,320 for Idaho residents and $9,746 for non-resident students. For the 2013-2014 academic year, such Student Fees were, respectively, $3,146 and $9,446 per semester.

<u>*Tuition Fee*</u>. The Tuition Fee supports instruction, student services, institutional support and maintenance and operation of the physical plant. The revenues derived from the Tuition Fee for the Fiscal Year ended June 30, 2013 ("Fiscal Year 2013") and Fiscal Year 2014 were $64,020,003 and $65,587,644, respectively.

[1] Represented numbers exclude a health insurance charge, which is paid directly to a third-party insurance provider. On February 19, 2015 the State Board of Education approved removal of the requirement that colleges and universities provide a student health insurance program. Beginning in Fiscal Year 2016, the University will not provide a student health insurance program.

Facility, Technology and Activity Fees. The University charges a wide variety of fees to students to support various infrastructure and activities. Currently, these fees fall into three categories: (i) Facility Fees, which include the Student Building Fee, the Student Union and Housing Fee, the Capital Expenditure Reserve Fee, the Recreation Facility Fee, the Health and Wellness Center Fee, and the Strategic Facility Fee; (ii) Technology Fees, which include the Technology Fee and the Student Support System Fee; and (iii) Activity Fees, which include 15 fees assessed to support various programs and activities. The revenues derived from the Facility, Technology, and Activity Fees for Fiscal Year 2013 and Fiscal Year 2014 were $31,335,436 and $32,609,397, respectively.

General Education Fees. The University's General Education Fees include the Graduate/Professional Fee, non-resident Tuition, the Western Undergraduate Exchange Fee, the In Service Fee, the Faculty Staff Fee, the Senior Citizen Fee, and Self-Supporting Program Fees. The revenues derived from the General Education Fees for Fiscal Year 2013 and Fiscal Year 2014 were $25,255,471 and $29,836,231, respectively.

Tuition and Student Fee Increases. It is Board policy to limit total tuition and facility, technology and activity fee increases in any single fiscal year to a maximum of 10% unless the Board grants special approval for an increase greater than 10%. Tuition and student fees for the following fiscal year are set in April. The University has requested a 3.5% fee increase for Fiscal Year 2016. The Board will consider this request at its April 2015 meeting. The tuition and facility, technology and activity fee increases for the Fiscal Years shown below were as follows:

2015	$ 3,320	5.5 %
2014	3,146	6.9
2013	2,942	5.7
2012	2,783	5.0
2011	2,650	9.0

Student Fees also include a variety of other charges for services and course fees for which the authority to approve has been delegated by the Board to the University President. Fees for services include admission, orientation and testing fees as well as late fees. Course fees include fees for field trips, fees for supplies for specific classes and labs, as well as special workshop fees. Revenues generated from these other charges for Fiscal Year 2013 and Fiscal Year 2014 were $7,989,373 and $4,183,337, respectively.[2]

See "APPENDIX B—SCHEDULE OF STUDENT FEES" for a list of Student Fees assessed for Fiscal Year 2015.

Sales and Services Revenues. Sales and Services Revenues include revenues generated through operations of auxiliary enterprises. The majority of these revenues are generated through

[2] Revenues for other charges were reduced in Fiscal Year 2014 due to a one-time, significant charging off of balances following a thorough evaluation of the collectability of accounts in collection, as well as an improved process to estimate accounts subject requiring collection in the future.

housing and student union operations; bookstore sales; ticket and event sales from the Taco Bell Arena, Bronco Stadium, Morrison Center and Select-A-Seat; parking charges; and recreation center activity charges. Sales and Services Revenues also include revenues generated incidentally to the conduct of instruction, research and public service activities, including unrestricted revenues generated by the University's public radio station, testing services provided by University labs, and sales of scientific and literary publications, and revenues from miscellaneous operations. See "THE UNIVERSITY–Certain University Facilities" for a description of the University's major facilities from which Sales and Services Revenues are derived.

Sales and Services Revenues for Fiscal Year 2013 and Fiscal Year 2014 were $62,331,015 and $61,529,742, respectively. See "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

Facilities and Administrative Recovery Revenues. A portion of federal funds expended each year on scientific research is provided to institutions to pay the direct costs of conducting research, such as the salaries for scientists and materials and labor used to perform research projects, and the balance is granted to pay for "facilities and administrative costs," which encompass spending by the receiving institution on items such as facilities maintenance and renewal, heating and cooling, libraries, the salaries of departmental and central office staff, and other general administration costs.

The University has focused on expanding research and has received an increased number and dollar amount of research grants over the last five years. In Fiscal Year 2013 and Fiscal Year 2014, the University received F&A Recovery Revenues of $4,515,382, and $4,462,863, respectively. The University expects this increase will slow as a result of budget cuts at the federal level. See "FINANCIAL INFORMATION REGARDING THE UNIVERSITY-Reduction in Certain Revenues; Sequestration."

Other Operating Revenues. The University receives other miscellaneous revenues in the course of its operations. Examples of Other Operating Revenues include revenues generated through certain non-auxiliary advertising, vending machines in non-auxiliary facilities, and postage and printing services. In Fiscal Year 2013 and Fiscal Year 2014, the University generated Other Operating Revenues of $1,577,618 and $2,177,360, respectively. See "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY."

Investment Income. Investment Income included in Pledged Revenues includes all unrestricted investment income. For Fiscal Year 2013 and Fiscal Year 2014, Investment Income included in Pledged Revenues was $460,150 and $308,146, respectively. See "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE

The following table shows the Pledged Revenues and the Revenues Available for Debt Service for Fiscal Years 2012 through 2014. As described under "DEBT SERVICE REQUIREMENTS," the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2015A Bonds will be approximately $__ million.

Pledged Revenues and the Revenues Available for Debt Service

	2010	2011	2012	2013	2014
Student Fees	$99,384,223	$112,297,614	$119,972,905	$128,688,459	$132,216,608
Sales and Services Revenues	51,728,155	53,924,410	58,904,473	62,331,015	61,529,742
F&A Recovery Revenues	4,507,023	5,422,035	5,368,929	4,515,382	4,462,863
Other Operating Revenues	1,629,239	1,676,216	1,730,717	1,577,618	2,177,360
Investment Income	832,082	663,453	483,682	460,150	308,146
TOTAL	$158,080,722	$173,983,728	$186,460,706	$197,572,624	$200,694,719
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(59,532,528)	(60,026,901)	(65,802,427)	(69,900,697)	(69,339,102)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	$98,548,194	$113,956,827	$120,658,279	$127,671,927	$131,355,617

(Remainder of page intentionally left blank.)

INTERIM FINANCIAL DATA

The following table shows certain unaudited financial data regarding the University for the six-month periods ending December 31, 2013 and 2014:

	2013	**2014**
Student Fees	$70,059,442	$73,063,628
Sales and Services Revenues	36,284,715	35,855,191
F&A Recovery Revenues	2,452,109	2,287,837
Other Operating Revenues	1,150,521	962,057
Investment Income	171,334	174,903
TOTAL PLEDGED REVENUES	$110,118,121	$112,343,616
Less Operation and Maintenance Expenses of Auxiliary Enterprises	(36,225,982)	(34,548,662)
Revenues Available for Debt Service (Pledged Revenues less Operation and Maintenance Expenses of Auxiliary Enterprises)	$73,892,139	$77,794,954

FLOW OF FUNDS

The Resolution creates the Revenue Fund, which is held by the University. All Pledged Revenues are required to be deposited in the Revenue Fund. At least five days before each payment date, money in the Revenue Fund is required to be transferred to the Debt Service Account held by the Trustee, for payment of interest, principal, and redemption premium, if any, coming due on the Bonds.

Amounts remaining in the Revenue Fund may be applied, free and clear of the lien of the Resolution, for any lawful purpose of the University, as provided in the Resolution. The University has historically used and intends to continue to use any excess moneys in the Revenue Fund primarily to pay for operation and maintenance expenses and capital improvements.

RATE COVENANT

Under the Resolution, the University has covenanted to establish and maintain Pledged Revenues sufficient, together with other Pledged Revenues available or to be available in the Debt Service Account to pay Debt Service for the Fiscal Year, to produce Revenues Available for Debt Service in each Fiscal Year equal to not less than 110% of Debt Service on the Bonds Outstanding for each such Fiscal Year.

ADDITIONAL BONDS

Additional Bonds, Generally. The amount of Additional Bonds that may be issued under the Resolution is not limited by law or by the Resolution, provided the requirements below are satisfied. In order to issue Additional Bonds for the purpose of financing Projects, the University must satisfy certain conditions, including the filing with the Trustee of:

(i) A Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution or any supplemental resolution with respect to any Bonds; and

(ii) A Written Certificate of the University to the effect that Estimated Revenues Available for Debt Service equal at least 110% of the Maximum Annual Debt Service on all Bonds to be outstanding upon the issuance of the Additional Bonds for (a) each of the Fiscal Years of the University during which any Bonds will be outstanding following the estimated completion date of the Project being financed by the Additional Bonds, if interest during construction of the Project being financed by the Additional Bonds is capitalized, or (b) the University's current Fiscal Year and any succeeding Fiscal Year during which any Bonds will be outstanding, if interest during construction of the Project being financed by the Additional Bonds is not capitalized (a "*Coverage Certificate*"). See "APPENDIX D–SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–Additional Bonds."

Refunding Bonds. The University may issue Additional Bonds to refund Bonds issued under the Resolution by providing certificates similar to those described above in (i) and (ii). Alternatively, Additional Bonds may be issued to refund Bonds issued under the Resolution without compliance with the requirements described above if the Additional Bonds do not increase debt service by more than $25,000 per year.

The University may issue Additional Bonds for the purpose of refunding any of its obligations that were not issued under the Resolution if it files with the Trustee (i) a copy of the Supplemental Resolution authorizing the issuance of the Additional Bonds and providing that any revenues securing such refunded obligations shall become part of the Pledged Revenues securing the Bonds issued under the Resolution, (ii) the Coverage Certificate described above, and (iii) a Written Certificate of the University to the effect that, upon the delivery of the Additional Bonds, the University will not be in default in the performance of any of the covenants, conditions, agreements, terms, or provisions of the Resolution.

NO DEBT SERVICE RESERVE

There is no debt service reserve requirement with respect to the 2015A Bonds.

REFUNDING PROJECT

The University is pursuing the Refunding Project solely for debt service savings. Accordingly, the Refunded Bonds listed herein represent only potential candidates for refunding. The actual bonds to be refunded will be determined at or about the time of the pricing and sale of the 2015A Bonds.

The proceeds of the 2015A Bonds will be used (i) to refund all or a portion of certain of the University's General Revenue, Series 2005A (the portion of such bonds to be refunded being referred to herein as the"*2005A Refunded Bonds*"), (ii) to refund all or a portion of certain of the University's General Revenue and Refunding Bonds, Series 2007A (the portion of such bonds to be refunded being referred to herein as the "*2007A Refunded Bonds*"), (iii) to refund all or a portion of certain of the University's General Revenue Bonds, Series 2007B (the portion of such bonds to be refunded being referred to herein as the "*2007B Refunded Bonds*"), (iv) to refund all or a portion of the University's General Revenue and Refunding Bonds, Series 2009A (the portion of such bonds to be refunded being referred to herein as the "*2009A Refunded Bonds*"), and (v) to pay the costs of issuing the 2015A Bonds. The 2005A Refunded Bonds, the 2007A Refunded Bonds, the 2007B Refunded Bonds, and the 2009A Refunded Bonds are collectively referred to herein as the "*Refunded Bonds*."

A portion of the proceeds of the 2015A Bonds will be irrevocably deposited in an escrow account (the "*Escrow Account*") to be held by The Bank of New York Mellon Trust Company, N.A., as escrow agent (the "*Escrow Agent*"), to refund the Refunded Bonds. Such amount will be used to provide cash and purchase direct obligations of the United States that are sufficient to pay the redemption price of, and accrued interest on, the Refunded Bonds on their respective redemption dates. See "SOURCES AND USES OF FUNDS."

The 2005A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, will be called for redemption on ________, 2015, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

MATURITY DATE (APRIL 1)	PRINCIPAL AMOUNT	INTEREST RATE

The 2007A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, will be called for redemption on April 1, 2017, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

Maturity Date (April 1)	Principal Amount	Interest Rate

The 2007B Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, will be called for redemption on April 1, 2017, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

Maturity Date (April 1)	Principal Amount	Interest Rate

The 2009A Refunded Bonds, which mature in the following amounts and on the following dates and bear interest at the following rates, will be called for redemption on April 1, 2017, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

Maturity Date (April 1)	Principal Amount	Interest Rate

Certain mathematical computations regarding the sufficiency of and the yield on the investments held in the Escrow Account will be verified by The Arbitrage Group, Inc. See "ESCROW VERIFICATION" below.

SOURCES AND USES OF FUNDS

The sources and uses of funds with respect to the 2015A Bonds are estimated to be as follows:

SOURCES:

Aggregate Principal Amount of 2015A Bonds	$
Original Issue Premium	

TOTAL	$

USES:

Escrow Fund to Refund the Refunded Bonds	$
Costs of Issuance*	
TOTAL	$

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* Includes legal, rating agency, trustee, and Underwriter's fees.

(Remainder of page intentionally left blank.)

DEBT SERVICE REQUIREMENTS

The following table shows the debt service requirements for the 2015A Bonds.

FISCAL YEAR	OUTSTANDING BONDS*	PRINCIPAL	INTEREST	TOTAL
TOTAL		$		

*Does not reflect the refunding of the Refunded Bonds. Any refunding with proceeds of the 2015A Bonds will be undertaken solely to achieve debt service savings. The University expects to receive a cash subsidy for a portion of the interest payable on its Series 2010B Bonds. The original anticipated subsidy of 35% of the interest payable was reduced in Fiscal Year 2014 by 7.2%. Reductions in future years are possible and would be made by executive order. Amounts shown reflect actual debt service payable to holders of the Series 2010B Bonds and exclude consideration of the subsidy payments to be received by the University, which amount is not included in Pledged Revenues.

THE UNIVERSITY

The University is a publicly supported, multi-disciplinary institution of higher education. The University has the largest student enrollment of any university in Idaho, with an official enrollment of 22,259 for the Fall 2014 semester.

The main campus is located in Boise, Idaho with convenient access to the government institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 650,000. Approximately 4,788 faculty and staff (including 1,520 student employees) were employed by the University as of June 30, 2014.

The University administers associate, baccalaureate, masters, and doctoral programs through seven colleges – Arts and Sciences, Business and Economics, Education, Engineering, Graduate Students, Health Sciences, and Social Sciences and Public Affairs. The University offers over 83 distinct graduate curricula leading to masters' degrees. Nine doctoral curriculums include programs in the colleges of Arts and Sciences, Education, Engineering, and Health Science.

Full accreditation has been awarded by the Northwest Commission on Colleges and Universities through 2018, and a number of the University's academic programs have also obtained specialized accreditation. The University is home to 42 research centers and institutes, including the Center for Health Policy, the Public Policy Research Center, the Raptor Research Center, and the Center for Multicultural Educational Opportunities. Student athletes compete in NCAA intercollegiate athletics at the Division I-A level on 18 men's and women's teams in 12 sports. The University also hosts National Public Radio, Public Radio International, and American Public Radio on the Boise State Radio Network, which broadcasts in southern Idaho, eastern Oregon and northern Nevada on a network of 18 stations and translators.

The University offers courses and programs in several off campus centers, including downtown Boise City, the Canyon County Center, the Twin Falls Center, the Mountain Home Air Force Base Center, the Meridian Campus and the Gowen Field Center.

UNIVERSITY GOVERNANCE AND ADMINISTRATION

The responsibility for overall management and determination of University policy and standards is vested with the Board, which also serves as the Idaho State Board of Education, the Regents of the University of Idaho, the Board of Trustees for Idaho State University in Pocatello, the Board of Trustees for Lewis Clark State College in Lewiston, and the State Board for Professional Technical Education and Vocational Rehabilitation. The Governor appoints seven of the members to the Board for five year terms. The membership, terms and occupations of the current board members are listed below. The elected State Superintendent of Public Instruction serves *ex officio* as the eighth member of the Board for a four-year term.

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY
AND STATE BOARD OF EDUCATION

NAME	RESIDENCE	OCCUPATION	TERM EXPIRES
Emma Atchley (President)	Ashton	Community Leader	2015
Roderic W. Lewis (Vice President)	Boise	Retired General Counsel, Micron Technology, Inc.	2015
Don Soltman (Secretary)	Twin Lakes	Retired Hospital Executive	2019
Bill Goesling	Moscow	Associate Vice President for D.A. Davidson	2016
Richard Westerberg	Preston	Retired officer of PacifiCorp	2019
David Hill	Boise	Retired Deputy Director at ID National Laboratory	2017
Debbie Critchfield	Oakley	Community Education Leader	2018
Sherri Ybarra*	Mountain Home	Superintendent of Public Instruction	Newly Elected

* Serves *ex officio* on the State Board of Education in her capacity as State Superintendent of Public Instruction.

The State Board of Education has an approximately 21 member, full time professional staff headed by Mike Rush, Executive Director. His appointment became effective in 2008.

University Officers. The President of the University and his staff are responsible for the operation of the University and the fulfillment of its academic mission. The President is selected by and serves at the pleasure of the Board. Members of the President's management team are appointed by the President and serve at his pleasure. The President and his principal staff are listed below, with brief biographical information concerning each.

Robert Kustra, Ph.D. – President. Dr. Kustra became the University's sixth president on July 1, 2003. Immediately prior to joining the University, Dr. Kustra served as president of the Midwestern Higher Education Commission, an organization of 10 Midwestern states that focus on advancing higher education through interstate cooperation and resource sharing. Prior to his time at the Midwestern Higher Education Commission, Dr. Kustra served as a senior fellow for the Council of State Governments, and from 1998 to 2001 served as president of Eastern Kentucky University. Prior to his time at Eastern Kentucky University, Dr. Kustra served as the lieutenant governor for the State of Illinois from 1990 to 1998, during a portion of which time he also served as the chair of the Illinois Board of Higher Education. Prior to acting as lieutenant governor, Dr. Kustra served in the Illinois state senate from 1982 to 1990 and in the Illinois House of Representatives from 1980 to 1982.

Dr. Kustra has also held faculty positions at the University of Illinois at Springfield, Roosevelt University, the University of Illinois Chicago, Northwestern University, Loyola University and Lincoln Land Community College. While at Loyola he also served as director of the Center for Research in Urban Government.

Dr. Kustra was educated at Benedictine College in Atchison, Kansas (BA 1965), Southern Illinois University (MA 1968) and the University of Illinois (Ph.D. 1975). All of his degrees are in political science. Throughout his professional life, Dr. Kustra has served on a number of education oriented boards, including the National Collegiate Athletic Association Board of Directors, the Advisory Council for the National Center for Public Policy and Higher

Education, the Policies and Purposes Committee of the American Association of State Colleges and Universities, the Ohio Valley Conference Board of Presidents, the DePaul University Board of Trustees and the Education Commission of the States.

Martin E. Schimpf, Ph.D. – Provost and Vice President for Academic Affairs. Dr. Schimpf has served as the University's Provost and Vice President of Academic Affairs since 2010. His career at the University began in 1990 as a professor in the Department of Chemistry, and he served as that department's Chair from 1998 to 2001. He served as Associate Dean of the College of Arts and Sciences from 2001 to 2006. In 2006, Dr. Schimpf was appointed Dean of the College of Arts and Sciences and held that position until his appointment as Provost and Vice President of Academic Affairs. Dr. Schimpf earned an undergraduate degree in chemistry from the University of Washington and a Ph.D. in chemistry from the University of Utah. His interdisciplinary research has led to more than 80 publications, and he has served on numerous international scientific committees.

Stacy Pearson, CPA, MPA – Bursar and Vice President for Finance and Administration. Ms. Pearson was appointed as Bursar and Vice President for Finance and Administration effective August 15, 2004. Prior to this appointment, Ms. Pearson served as Associate Vice President for Finance and Administration at the University from 1995 to 2004. Ms. Pearson received her Bachelor of Science degree in business at the University of Idaho and her Master of Public Administration degree from the University. Ms. Pearson is a certified public accountant and is active in the Western Association of College and University Business Officers (WACUBO). She served as the Director of the Internal Audit Division for the Oregon University System from 1994 to 1995 and the Internal Auditor for the Idaho State Board of Education from 1987 to 1994. Ms. Pearson was named the Woman of the Year by the Idaho Business Review in 2013.

Kevin D. Satterlee, J.D. – Vice President of Campus Operations and General Counsel. Mr. Satterlee was named General Counsel in 2005. Prior to holding such position, Mr. Satterlee served as Associate Vice President for Planning and Special Assistant to the Vice President for Finance and Administration at the University. Prior to joining the University, Mr. Satterlee served as Chief Legal Officer for the State Board of Education, Deputy Attorney General for the State representing numerous state agencies including the Office of the Governor, and worked in private practice. Mr. Satterlee received his undergraduate degree in political science magna cum laude from the University and his Juris Doctor from the University of Idaho, also magna cum laude.

Mark Rudin, Ph.D. – Vice President for Research. Dr. Rudin joined the University in January 2009 as Vice President for Research. Dr. Rudin received his Ph.D. in Medicinal Chemistry/Health Physics from Purdue University. Prior to his appointment at the University, Dr. Rudin served in a number of teaching and administrative positions at University of Nevada Las Vegas since 1993, including Senior Associate Vice President for Research Services and Chair of the Department of Health Physics. Before joining UNLV, Dr. Rudin was a technical/administrative assistant with the U.S. Department of Energy Headquarters, Office of Environmental Restoration and Waste Management, and from 1989 to 1993, he was a senior program specialist/project engineer with EG&G Idaho at the Idaho National Laboratory in Idaho Falls.

Lisa Harris, Ph.D. – Vice President for Student Affairs. Dr. Harris began her role as the Vice President for Student Affairs at the University in July 2011. She came to the University from Mississippi State University, where she served as Associate Vice President for Student Affairs. Previously, she held positions as Assistant Vice President of Academic Affairs at the University of Alabama, Dean and Director of Undergraduate Admissions at Louisiana State University, and Assistant Director of Admissions at Clemson University. Dr. Harris completed her Ph.D. in Vocational Education, Adult Education emphasis at Louisiana State University, her Master's degree in Personnel Services, Counseling emphasis at Clemson University, and her Bachelor's degree in Psychology at Clemson University. Dr. Harris is active in professional leadership roles, most recently serving the NASPA Region III as the Mississippi Director. She has also been the president and on the executive board of the Southern Association of Collegiate Registrars and Admissions Officers.

Laura Simic –Vice President for University Advancement. Ms. Simic joined the University as Vice President for University Advancement in November 2012. Most recently, she served four years at Creighton University in Omaha, Nebraska as the interim vice president for university relations and senior associate vice president of development and campaign director. Ms. Simic also worked eight years as the associate vice chancellor for development at the University of North Carolina and ten years in various development roles at the University of Tennessee. Ms. Simic earned her Bachelor of Arts degree from the University of Oregon in journalism and public relations and her Master of Science degree from the University of Tennessee in education/leadership studies. She is a Certified Fund Raising Executive.

CERTAIN UNIVERSITY FACILITIES

General. The University's Boise campus includes approximately 125 significant buildings and approximately 75 small structures used for storage, miscellaneous functions, or located on sites of future expansion. The Boise campus is approximately 220 acres.

The following is a description of the University's major facilities from which Sales and Services Revenues are derived, including housing facilities, the Student Union Building, spectator and recreation facilities, and parking facilities.

Housing Facilities. The University's housing facilities currently consist of (i) seven residence halls, four of which are traditional-style buildings and three of which are suite-style buildings, (ii) five apartment complexes for upper-class housing and (iii) two townhouse developments, which provide 360 beds for upper-class students.

<u>University Residence Halls</u>. The residence halls can accommodate approximately 1,539 students. The University's residence halls offer a variety of amenities, including computer labs and in room high-speed internet connections; recreational and lounge space; laundry facilities; kitchen areas; and academic/study space. For Fiscal Years, 2012, 2013, and 2014, the average fall semester occupancy rates for the University's residence halls were, 97%, 96% and 99%, respectively.

<u>University Apartments</u>. Currently, the University apartment complexes are available for students, including those with families, and provide over 300 apartments ranging in size from one bedroom to three bedrooms. For Fiscal Years 2012, 2013 and

2014, the average fall semester occupancy rates for the University's apartments were 88%, 90% and 90%, respectively.

<u>Lincoln Townhomes.</u> The Lincoln townhouse style housing consists of 360 beds of upper class student housing. For fiscal years 2013 and 2014, average fall semester occupancy of the townhomes was 85% and 99%, respectively.

Student Union Building. Initially constructed in 1967 and expanded in 1988 and 2008, the Student Union Building provides extensive conference and meeting spaces, a 430 seat performance theater, a retail food court, a central production kitchen, a resident student and visitor dining facility, a University Bookstore, a convenience store, a games area, and offices for admissions, student government and student activities. The facilities infrastructure includes high speed LAN and video data capabilities and public lounges with wireless network capabilities. The building totals approximately 252,000 square feet.

Spectator and Recreation Facilities. The University's spectator and recreation facilities include Albertsons Stadium, the Taco Bell Arena, the Recreation Center and the Morrison Center. The following is a brief description of these facilities.

<u>Albertsons Stadium</u>. Originally constructed in 1970, and expanded in 1997, 2008, 2009 and 2012 to its current total capacity of 37,000 seats, Albertsons Stadium is Idaho's largest spectator facility. It is used for all of the University's intercollegiate home football games. The facility includes the press box, stadium suites, banquet facilities, a commercial kitchen, an additional bookstore, office space, and concessions facilities. Completed in the summer of 2013 is the Football Complex, a stand-alone addition to the Albertsons Stadium facilities, consisting of football offices and training facilities. This facility added 70,000 square feet of space.

<u>Taco Bell Arena</u>. Taco Bell Arena was constructed in 1982 and serves as the University's indoor sports and entertainment complex. In its basketball configuration, the arena accommodates approximately 12,400 spectators. In addition to varsity sports contests, including the NCAA Basketball Tournament, it has been used for concerts, commencement ceremonies and other entertainment and community events, intramural activities and sports camps. The arena was remodeled during 2012 adding 36 upgraded restrooms.

<u>The Recreation Center</u>. The Student Recreation Center was completed in 2001. It is approximately 98,700 square feet, and includes more than 25,000 square feet of open recreational space for three regulation size basketball courts and a multipurpose gymnasium; a large aerobics/cardiovascular multipurpose workout space; five racquetball/handball/squash courts; a running track with banked turns; a climbing wall; a first aid and athletic training area; classroom and activity spaces; indoor/outdoor meeting space; and an aquatic center.

<u>The Morrison Center</u>. The Velma V. Morrison Center, which opened in 1984, is an 183,885 square foot center for performing arts that includes a ten story stage-house and seating for 2,000. The Morrison Center brings a wide range of artistic performances to the Boise community and provides academic instruction space at the University.

Parking Facilities. The University operates and maintains 64 surface parking lots of varying sizes and two parking garage facilities with a total of approximately 2,691 spaces, for a total of approximately 7,689 parking spaces. The University has a comprehensive parking plan to ensure that the parking system is financially self-supporting.

STUDENT BODY

The University enrolls more students than any other institution in Idaho. In addition to having students from every Idaho county, students from all 50 states and over 65 countries attend the University. The University enrolls large numbers of both traditional age students and working adults. The University's official Fall 2014 enrollment is 22,259 students (based on headcount, with full-time equivalent enrollment of 15,643) as of the October 15, 2014 census date, and the University's official Spring 2015 enrollment was **[________]** (based on headcount, with full-time equivalent enrollment of **[_______]** as of the March 15, 2015 census date.

Enrollment and Graduation Statistics
(Fall Semester)

	2011*	**2012**	**2013**	**2014**
ENROLLMENT				
Headcount	19,664	22,678	22,003	22,259
Full Time Equivalents	15,215	16,136	15,599	15,643
UNDERGRADUATE				
STUDENTS				
Full Time	12,669	12,784	12,452	12,155
Part Time	4,699	6,873	6,590	7,196
GRADUATE STUDENTS				
Full Time	782	806	812	883
Part Time	1,514	2,215	2,149	2,025
STUDENTS FROM IDAHO	81%	81%	75%	74%
FIRST YEAR UNDERGRADUATES/TRANSFERS				
Applied	10,267	10,642	10,080	10,712
Admitted	6,510	6,146	7,691	8,340
Enrolled	3,522	3,418	3,392	3,469
ACT Mean Score	22.72	22.94	22.97	22.94
	2010-2011	2011-2012	2012-2013	2013-2014
DEGREES CONFERRED				
Associate	219	198	168	137
Bachelor	2,571	2,782	2,716	2,797
Master	641	652	691	640
Doctorate	11	11	11	34
Certificate**	157	196	171	195

* Prior to fall 2012, enrollment was measured as of the tenth day of classes. Accordingly, the enrollment data for 2011 reflects enrollment as of the tenth day of classes. In the fall of 2012, the State Board of Education adopted a census date for each semester (October 15 and March 15) for all colleges and universities to ensure consistency between institutions and to better reflect the number of students served. The primary difference is related to high school students who are concurrently enrolled in

the University.
** Includes undergraduate graduate certificates and post-undergraduate certificates.

EMPLOYEES

As of June 30, 2014, the University had 4,788 employees. Faculty and staff included 818 professional staff, 778 faculty, 297 other academic appointments, which include roles such as research assistants and adult basic education instructors, and 1,084 classified employees. The University also employed 1,520 students. The University is not a party to any collective bargaining agreement, although there are employee associations that bring salary issues and other concerns to the attention of the University. The University considers relations with its employees to be good.

EMPLOYEE RETIREMENT BENEFITS

All benefit eligible employees, which consist of employees who work 20 or more hours per week for five consecutive months, must enroll in one of two retirement plans—the State's Public Employees' Retirement System of Idaho ("*PERSI*") or the Optional Retirement Program ("*ORP*"), which is a plan offered to faculty and non-classified staff effective 1990 and thereafter.

PERSI. The University's classified employees, including its faculty hired prior to July 1, 1990, are covered under PERSI. Additionally, new faculty and professional staff who are vested in PERSI have the option of remaining in or returning to PERSI with written affirmation of this decision within 60 days of employment. PERSI is the administrator of a multiple-employer cost-sharing defined benefit public employee retirement system. A retirement board (the "*PERSI Board*"), appointed by the governor and confirmed by the legislature, manages the system, including selecting investment managers to direct the investment, exchange and liquidation of assets in the managed accounts and establishing policy for asset allocation and other investment guidelines. The PERSI Board is charged with the fiduciary responsibility of administering the plan.

PERSI is the administrator of six fiduciary funds, including two defined benefit retirement plans, the Public Employee Retirement Fund Base Plan ("*PERSI Base Plan*") and the Firefighters' Retirement Fund ("*FRF*"); two defined contribution plans, the Public Employee Retirement Fund Choice Plans 414(k) and 401(k); and two Sick Leave Insurance Reserve Trust Funds, one for State employers and one for school district employers. Net assets for all funds administered by PERSI increased over $2 billion during Fiscal Year 2014 and increased by $884.69 million in Fiscal Year 2013 and decreased $22.6 million in Fiscal Year 2012. The increase in the defined benefit plans in Fiscal Year 2014 was primarily due to a gross investment return increase.

PERSI membership is mandatory for eligible employees of participating employers. Employees must be: (i) working 20 hours per week or more; (ii) teachers working a half-time contract or greater; or (iii) persons who are elected or appointed officials. Membership is mandatory for State agency and local school district employees, and membership by contract is permitted for participating political subdivisions such as cities and counties. On July 1, 2014, PERSI had 66,223 active members, 28,273 inactive members (of whom 11,504 are entitled to vested benefits), and 40,776 annuitants. As of July 1, 2014, there were 763 participating employers in the PERSI Base Plan. Total membership in PERSI was 135,272.

As of July 1, 2014, PERSI's actuarial value of assets total $13,833.1 million and the actuarial liabilities funded by PERSI total $14,928.1 million. This means that as of July 1, 2014 PERSI is 92.9 percent funded. Based on the July 1, 2014 actuarial valuation, the unfunded actuarial accrued liability was decreased by $1,146.6 million due to an asset gain recognized as of July 1, 2014. Specifically, the System's assets earned a gross return before expenses of 17.2%, which is 9.7% above the actuarial assumption of 7.5%. All other actuarial experience gains and losses further reduced the actuarial accrued liability by $122.6 million. Thus, the total experience gain for the year was $1,269.2 million. This gain, together with the cancellation of future rate increases and changes in mortality assumptions, resulted in a total actuarial gain of $1,021.8 and a change in funding status from an 85.3% funding ratio on July 1, 2013 to 92.9% on June 30, 2014.

Annual actuarial valuations for PERSI are provided by the private actuarial firm of Milliman, which has provided the actuarial valuations for PERSI since PERSI's inception. As a result of the statutory requirement that the amortization period for the unfunded actuarial liability be 25 years or less, contribution rate increases for the three years beginning July 1, 2011, as proposed by the actuary, were reviewed and approved by the Retirement Board on December 8, 2009. Only one of the approved contribution rate increases has taken effect to date, on July 1, 2013. All other approved contribution rate increases have been cancelled. The contribution rates for the year ended June 30, 2014 follow:

Contribution Rates

	Member		Employer	
	General/ Teacher	Fire/ Police	General/ Teacher	Fire/ Police
Contribution Rates:	6.79%	8.36%	11.32%	11.66%

Source: Public Employees Retirement System of Idaho, February 2015.

The next major PERSI experience study, to be completed in 2016, will cover the period July 1, 2011 through June 30, 2015.

The University's required and paid contributions to PERSI for Fiscal Years 2012, 2013 and 2014 were $2,707,520, $2,841,366, and $ 2,963,747, respectively. Contribution requirements of PERSI and its members are established and may be amended by the PERSI Board.

Beginning in the fiscal year that commenced July 1, 2014, the University became required to record a liability and expense equal to its proportionate share of the collective net pension liability and expense of PERSI due to the implementation of GASB 68. On February 13, 2015, PERSI published the schedule of allocations and net pension liability amounts for each employer in the PERSI Base Plan as of June 30, 2014. The University's net pension liability as of June 30, 2014 is $7,104,460.

PERSI issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained at, www.persi.idaho.gov (which website is provided purely for convenience and is not incorporated or made a part of this Official Statement by this reference).

ORP. Faculty and non-classified staff hired on or after July 1, 1990 have been enrolled in ORP, and faculty and staff hired before that date were offered a onetime opportunity in 1990 to withdraw from PERSI and join ORP. ORP is a portable, multiple-employer, defined contribution retirement plan with options offered by Teachers' Insurance and Annuity Association/College Retirement Equities Fund and Variable Annuity Life Insurance Company. The total contribution rate is the same for all employees, with a portion of the employer's contribution for ORP members being credited to the employee's account and a portion to the PERSI unfunded liability until 2015.

Contribution requirements for ORP are based on a percentage of total payroll. The University's contribution rate for Fiscal Years 2012 through 2015 is 9.27% of covered payroll.

For Fiscal Years 2012, 2013 and 2014, the University's required and paid contributions to ORP were $8,285,481, $8,723,150 and $9,245,096, respectively. The employee contribution rate for Fiscal Years 2012 through 2015 is 6.97% of covered payroll. These employer and employee contributions, in addition to earnings from investments, fund ORP benefits. The University has no additional obligation to fund ORP benefits once it makes the required contributions at the applicable rate. The University has made all contributions that it is required to make to ORP to date.

For additional information concerning the University's pension benefits, see Note 10 of "Appendix A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

OPEB. The University participates in other multiple-employer defined benefit post-employment benefit plans relating to health and disability for retired or disabled employees that are administered by the State of Idaho, as agent, as well as a single-employer defined benefit life insurance plan. Idaho Code establishes the benefits and contribution obligations relating to these plans. The most recent actuarial valuation of these plans is as of July 1, 2012. The University funds these benefits on a pay-as-you-go basis and has not set aside any assets to pay future benefits under such plans. As of July 1, 2012, the combined UAAL for such plans equaled approximately $17.7 million. For additional information concerning post-retirement benefits other than pensions, see Note 11 of "APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

INSURANCE

The University has liability coverage under commercial insurance policies and self-insurance through the State of Idaho Retained Risk Fund. University buildings are covered by all risk property insurance on a replacement cost basis.

Financial Information Regarding The University

The principal sources of University revenues are direct appropriation of State revenues by the State legislature (the "*Legislature*"), Student Fees, federal government appropriations, grants and contracts, gifts to the University, F&A Recovery Revenues, Investment Income, Sales and Services Revenues, and Other Operating Revenues. Of these revenue sources, Student Fees, Investment Income, Sales and Services Revenues, F&A Recovery Revenues, and Other Operating Revenues are included in Pledged Revenues. The following describes revenue sources that are not included in Pledged Revenues, as well as certain Pledged Revenues. See "Security For The 2015A Bonds."

State Appropriations

Legislatively-approved State appropriations represented approximately 21% of the University's total annual revenues for Fiscal Year 2014. Such revenues are not included as Pledged Revenues. The Legislature meets beginning in January of each calendar year and sets budgets and appropriations for all agencies and departments of State government for the fiscal year beginning the following July 1. The Legislature may also make adjustments to budgets and appropriations for the fiscal year during which the Legislature is meeting.

If, in the course of a fiscal year, the Governor determines that the expenditures authorized by the Legislature for the current fiscal year exceed anticipated revenues expected to be available to meet those expenditures, the Governor, by executive order, may reduce ("*Holdback*") the spending authority on file in the office of the Division of Financial Management for any department, agency or institution of the State, or request a reversion ("*Reversion*") of appropriations back to the State to balance the State budget. There have been no Holdbacks or Reversions since Fiscal Year 2010; the University does not anticipate a Holdback or Reversion during Fiscal Year 2015. State appropriations are not included in Pledged Revenues. However, Holdbacks, Reversions or reductions in the amount appropriated to the University could adversely affect the University's financial and operating position.

The table below sets forth the Legislative appropriations from the State General Fund for all higher education institutions and for the University for the years shown. Legislative appropriations declined from 2010-2012 as a result of decreased state revenues. While appropriations have grown since 2013, they have not yet returned to pre-2010 levels. To address the decline in revenues, the University implemented a variety of strategies in response to reductions in State appropriations, including increasing tuition and fees, selectively delaying or cancelling capital projects, and otherwise reviewing academic and administrative operations to determine how to operate more efficiently.

The Legislature is currently in session and higher education funding for Fiscal Year 2016 has not currently been set.

State General Fund Appropriations

	2012	2013	2014	2015*
All Higher Education	$209,828,300	$227,950,500	$236,543,600	$251,223,200
Boise State University	$68,005,800	$74,496,000	$76,338,100	$80,391,900

Percentage Increase (Decrease) over prior year for the University	(3.5)%	9.5%	2.5%	5.3%

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*Unaudited

GRANTS AND CONTRACTS

The United States government and various other public and private sponsoring agencies, through various grant and contract programs, provide a substantial percentage of the University's current revenues. The use of such funds is usually restricted to specific projects and is not included in the budget for the University. Such revenues include grants and contracts for research, public service, instruction and training programs, fellowships, scholarships, endowment scholarship programs, student aid programs, and grants for construction projects. The University believes it has complied with all material conditions and requirements of these grants and contracts. For Fiscal Year 2014, total grants and contracts totaled $34,274,795, which amount includes the $4,462,864 of F&A Recovery Revenues included in Pledged Revenues. The University also received $27,242,851 in federal Pell Grants for the 2013-2014 academic year. The following table displays federally funded expenditures, which include Pell Grants and Direct Loan Programs, for each the last five Fiscal Years:

Federally Funded Expenditures (In 000s)

	2010	2011*	2012*	2013*	2014
Research	$ 15,814	$ 19,793	$ 19,908	$17,734	$15,292
Non-Research	123,341	136,870	137,702	132,889	122,734
Total Expenditures	$139,155	$156,663	$157,610	$150,623	$138,026

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* Federally funded expenditures increased above normal levels in 2011-2013 because in those years the University had large, one-time federally funded projects, such as a park and ride parking lot and federally funded expansion of the geothermal utility distribution system. Federally funded expenditures in 2014 returned to normal levels.

Pledged Revenues do not include Restricted Fund Revenues, which consist of revenues that the University is obligated to spend in accordance with restrictions imposed by external third parties, such as revenues from grants, contracts, gifts and scholarships. However, Pledged Revenues do include F&A Recovery Revenues, which consist of revenues received by the University as reimbursement for facility and administrative costs in conjunction with grants and contracts for research activities conducted by the University. See "SECURITY FOR THE 2015A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues" and "Historical Revenues Available for Debt Service" above.

The University is projecting a 2% increase in total awarded sponsored project funding in Fiscal Year 2015; with total awarded sponsored project funding totals estimated to be $33.8 million, including approximately $4.6 million in F&A Recovery Revenues.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately $139 million for Fiscal Year 2014. Of such amount, approximately $73 million was in the form of direct student loans. Due to uncertainty with respect to the amount of federal grants, donations, and other sources the University expects to receive for the purpose of providing financial aid, the University cannot determine the amount of financial aid that will be available in future years.

BUDGET PROCESS

The University operates on an annual budget system. Its fiscal year begins July 1 of each year. The budget process, as well as the administration of the expenditures authorized through the process, is administered through the offices of the President and the Vice President for Finance and Administration, in collaboration with the departmental faculty and administrative officers. The internal budget process concludes with a general budget proposal for the following Fiscal Year being submitted in consolidated form by the University Administration to the Board in August of each year.

The University's operating budget is approved by the Board prior to the commencement of the Fiscal Year, usually at its June meeting. At that meeting, the Board, serving also as the governing boards of the State's other institutions of higher education, approves the annual budgets for those institutions as well.

INVESTMENT POLICY

Board policy establishes permitted investment categories for the University. The University's investment policy establishes, in order of priority, safety of principal preservation, ensuring necessary liquidity, and achieving a maximum return, as the objectives of its investment portfolio. See Note 2 of APPENDIX A - AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013." Moneys in Funds and Accounts established under the Bond Resolution are required to be invested in Investment Securities, as described in "APPENDIX D–SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION–PLEDGE OF REVENUES; ESTABLISHMENT OF FUNDS AND ACCOUNTS - Establishment of Funds; Revenue Fund; Bond Fund; Flow of Funds; Investment of Funds." The University has not experienced any significant investment losses or unexpected limitations on the liquidity of its short-term investments.

NO INTEREST RATE SWAPS

The University has not entered into any interest rate swaps or other derivative products.

BOISE STATE UNIVERSITY FOUNDATION, INC.

The Boise State University Foundation, Inc. (the "*BSU Foundation*") is a nonprofit corporation organized under State law in 1967. Its purpose is to receive, manage and otherwise deal in property and apply the income, principal and proceeds of such property for the benefit of the University. An approximately 45 member board of directors manages the BSU Foundation. A.J. Balukoff, Sr. currently serves as Chairman of the Board of the BSU Foundation.

Financial statements for the BSU Foundation are contained in Note 13 to the University's financial statements. See "APPENDIX A - AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013." Net assets of the BSU Foundation at June 30, 2014 were $145,162,052.

In June 2011, the BSU Foundation completed its first comprehensive fundraising campaign. The Foundation's Destination Distinction campaign exceeded the original campaign goal by $10 million, raising over $185 million to support scholarships, programs and facilities, much of which has already been spent on various projects. The BSU Foundation is currently seeking funds for specific strategic initiatives.

FUTURE CAPITAL PROJECTS

To address the educational needs of the region and the facilities needs of the growing student body, the University implemented a Strategic Facility Fee in 2006. The Strategic Facility Fee has increased from its initial $25 in Fiscal Year 2007 to $260 for Fiscal Year 2015. The Strategic Facility Fee is a component of Student Fees that are included in Pledged Revenues. Revenues from the Strategic Facility Fee are intended to be used together with donations, State of Idaho Permanent Building Fund monies provided by the State, capital grants and University reserves to provide funds for construction of buildings pursuant to the University's Campus Master Plan.

The University may not undertake any capital project or long-term financing without prior Board approval.

The University currently anticipates that it may issue Additional Bonds or other debt to finance capital facilities within the next two years. The University is in the preliminary discussion phase of a second science building to complement the Environmental Research Building, which opened in Fall 2011 and a new fine arts building. Both projects are intended to include University funding sources in addition to debt.

OUTSTANDING DEBT

The University has the following debt outstanding as of December 31, 2014:

Outstanding Bonds	Original Issue Amount	Amount Outstanding
General Revenue Bonds		

General Revenue Bonds, Series 2005A*	$21,925,000	$5,130,000
General Revenue and Refunding Bonds, Series 2007A*	96,365,000	95,900,000
General Revenue Bonds, Series 2007B*	25,860,000	25,350,000
General Revenue and Refunding Bonds, Series 2009A	42,595,000	30,030,000
General Revenue Bonds, Series 2010A	1,195,000	315,000
Taxable General Revenue Bonds, Series 2010B (Build America Bonds–Issuer Subsidy)	12,895,000	12,895,000
General Revenue Project and Refunding Bonds, Series 2012A	33,330,000	32,425,000
General Revenue Refunding Bonds, 2013A Bonds	14,195,000	14,130,000
General Revenue Project and Refunding Bonds, Series 2013B	11,760,000	11,160,000
General Revenue Refunding Bonds, Series 2015A	TBD	TBD
Total:	TBD	TBD
Other Obligations		
2006 Bronco Stadium Expansion Loan	3,381,000	813,945
Capital Leases for Building and Equipment	4,912,402	751,798
Total:	$8,293,402	$1,565,743

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* Does not reflect the refunding of the Refunded Bonds. Any refunding with proceeds of the 2015A Bonds will be undertaken solely to achieve debt service savings.

For additional information regarding the University's outstanding obligations, see Notes 7, 8 and 9 of "APPENDIX A - AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013."

FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2014 and 2013, which are included as APPENDIX A to this Official Statement, have been audited by Moss Adams LLP, independent auditors, as stated in their report appearing therein. Moss Adams has not been engaged to perform and has not performed, since the date of such report, any procedures on the financial statements addressed in the report. Moss Adams has not performed any procedures relating to this Official Statement, and has not consented to the use of the financial statements of the University in this Official Statement.

TAX MATTERS

2015A BONDS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the 2015A Bonds is excluded from gross income pursuant to Section 103 of the Internal Revenue Code of 1986, as amended to the date of delivery of the 2015A Bonds (the "*Tax Code*"); (ii) interest on the 2015A Bonds is excluded from alternative minimum taxable income as defined in Section 55(b)(2) of the Tax Code except that such interest is required to be included in calculating the "adjusted current earnings" adjustment applicable to corporations for purposes of computing the alternative minimum taxable income of corporations as described below; and (iii) interest on the 2015A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho.

The Tax Code imposes several requirements which must be met with respect to the 2015A Bonds in order for the interest thereon to be excluded from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations). Certain of these requirements must be met on a continuous basis throughout the term of the 2015A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2015A Bonds; (b) limitations on the extent to which proceeds of the 2015A Bonds may be invested in higher yielding investments; and (c) a provision, subject to certain limited exceptions, that requires all investment earnings on the proceeds of the 2015A Bonds above the yield on the 2015A Bonds to be paid to the United States Treasury. The exclusion of interest on the 2015A Bonds from gross income for Idaho income tax purposes is dependent on the interest on the 2015A Bonds being excluded from gross income for federal income tax purposes. The University will covenant and represent that it will take all steps to comply with the requirements of the Tax Code to the extent necessary to maintain the exclusion of interest on the 2015A Bonds from gross income and alternative minimum taxable income (except to the extent of the aforementioned adjustment applicable to corporations) under such federal income tax laws in effect when the 2015A Bonds are delivered. Bond Counsel's opinion as to the exclusion of interest on the 2015A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income (to the extent described above) is rendered in reliance on these covenants, and assumes continuous compliance therewith. The failure or inability of the University to comply with these requirements could cause the interest on the 2015A Bonds to be included in gross income (for federal and Idaho income tax purposes), alternative minimum taxable income or both from the date of issuance. Bond Counsel's opinion also is rendered in reliance upon certifications of the University and other certifications furnished to Bond Counsel. Bond Counsel has not undertaken to verify such certifications by independent investigation.

Section 55 of the Tax Code contains a 20% alternative minimum tax on the alternative minimum taxable income of corporations. Under the Tax Code, 75% of the excess of a corporation's "adjusted current earnings" over the corporation's alternative minimum taxable income (determined without regard to this adjustment and the alternative minimum tax net operating loss deduction) is included in the corporation's alternative minimum taxable income for purposes of the alternative minimum tax applicable to the corporation. "Adjusted current earnings" includes interest on the 2015A Bonds.

The Tax Code contains numerous provisions which may affect an investor's decision to purchase the 2015A Bonds. Owners of the 2015A Bonds should be aware that the ownership of tax-exempt obligations by particular persons and entities, including, without limitation, financial institutions, insurance companies, recipients of Social Security or Railroad Retirement benefits, taxpayers who may be deemed to have incurred or continued indebtedness to purchase or carry tax-exempt obligations, foreign corporations doing business in the United States and certain "subchapter S" corporations may result in adverse federal and state tax consequences. Under Section 3406 of the Tax Code, backup withholding may be imposed on payments on the 2015A Bonds made to any owner who fails to provide certain required information, including an accurate taxpayer identification number, to certain persons required to collect such information pursuant to the Tax Code. Backup withholding may also be applied if the owner underreports "reportable payments" (including interest and dividends) as defined in Section 3406, or fails to provide a certificate that the owner is not subject to backup withholding in circumstances where such a certificate is required by the Tax Code. With respect to any of the 2015A Bonds sold at a premium, representing a difference between the original offering price of those 2015A Bonds and the principal amount thereof payable at maturity, under certain circumstances, an initial owner of such bonds (if any) may realize a taxable gain upon their disposition, even though such bonds are sold or redeemed for an amount equal to the owner's acquisition cost. Bond Counsel's opinion relates only to the exclusion of interest on the 2015A Bonds from gross income (for federal and Idaho income tax purposes) and alternative minimum taxable income as described above and will state that no opinion is expressed regarding other federal or state tax consequences arising from the receipt or accrual of interest on or ownership of the 2015A Bonds. Owners of the 2015A Bonds should consult their own tax advisors as to the applicability of these consequences.

The opinions expressed by Bond Counsel are based on existing law as of the delivery date of the 2015A Bonds. No opinion is expressed as of any subsequent date nor is any opinion expressed with respect to pending or proposed legislation. Amendments to the federal or state tax laws may be pending now or could be proposed in the future that, if enacted into law, could adversely affect the value of the 2015A Bonds, the exclusion of interest on the 2015A Bonds from gross income (for federal and Idaho income tax purposes) or alternative minimum taxable income or both from the date of issuance of the 2015A Bonds or any other date, the tax value of that exclusion for different classes of taxpayers from time to time, or that could result in other adverse tax consequences. In addition, future court actions or regulatory decisions could affect the tax treatment or market value of the 2015A Bonds. Owners of the 2015A Bonds are advised to consult with their own tax advisors with respect to such matters.

The Internal Revenue Service (the "*Service*") has an ongoing program of auditing tax-exempt obligations to determine whether, in the view of the Service, interest on such tax-exempt obligations is includable in the gross income of the owners thereof for federal income tax purposes. No assurances can be given as to whether or not the Service will commence an audit of the 2015A Bonds. If an audit is commenced, the market value of the 2015A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the Tax-Exempt Bond owners may have no right to participate in such procedures. The University has covenanted not to take any action that would cause the interest on the 2015A Bonds to lose its exclusion from gross income for federal income tax purposes or lose its exclusion from alternative minimum taxable income except to the extent described above for the owners thereof for federal income tax purposes. None of the University, the Financial Advisor, the Underwriter, or Bond Counsel is responsible for paying or reimbursing any Tax-Exempt Bond holder with respect to any audit or litigation costs relating to the 2015A Bonds.

***[**Premium Bonds*

The initial public offering price of certain maturities of the Bonds (the "*Premium Bonds*"), as shown on the inside cover, are issued at original offering prices in excess of their original principal amount. The difference between the amount of the Premium Bonds at the original offering price and the principal amount payable at maturity represents "bond premium" under the Code. As a result of requirements of the Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Bond may realize a taxable gain upon disposition of such a bond, even though such bond is sold or redeemed for an amount equal to the original owner's cost of acquiring such bond. All owners of Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of Bonds, whether the disposition is pursuant to a sale of the Bonds or other transfer, or redemption.]

[Original Issue Discount

The initial public offering price of certain maturities of the Bonds (the "*Discount Bonds*"), as shown on the inside cover page hereof, is less than the amount payable on such Bonds at maturity. The difference between the amount of the Discount Bonds payable at maturity and the initial public offering price of the Discount Bonds will be treated as "original issue discount" for federal income tax purposes. The original issue discount on the Discount Bonds is treated as accruing over the respective terms of such Discount Bonds on the basis of a constant interest rate compounded at the end of each six-month period (or shorter period from the date of original issue) ending on April 1 and October 1 with straight line interpolation between compounding dates. In the case of a purchaser who acquires the Discount Bonds in this offering, the amount of original issue discount accruing each period (calculated as described in the preceding sentence) constitutes interest which is excluded from gross income, alternative minimum taxable income and Idaho taxable income under the conditions and subject to the exceptions described in the preceding paragraphs and will be added to the owner's basis in the Discount Bonds. Such adjusted basis will be used to determine taxable gain or loss upon disposition of the Discount Bonds (including sale or payment at maturity).

Beneficial Owners who purchase Discount Bonds in the initial offering at a price other than the original offering price shown on the inside cover page hereof and owners who purchase Discount Bonds after the initial offering should consult their own tax advisors with respect to the tax consequences of the ownership of the Discount Bonds. Beneficial Owners who are subject to state or local income taxation (other than Idaho state income taxation) should consult their tax advisor with respect to the state and local income tax consequences of ownership of the Discount Bonds. It is possible that, under the applicable provisions governing determination of state and local taxes, accrued original issue discount on the Discount Bonds may be deemed to be received in the year of accrual even though there will not be a corresponding cash payment.]

ESCROW VERIFICATION

The Arbitrage Group, Inc. will verify the accuracy of the mathematical computations concerning the adequacy of the maturing principal amounts of and interest earned on the government obligations, together with other escrowed moneys, to pay when due pursuant to prior redemption the redemption price of, and interest on, the Refunded Bonds and the mathematical computations of the yield on the 2015A Bonds and the yield on the government obligations purchased with a portion of the proceeds of the sale of the 2015A Bonds. Such verification shall be based in part upon information supplied by the Underwriter.

UNDERWRITING

The 2015A Bonds are being purchased by Barclays Capital Inc. (the "*Underwriter*"). The purchase contract provides that the Underwriter will purchase all of the 2015A Bonds, if any are purchased, at a price of $__________, representing the principal amount of the 2015A Bonds, plus original issuance premium of $_________. The University has agreed to pay Underwriter's fees of $__________ with respect to the 2015A Bonds.

The Underwriter may offer and sell the 2015A Bonds to certain dealers (including dealers depositing the 2015A Bonds in investment trusts) and others at prices lower than the initial offering prices (or prices corresponding to the yields) stated on the inside cover page hereof.

RATINGS

The University has applied for ratings from Moody's Investors Service and Standard & Poor's Financial Services LLC, a subsidiary of the McGraw-Hill Companies.

The ratings reflect only the views of the rating agencies. An explanation of the significance of the ratings may be obtained from the rating agencies. There is no assurance that such ratings will continue for any given period of time or that the ratings may not be revised or withdrawn entirely if, in the judgment of the rating agencies, circumstances so warrant. Any downward revision or withdrawal of such ratings will be likely to have an adverse effect on the market price or marketability of the 2015A Bonds.

LITIGATION

The University has reported that, as of the date hereof, there is no litigation pending or threatened that, if decided adversely to the interests of the University, would have a materially adverse effect on the operations or financial position of the University. There is no litigation of any nature now pending or threatened restraining or enjoining the issuance or sale of the 2015A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2015A Bonds, the pledge and application of Pledged Revenues, or the existence or powers of the University.

APPROVAL OF LEGAL MATTERS

All legal matters incident to the authorization and issuance of the 2015A Bonds are subject to the approval of Hawley Troxell Ennis & Hawley LLP, Bond Counsel to the University. Bond Counsel's approving opinion in the form of APPENDIX F hereto will be delivered with the 2015A Bonds. Certain legal matters will be passed upon for the University by the Office of General Counsel. Certain matters will be passed upon for the Underwriter by its counsel, Foster Pepper PLLC, and by Hawley Troxell Ennis & Hawley LLP, in its role as Disclosure Counsel to the University. Any opinion delivered by Foster Pepper PLLC will be limited in scope, addressed only to the Underwriter and cannot be relied upon by investors.

CONTINUING DISCLOSURE

The University will enter into a Continuing Disclosure Undertaking (the "*Undertaking*") for the benefit of the Beneficial Owners of the 2015A Bonds. Pursuant to the Undertaking, the

University will agree to send certain information annually and to provide notice of certain events to the Municipal Securities Rulemaking Board pursuant to the requirements of Section (b)(5) of Rule 15c2 12 (the "*Rule*") adopted by the Securities and Exchange Commission (the "*Commission*"). The information to be provided on an annual basis, the events which will be noticed on an occurrence basis, and a summary of other terms of the Undertaking, including termination, amendment, and remedies, are set forth in the Undertaking, the proposed form of which is attached as APPENDIX E to this Official Statement.

The University has materially complied with its continuing disclosure undertakings, however its filing was 17 days late for Fiscal Year 2013. The University has taken steps to ensure timely future compliance. See "APPENDIX E-PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING—Consequences of Failure of the University to Provide Information." A failure by the University to comply with the Undertaking must be reported in accordance with the Rule and must be considered by any broker, dealer or municipal securities dealer before recommending the purchase or sale of the 2015A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2015A Bonds and their market price.

BOISE STATE UNIVERSITY

By______________________________

Bursar and Vice President
for Finance and Administration

APPENDIX A
AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

APPENDIX B
SCHEDULE OF STUDENT FEES

The following table sets forth the Student Fees of the University at the rates in effect for the current fiscal year. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on actual collections for Fall 2014 and Spring 2015 and estimates of collections for Summer 2015. The University has requested a 3.5% fee increase for Fiscal Year 2016. The Board will approve a fee schedule for Fall 2015 and Spring and Summer 2016 at its April Board meeting, to be held April 15-16, 2015.

The University's estimates include certain assumptions concerning refunds, late fees and other variables with respect to individual fees, such that the annual estimated revenues of each fee are not the numerical product of the fee rates times a constant number for students paying such fees, but nonetheless represent the University's best estimate of fee revenues. The number of students used to calculate Estimated Annual Revenue is less than the total number of full time equivalent students as a result of the University's policy to provide fee waivers or discounts to certain scholarship recipients and to certain employees and spouses of certain employees. Full-time undergraduate students are defined as students taking 12 credit hours or more and full-time graduate students are defined as students taking nine credit hours or more per semester.

BOISE STATE UNIVERSITY
ESTIMATED SCHEDULE OF STUDENT FEES
FOR THE FISCAL YEAR ENDING JUNE 30, 2015[1]

	FULL TIME FEES[2]		PART TIME FEES[2]			
	RATE PER SEMESTER Fall and Spring	ANNUAL ESTIMATED REVENUE	RATE PER CREDIT HOUR Fall and Spring	RATE PER CREDIT HOUR Summer(3)	ANNUAL ESTIMATED REVENUE	TOTAL ANNUAL ESTIMATED REVENUE
TUITION	$2,310.25	$ 40,429,181	$169.25	$170.60	$ 26,030,287	66,459,468
FACILITY FEES						
General Building Fee	144.00	2,519,988	13.50	13.50	2,073,343	4,593,331
Capital Expen Reserve Fee	5.00	87,500			-	87,500
SUB Construction Fee	27.00	472,498	2.70	2.70	414,669	887,166
Residence Hall Construction Fee	57.00	997,495	5.70	5.70	875,412	1,872,907
Facilites Fees	260.00	4,549,978	23.70	22.50	3,607,243	8,157,221
Health and Wellness Ctr. Facility Fee	40.00	699,997	4.00	4.00	614,324	1,314,321
Subtotal Facility Fees	533.00	9,327,455	49.60	48.40	7,584,991	16,912,446.17
TECHNOLOGY FEES						
Information Technology Fee	99.25	1,736,867	9.45	9.45	1,451,340	3,188,207
Subtotal Technology Fees	99.25	1,736,867	9.45	9.45	1,451,340	3,188,207.01
ACTIVITY FEES						
Intercollegiate Athletics	113.10	1,979,241	10.75		1,358,720	3,337,960
Student Health Center	37.50	656,247	4.10	4.10	629,682	1,285,929
Student Union Operations	63.00	1,102,495	6.40	6.90	996,513	2,099,007
Student Life	0.20	3,500	0.13	0.13	19,966	23,466
Finance Office	3.25	56,875	0.38	0.38	58,361	115,235
Promtions & Marketing	6.87	120,224	0.67	0.67	102,899	223,124
Student Involvement & Leadership Center	19.68	344,398	2.02	2.02	310,234	654,632
Associated Student Body	12.00	209,999	1.65	1.65	253,409	463,408
University News	8.00	139,999	0.40	0.25	57,354	197,353
Student Program Board	6.00	104,999	0.50	0.50	76,790	181,790
Campus Recreation	51.75	905,621	5.02	5.40	781,308	1,686,929
Theatre Arts	2.00	35,000			-	35,000
Alumni Activities	3.25	56,875	0.30		37,918	94,792
Scholarships	15.00	262,499			-	262,499
Children's Center	7.00	122,499	0.70	0.70	107,507	230,006
Volunteer Services Board	1.90	33,250	0.10	0.10	15,358	48,608
Marching Band	12.00	209,999	1.30		164,310	374,309
Student Diversity and Inclusion	3.00	52,500	0.30	0.30	46,074	98,574
International Student Serv	0.25	4,375			-	4,375
Multicultural Student Services	0.50	8,750	0.05	0.05	7,679	16,429
MLK fee	1.50	26,250	0.15	0.15	23,037	49,287
Career Center	2.50	43,750	0.25	0.25	38,395	82,145
Spirit Squad	6.50	113,749	0.50		63,196	176,946
Women's Center	0.75	13,125	0.03		3,792	16,917
	377.50	6,606,218	35.70	23.55	5,152,502	11,758,720

TOTAL BOARD APPROVED FEES SUBJECT TO 10% ANNUAL INCREASE RESTRICTION [(4)]	$3,320.00	$ 58,099,722	$264.00	$252.00	$ 40,219,119	$ 98,318,841
OTHER FEES / TUITION						
Graduate / Professional	592.00	685,428	67.00	64.00	458,549	1,143,978
Non-resident Tuition (net of waivers)	6,426.00	18,333,793		64.00	516,625	18,850,419
Western Undergraduate Exchange Fee	1,660.00	2,499,960				2,499,960
In-Service				Varies	20,653	20,653
Faculty Staff Fees		16,491			4,052	20,543
Senior Citizen Fees		4,796			2,157	6,953
Self Support Programs	Varies	8,897,551			1,821,319	10,718,871
OTHER BOARD APPROVED FEES		30,438,020			2,823,356	33,261,376
OTHER CHARGES[(5)]	170.00	300,077			6,147,291	6,447,368
TOTAL PLEDGED STUDENT FEES		$ 88,837,818			$ 49,189,767	$ 138,027,584

(1) Includes actual fees and revenues for summer 2014 and the fall 2014 semester; and estimated fees and revenues for the spring 2015 semester.
(2) Full-time undergraduate fees are charged to undergraduate students taking 12 or more credit hours. Full-time Graduate fees are charged to graduate students taking nine or more credits. Part-time credit hour fees are charged to students taking 11 or fewer credit hours.
(3) For Summer, the part-time credit hour fee is charged regardless of the number of credits.
(4) Board policy limits requests for increases in these fees to 10% annually unless it grants special approval for such requests prior to the April fee-setting meeting.
(5) Board policy allows a variety of charges to be assessed by the University to support specific activities. These fees are only charged to students that engage in these particular activities. Examples include special course fees to supply labs and continuing education fees as well as fines for late payment, parking tickets or library charges. Fees for services such as orientation are also included in this line item.

APPENDIX C

GLOSSARY OF TERMS USED
IN THE RESOLUTION AND OFFICIAL STATEMENT

APPENDIX D
SUMMARY OF CERTAIN PROVISIONS OF THE RESOLUTION

APPENDIX E
PROPOSED FORM OF CONTINUING DISCLOSURE UNDERTAKING

APPENDIX F
PROPOSED FORM OF OPINION OF BOND COUNSEL

APPENDIX G
BOOK ENTRY ONLY SYSTEM

T H E   D E P O S I T O R Y   T R U S T   C O M P A N Y

SAMPLE OFFERING DOCUMENT LANGUAGE DESCRIBING BOOK-ENTRY-ONLY ISSUANCE

(Prepared by DTC--bracketed material may apply only to certain issues)

1. The Depository Trust Company ("DTC"), New York, NY, will act as securities depository for the securities (the "Securities"). The Securities will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Security certificate will be issued for [each issue of] the Securities, [each] in the aggregate principal amount of such issue, and will be deposited with DTC. [If, however, the aggregate principal amount of [any] issue exceeds $500 million, one certificate will be issued with respect to each $500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such issue.]

2. DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of: AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

3. Purchases of Securities under the DTC system must be made by or through Direct Participants, which will receive a credit for the Securities on DTC's records. The ownership interest of each actual purchaser of each Security ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Securities are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests

in Securities, except in the event that use of the book-entry system for the Securities is discontinued.

4. To facilitate subsequent transfers, all Securities deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Securities with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Securities; DTC's records reflect only the identity of the Direct Participants to whose accounts such Securities are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. [Beneficial Owners of Securities may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Securities, such as redemptions, tenders, defaults, and proposed amendments to the Security documents. For example, Beneficial Owners of Securities may wish to ascertain that the nominee holding the Securities for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.]

[6. Redemption notices shall be sent to DTC. If less than all of the Securities within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.]

7. Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Securities unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to Issuer as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Securities are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and dividend payments on the Securities will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from Issuer or Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, Agent, or Issuer, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of Issuer or Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

[9. A Beneficial Owner shall give notice to elect to have its Securities purchased or tendered, through its Participant, to [Tender/Remarketing] Agent, and shall effect delivery of such Securities by causing the Direct Participant to transfer the Participant's interest in the Securities, on DTC's records, to [Tender/Remarketing] Agent. The requirement for physical delivery of Securities in connection with an optional tender or a mandatory purchase will be deemed satisfied when the ownership rights in the Securities are transferred by Direct Participants on DTC's records and followed by a book-entry credit of tendered Securities to [Tender/Remarketing] Agent's DTC account.]

10. DTC may discontinue providing its services as depository with respect to the Securities at any time by giving reasonable notice to Issuer or Agent. Under such circumstances, in the event that a successor depository is not obtained, Security certificates are required to be printed and delivered.

11. Issuer may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Security certificates will be printed and delivered to DTC.

12. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that Issuer believes to be reliable, but Issuer takes no responsibility for the accuracy the

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SUPPLEMENTAL RESOLUTION

Authorizing the Issuance and Providing for the Sale of

BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS, SERIES 2015A

Adopted ________________, 2015

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SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2015A, of Boise State University; delegating authority to approve the terms and provisions of the Bonds in the principal amount of up to $_________; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the Bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the Series 2015A Bonds.

* * * * * *

WHEREAS, Boise State University (the "**University**") is a state institution of higher education and body politic and corporate organized and existing under and pursuant to the Constitution and laws of the State of Idaho; and

WHEREAS, the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University (the "**Board**"), is authorized, pursuant to the Constitution of the State of Idaho, title 33, chapter 38, Idaho Code, and title 57, chapter 5, Idaho Code (collectively, the "**Act**"), to issue bonds to finance or refinance "projects," as defined in such Act; and

WHEREAS, on September 17, 1992, the Board adopted a resolution providing for the issuance of revenue bonds thereunder pursuant to supplemental resolutions thereof for future projects or refinancing purposes, which resolution has been amended and supplemented from time to time (as amended and supplemented, the "**Resolution**"); and

WHEREAS, the University is authorized under the provisions of Article VII of the Resolution to issue Additional Bonds (as defined in the Resolution) upon compliance with the requirements thereof; and

WHEREAS, (i) on April 21, 2005, the Board adopted a Supplemental Resolution providing for the issuance of $21,925,000 General Revenue and Refunding Bonds, Series 2005A, which were issued on May 5, 2005 (the "**2005A Bonds**"); (ii) on January 8, 2007, the Board adopted a Supplemental Resolution providing for the issuance of $96,365,000 General Revenue and Refunding Bonds, Series 2007A, which were issued on January 30, 2007 (the "**2007A Bonds**"); (iii) on February 22, 2007, the Board adopted a Supplemental Resolution providing for the issuance of $25,860,000 General Revenue Bonds, Series 2007B, which were issued on March 15, 2007 (the "**2007B Bonds**"); and (iv) on February 26, 2009, the Board adopted a Supplemental Resolution providing for the issuance of $42,595,000 General Revenue and Refunding Bonds, Series 2009A, which were issued on March 19, 2009 (the "**2009A Bonds**");

WHEREAS, <u>Schedule 1</u> attached hereto specifically identifies certain of the 2005A Bonds, 2007A Bonds, 2007B Bonds and 2009A Bonds which are subject to refunding pursuant to the Resolution (the "**Refunding Candidates**"); and

WHEREAS, the Board has determined that (i) certain of the University's 2005A Bonds (the portion of such bonds to be refunded being referred to herein as the "**2005A Refunded Bonds**"), (ii) certain of the University's 2007A Bonds (the portion of such bonds to be refunded being referred to herein as the "**2007A Refunded Bonds"**), (iii) certain of the University's 2007B Bonds (the portion of such bonds to be refunded being referred to herein as the "**2007B Refunded Bonds,**"), and (iv) certain of the University's 2009A Bonds (the portion of such bonds to be refunded being referred to herein as the "**2009A Refunded Bonds**," and, collectively with the 2005A Refunded Bonds, the 2007A Refunded Bonds, and 2007B Refunded Bonds, the "**Refunded Bonds**"), may be refunded at a debt service savings to the University; and

WHEREAS, to provide funds to refund the Refunded Bonds and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its General Revenue Refunding Bonds, Series 2015A (the "**Series 2015A Bonds**" or "**2015A Bonds**"); and

WHEREAS, pursuant to Section 57-235, Idaho Code, the Board desires to delegate authority, in accordance with the specific instructions and procedures set forth herein, for determination and approval of certain final terms and provisions of the 2015A Bonds and other matters.

NOW, THEREFORE, be it resolved by the Board of Trustees of Boise State University as follows:

ARTICLE I
DEFINITIONS

Section 101. Definitions.

(a) Certain terms are defined in the preambles hereto. Except as provided in the preambles and subparagraph (b) of this Section, all capitalized terms contained in this Supplemental Resolution shall have the same meanings as set forth in the Resolution.

(b) As used in this Supplemental Resolution, unless the context shall otherwise require, the following terms shall have the following meanings:

"**Bond Purchase Agreement**" means the Bond Purchase Agreement between the Board and the Underwriter in substantially the form authorized in Section 204 herein, setting forth the terms and conditions of the negotiated sale of the 2015A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2015A Bonds.

"**Bond Register**" means the registration records of the University, maintained by the Trustee, on which shall appear the names and addresses of the Registered Owners of the 2015A Bonds.

"**Book-Entry System**" means the book-entry system of registration of the 2015A Bonds described in Section 209 of this Supplemental Resolution.

"**Cede & Co.**" means Cede & Co., as nominee of DTC.

"**Code**" shall mean the Internal Revenue Code of 1986, as amended and supplemented from time to time, and the regulations promulgated thereunder.

"**Continuing Disclosure Undertaking**" means the Continuing Disclosure Undertaking with respect to the 2015A Bonds authorized by Section 204 of this Supplemental Resolution.

"**DTC**" means The Depository Trust Company, New York, New York.

"**DTC Participants**" means those financial institutions for whom the Securities Depository effects book entry transfers and pledges of securities deposited with the Securities Depository.

"**Delegated Officer**" means the Bursar or President of the University.

"**Delegation Certificate**" means the Certificate as to Bond Pricing and Related Matters signed and delivered by the Delegated Officer to approve the final terms and provisions of the 2015A Bonds upon the sale thereof, substantially in the form of **Exhibit C** hereto.

"**Escrow Account**" means the account, or subaccounts thereunder, created under the Escrow Agreement for the refunding of the Refunded Bonds.

"**Escrow Agent**" means The Bank of New York Mellon Trust Company, N.A., as escrow agent under the Escrow Agreement.

"**Escrow Agreement**" means the Escrow Agreement dated as of the date of delivery of the 2015A Bonds between the University and the Escrow Agent, providing for the defeasance and redemption of the Refunded Bonds, authorized by Section 401 of this Supplemental Resolution.

"**Escrow Securities**" shall mean direct obligations of the United States of America, or other securities, the principal and interest of which are unconditionally guaranteed by the United States of America, and including certificates evidencing ownership of serially maturing interest payments and principal payments on United States Treasury Notes or Bonds.

"**Refunded Bonds**" means the 2005A Refunded Bonds, the 2007A Refunded Bonds, the 2007B Refunded Bonds, and the 2009A Refunded Bonds in the principal amounts and maturing in the years specifically identified in the Delegation Certificate, as approved by the Delegated Officer upon sale of the 2015A Bonds.

"**Regulations**" means the treasury regulations promulgated under the Code and those provisions of the treasury regulations originally promulgated under Section 103 of the Internal Revenue Code of 1954, as amended, which remain in effect under the Code.

"**Representation Letter**" means the Blanket Representations Letter from the University to DTC dated June 18, 1999.

"**Resolution**" means the Resolution providing for the issuance of revenue bonds adopted by the Board on September 17, 1992, as previously amended and supplemented, and as further amended and supplemented by this Supplemental Resolution.

"**Securities Depository**" means DTC or any successor Securities Depository appointed pursuant to Section 210.

"**Supplemental Resolution**" means this Supplemental Resolution adopted by the Board on April ___, 2015, authorizing the issuance of the 2015A Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2015A Bonds, delegating authority to approve the final terms and provisions of the 2015A Bonds, and providing for related matters.

"**Trustee**" means The Bank of New York Mellon Trust Company, N.A., Denver, Colorado, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2015A Bonds.

"**2015 Costs of Issuance Account**" means the account created pursuant to Section 301 of this Supplemental Resolution, to be established, held and administered by the Escrow Agent from which the Costs of Issuance of the 2015A Bonds shall be paid by the Escrow Agent.

"**Underwriter**" means Barclays Capital Inc.

The terms "**hereby**," "**hereof**," "**hereto**," "**herein**," "**hereunder**," and any similar terms as used in this Supplemental Resolution refer to this Supplemental Resolution.

Section 102. Authority for Supplemental Resolution. This Supplemental Resolution is adopted pursuant to the provisions of the Act and the Resolution.

Section 103. Effective Date. This Supplemental Resolution contemplates the issuance and sale of the 2015A Bonds through a delegation of authority as provided in Section 205 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 204(a) through Section 204(c) take effect upon adoption of this Supplemental Resolution-- this Supplemental Resolution shall not take effect and no provision thereof shall be binding upon the University unless and until the 2015A Bonds are sold and issued.

ARTICLE II
AUTHORIZATION, TERMS AND ISSUANCE OF 2015A Bonds

Section 201. Authorization of 2015A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues. In order to provide funds for refunding the Refunded Bonds, and to pay Costs of Issuance of the 2015A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, one or more series of tax-exempt and/or taxable general revenue bonds are hereby authorized to be issued in the aggregate principal amount not exceeding $_____________. Each series of bonds shall be designated as follows: "General Revenue Refunding Bonds, Series 2015A." The 2015A Bonds shall be issued as Additional Bonds under the Resolution in fully-registered form, without coupons, in denominations of $5,000 each or any integral multiple thereof.

The 2015A Bonds are secured by the pledge of the Pledged Revenues under Section 5.1 of the Resolution, equally and ratably with all Bonds issued under the Resolution.

Section 203. Issue Date. The 2015A Bonds shall be dated the date of their original issuance and delivery.

Section 204. Authorization of Actions Preliminary to Sale of 2015A Bonds.

(a) The Board desires to sell the 2015A Bonds pursuant to negotiated sale to the Underwriter pursuant to the Act.

(b) The Preliminary Official Statement (the "**POS**"), in substantially the form presented at this meeting, with such changes, omissions, insertions and revisions as the Bursar shall approve, is hereby authorized, and the actions of the University, including the certification by the Bursar as to the "deemed finality" of the POS pursuant to Rule 15c2-12 of the Securities Exchange Commission adopted pursuant to the Securities Exchange Act of 1934, as amended ("**Rule 15c2-12**") in connection with the offering of the 2015A Bonds, are hereby acknowledged, approved and ratified.

(c) The Bond Purchase Agreement in substantially the form attached hereto as **Exhibit A**, with such changes, omissions, insertions and revisions as the Delegated Officer shall approve, is hereby ratified and approved. Upon the sale of the 2015A Bonds, the Delegated Officer is hereby authorized to execute and deliver the Bond Purchase Agreement to the Underwriter. The President of the University and the Bursar of the University are authorized to do or perform all such acts as may be necessary or advisable to comply with the Bond Purchase Agreement and to carry the same into effect.

(d) Upon the sale of the Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2015A Bonds (thereafter referred to as the "**Official Statement**"), shall be approved and signed by the Bursar or President of the University to authorize delivery thereof to the Underwriter for distribution to prospective purchasers of the 2015A Bonds and other interested persons.

(e) In order to comply with subsection (b)(5) of Rule 15c2-12, the Underwriter has provided in the Bond Purchase Agreement that it is a condition to delivery of the 2015A Bonds that the University and the Trustee, as disclosure agent thereunder, shall have executed and delivered the Continuing Disclosure Undertaking. The Continuing Disclosure Undertaking in substantially the form attached hereto as **Exhibit B** is hereby ratified and approved in all respects, and the Board authorizes the Underwriter to include a copy thereof in the POS and Official Statement. Upon delivery of the 2015A Bonds, the Bursar or President of the University is hereby authorized to execute and deliver the Continuing Disclosure Undertaking. Such Continuing Disclosure Undertaking shall constitute the University's undertaking for compliance with Rule 15c2-12.

(f) The Escrow Agreement between the University and the Escrow Agent, in substantially the form attached hereto as **Exhibit E**, is hereby authorized and approved, and, prior to the issuance of the 2015A Bonds, the Bursar or President of the University is hereby authorized, empowered and directed to execute and deliver the Escrow Agreement on behalf of the Board and the University, with such changes to the Escrow Agreement from the form presented to the Board as are approved by such officer, the execution thereof to constitute conclusive evidence of such approval. The Bursar is hereby authorized to perform all such acts as may be necessary or advisable to comply with the Escrow Agreement or to carry out or give effect to the Escrow Agreement

Section 205. Sale of 2015A Bonds and Related Documents; Delegation Authority.

(a) Pursuant to Section 57-235, Idaho Code, as amended, the Board hereby delegates to the University's Bursar or President of the University (each acting solely, the "**Delegated Officer**") the power to make the following determinations on the date of sale of the 2015A Bonds, without any requirement that the members of the Board meet to approve such determinations, but subject to the limitations provided:

(i) The rates of interest to be borne on the 2015A Bonds, provided that the interest rates on the portion of the 2015A Bonds allocated to refunding the Refunded Bonds shall not exceed the rates that will achieve an aggregate dollar amount of savings on the Refunded Bonds, the net present value of which, computed using as a present value factor the yield (as defined in the Regulations) on the 2015A Bonds, shall equal not less than three percent (3.0%) of the principal amount of the Refunded Bonds taken as a whole.

(ii) The aggregate principal amount of the 2015A Bonds, including issuing the 2015A Bonds in one or more series at separate times if needed.

(iii) The amount of principal of the 2015A Bonds maturing, or subject to mandatory sinking fund redemption in any particular year, and the rate of interest accruing thereon.

(iv) The maturities and amounts of the Refunded Bonds.

(v) The final maturity of the 2015A Bonds; provided that the final maturity date of the 2015A Bonds shall not be later than the last maturity of the Refunded Bonds.

(vi) The price at which the Bonds will be sold (including any underwriter's discount, original issue premium and original issue discount), provided that the underwriter's discount shall not exceed 0.60% of the principal amount of the Bonds.

(vii) The dates, if any, on which, and the prices at which, the 2015A Bonds will be subject to optional redemption.

(viii) The terms of any contract for credit enhancement of the Bonds.

(b) Upon the sale of the 2015A Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** reflecting the final terms and provisions of the 2015A Bonds and certifying that the final terms and provisions of the 2015A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

Section 206. Execution and Delivery of 2015A Bonds. The 2015A Bonds shall be manually executed on behalf of the University by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board. The 2015A Bonds shall be delivered to the Underwriter upon compliance with the provisions of Section 3.2 of the Resolution and at such time and place as provided in, and subject to, the provisions of the Bond Purchase Agreement.

Section 207. Redemption of 2015A Bonds. Upon the sale of the 2015A Bonds, the 2015A Bonds will be subject to redemption pursuant to the terms of the Bond Purchase Agreement, as approved by the Delegated Officer, and if subject to redemption, the following provisions shall apply:

(a) Selection for Redemption. If less than all Series 2015A Bonds are to be redeemed, the particular maturities of such Series 2015A Bonds to be redeemed and the principal amounts of such maturities to be redeemed shall be selected by the University. If less than all of the Bonds of any maturity of the Series 2015A Bonds are to be redeemed, the Series 2015A Bonds to be redeemed will be selected by lot. If less than all of a Series 2015A Bond that is subject to mandatory sinking fund redemption is to be redeemed, the redemption price shall be applied to such mandatory sinking fund installments as the University shall direct.

(2) Notice of Redemption:

The Resolution requires the Trustee to give notice of any redemption of the 2015A Bonds not less than 35 days nor more than 60 days prior to the redemption date, by first class mail, postage prepaid, addressed to the registered owners of such 2015A Bonds to be redeemed at the addresses appearing on the registry books kept by the Trustee. With respect to any notice of optional redemption of 2015A Bonds, unless upon the giving of such notice such 2015A Bonds shall be deemed to have been paid within the meaning of the Resolution, such notice may state that the redemption is conditioned upon the receipt by the Trustee on or prior to the date fixed for such redemption of money sufficient to pay the redemption price of and interest on the 2015A Bonds to be redeemed, and that if such money shall not have been so received, the notice shall be of no force and effect and the University shall not be required to redeem such 2015A Bonds. In the event that such notice of redemption contains such a condition and such money is not so received, the redemption will not be made and the Trustee will promptly thereafter give notice, in the manner in which the notice of redemption was given, that such money was not so received and that such redemption was not made.

Section 208. Form of 2015A Bonds. The 2015A Bonds are hereby authorized to be issued in the form set forth in **Exhibit D** attached hereto and incorporated herein by this reference, with such revisions and designations as required pursuant to the terms of sale thereof.

Section 209. Book-Entry Only System.

(a) The 2015A Bonds shall initially be registered on the Bond Register in the name of Cede & Co., the nominee for the Securities Depository, and no Beneficial Owner will receive certificates representing their respective interests in the 2015A Bonds, except in the event that the Trustee issues Replacement Bonds, as defined and provided below. It is anticipated that during the term of the 2015A Bonds, the Securities Depository will make book-entry transfers among the DTC Participants and receive and transmit payments of principal of and interest on the 2015A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2015A Bonds are registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal of, premium, if applicable, and interest on the 2015A Bonds and all notices with respect to the 2015A Bonds shall be made and given in the manner provided in the Representation Letter.

(b) If the Securities Depository determines to discontinue providing its services with respect to the 2015A Bonds, and the University cannot obtain a qualified successor Securities Depository, or if the University determines not to use the Book-Entry System of the Securities Depository, the University shall execute, and the Trustee shall authenticate and deliver, one or more 2015 Bond certificates (the "**Replacement Bonds**") to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners' interests in the 2015A Bonds, with such adjustments as the Trustee may find necessary or appropriate as to accrued interest and previous calls for redemption, if any. In such event, all references to the Securities Depository herein shall relate to the period of time when the Securities Depository has possession of at least one 2015 Bond. Upon the issuance of Replacement Bonds, all references herein to obligations imposed upon or to be performed by the Securities Depository shall be deemed to be imposed upon and performed by the Trustee, to the extent applicable with respect to such Replacement Bonds.

(c) With respect to 2015A Bonds registered in the name of Cede & Co. as nominee for the Securities Depository, neither the University nor the Trustee shall have any responsibility to any Beneficial Owner with respect to:

(i) the sending of transaction statements, or maintenance, supervision, or review of records of the Securities Depository;

(ii) the accuracy of the records of the Securities Depository or Cede & Co. with respect to any ownership interest in the 2015A Bonds;

(iii) the payment to any Beneficial Owner, or any person other than the Securities Depository, of any amount with respect to principal of, interest on, or redemption premium, if any, on the 2015A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2015A Bonds.

(d) The Representation Letter previously executed and delivered by the University to DTC is for the purpose of effectuating the initial Book-Entry System for the 2015A Bonds through DTC as Securities Depository and shall not be deemed to amend, supersede or supplement the terms of this Supplemental Resolution, which are intended to be complete without reference to the Representation Letter. In the event of any conflict between the terms of the Representation Letter and the terms of this Supplemental Resolution, the terms of this Supplemental Resolution shall control. The Securities Depository may exercise the rights of a

Registered Owner hereunder only in accordance with the terms hereof applicable to the exercise of such rights.

Section 210. Successor Securities Depository. In the event the Securities Depository resigns, is unable to properly discharge its responsibilities, or is no longer qualified to act as a securities depository and registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation, the Trustee, with the written consent of the University, may appoint a successor Securities Depository, provided the Trustee receives written evidence satisfactory to the Trustee with respect to the ability of the successor Securities Depository to discharge its responsibilities. Any such successor Securities Depository shall be a securities depository that is a registered clearing agency under the Securities and Exchange Act of 1934, as amended, or other applicable state or federal statute or regulation. Upon the appointment of a successor Securities Depository, the former Securities Depository shall surrender the 2015A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2015A Bonds to the successor Securities Depository in appropriate denominations and form as provided herein.

ARTICLE III
CREATION OF ACCOUNTS, APPLICATION OF BOND PROCEEDS

Section 301. Creation of 2015 Cost of Issuance Account. There is hereby established in the hands of the Escrow Agent a separate account designated as the "2015 Cost of Issuance Account." Moneys in the Cost of Issuance Account shall be used for the payment of Costs of Issuance of the 2015A Bonds or, pending payment of costs, invested pursuant to the Escrow Agreement. Any moneys remaining in the Cost of Issuance Account forty-five (45) days after issuance of the 2015A Bonds shall be transferred promptly by the Escrow Agent to the University for deposit into the Bond Fund.

Section 302. Application of Proceeds of 2015A Bonds Upon Sale Thereof. Pursuant to the Written Certificate of the University to be delivered prior to the issuance of the 2015A Bonds, the proceeds of the sale of the 2015A Bonds (net of the Underwriter's fee for its services with respect to the 2015A Bonds) shall be deposited as follows:

(i) Proceeds of the Series 2015A Bonds in the amount reflected in the Written Certificate shall be wired to the Escrow Agent for deposit into the Escrow Account, in trust, which shall be directed by the University to be invested as contemplated by the Escrow Agreement and in accordance with the provisions of Section 57-504, Idaho Code (except for any amount to be retained as cash) to defease the Refunded Bonds.

(ii) Proceeds of the Series 2015A Bonds in the amount reflected in the Written Certificate shall be wired to the Escrow Agent for deposit into the 2015 Costs of Issuance Account to pay Costs of Issuance of the Series 2015A Bonds pursuant to Written Certificate of the University.

ARTICLE IV
REFUNDING

Section 401. Refunding and Defeasance of Refunded Bonds. In the event the 2015A Bonds are sold and issued pursuant to the authority delegated in Section 205 hereof, the Refunded Bonds shall be irrevocably called for redemption on their respective redemption dates and shall be refunded with proceeds of the 2015A Bonds, together with proceeds of investment, as provided in Section 302 hereof and in the Escrow Agreement. Notices of defeasance and redemption of the Refunded Bonds shall be given as provided in the Escrow Agreement and pursuant to the Resolution, the applicable Supplemental Resolutions, and the Representation Letter.

Pursuant to the Escrow Agreement the University shall irrevocably set aside for and pledge to the Refunded Bonds moneys and Escrow Securities in amounts which, together with known earned income from the Escrow Securities, will be sufficient in amount to pay the principal of, interest on, and any redemption premiums on the Refunded Bonds as the same become due and to redeem the Refunded Bonds on the respective redemption date. Based upon the foregoing as shall be verified by the report of The Arbitrage Group, Inc., the Refunded Bonds will be defeased upon deposit of such moneys and Escrow Securities immediately following the delivery of the 2015A Bonds.

After all the Refunded Bonds shall have become due and payable upon maturity or pursuant to call for redemption, any investments remaining in the Escrow Account shall be liquidated and any proceeds of liquidation over and above the amount necessary to be retained for the payment of Refunded Bonds not yet presented for payment, including interest due and payable, shall be paid over to the University for deposit into the Bond Fund.

Section 402. Escrow Securities. Pursuant to the Escrow Agreement, Escrow Securities shall be purchased with proceeds of the 2015A Bonds and deposited into the Escrow Account to defease the Refunded Bonds. In the event that state and local government series securities (SLGS) are not available for purchase, the Board authorizes a request for bids be issued on behalf of the University by a bidding agent (the "**Bidding Agent**"), to solicit bids to provide certain Escrow Securities purchased on the open market for deposit into the Escrow Account pursuant to the Escrow Agreement (the "**Open Market Securities**"). The University is authorized to direct that the Bidding Agent solicit bids for the Open Market Securities in a manner that will avail the University of the safe harbor for establishing the yield on the Escrow Securities contained in Section 1.148-5(d)(6)(iii) of the Regulations.

Upon determination by the Bidding Agent of the best bid for providing the Open Market Securities, the Bursar of the University or President of the University is hereby authorized to accept the bid and to do or perform all such acts as may be necessary or advisable to evidence the University's acceptance and approval of the bid and to carry the same into effect.

The officials of the University are directed to obtain from the Bidding Agent prior to issuance of the 2015A Bonds, such certifications as shall be necessary to evidence the University's compliance with Section 1.148-5(d)(6)(iii) of the Regulations.

ARTICLE V
MISCELLANEOUS

Section 501. Other Actions With Respect to 2015A Bonds. The officers and employees of the University shall take all actions necessary or reasonably required to carry out, give effect to, and consummate the transactions contemplated hereby and shall take all action necessary in conformity with the Act to carry out the sale and issuance of the 2015A Bonds, including, without limitation, the execution and delivery of any closing and other documents required to be delivered in connection with the sale and delivery of the 2015A Bonds. All actions heretofore taken in connection therewith are hereby ratified, approved and consummated. If the President of the Board or the Bursar shall be unavailable to execute the 2015A Bonds or the other documents that they are hereby authorized to execute, the same may be executed by any Vice President of the Board.

Section 502. Partial Invalidity. If any one or more of the covenants or agreements, or portions thereof, provided in the Resolution or this Supplemental Resolution, should be contrary to law, such covenant or covenants, such agreement or agreements, or such portions thereof shall be null and void and shall be deemed separable from the remaining covenants and agreements or portions thereof and shall in no way affect the validity of the Resolution, this Supplemental Resolution or the 2015A Bonds, but the holders of the 2015A Bonds shall retain all the rights and benefits accorded to them under the Act or any other applicable provisions of law.

Section 503. Conflicting Resolutions. All resolutions or parts thereof in conflict herewith are, to the extent of such conflict, hereby repealed.

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the following page is the execution page.]

ADOPTED AND APPROVED this _____ day of April, 2015.

BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY

____
President

ATTEST:

____
Secretary

SCHEDULE 1

SCHEDULE OF REFUNDING CANDIDATES

<u>Series 2005A Refunded Bonds</u>: Call Date: [5/30/2015]

Year	Amount	Interest	CUSIP 097464
2016	$1,750,000	5.00%	XG1
2030**	205,000	4.50	XH9
2031**	215,000		
2032**	225,000		
2033**	235,000		
2034**	245,000		

****Mandatory redemption amount under term bond stated maturity of 2034**

<u>Series 2007A Refunded Bonds</u>: Call Date: 4/1/2017

Year	Amount	Interest	CUSIP 097464
2024*	$ 990,000	4.40	SU6
2025*	1,035,000	4.40	SV4
2026*	1,075,000	4.40	SW2
2027*	1,125,000	4.45	SX0
2028**	580,000	4.25	SY8
2029**	610,000		
2030**	635,000		
2031**	1,530,000		
2032**	2,550,000		
2033***	5,590,000	4.75	SZ5
2034****	3,275,000		
2035****	3,555,000		
2036****	3,725,000		
2037*	3,905,000	4.50	TA9

*** Partial redemption of serial bond**
****Partial redemption of mandatory redemption amount due under term bond stated maturity 4/1/2032**
***** Mandatory redemption amount due under term bond stated maturity 4/1/2036**
******Partial redemption of mandatory redemption amount due under term bond stated maturity 4/1/2036**

Series 2007B Refunded Bonds: Call Date: 4/1/2017

Year	Amount	Interest	CUSIP 097464
2019	$ 775,000	4.00	TJ0
2020	805,000	4.25	TK7
2021	840,000	4.25	TL5
2022	875,000	4.30	TM3
2023	910,000	4.40	TN1
2024	950,000	4.50	TP6
2025	995,000	4.50	TQ4
2026	1,040,000	4.50	TR2
2027	1,085,000	4.50	TS0
2028*	1,135,000	5.00	TT8
2029*	1,190,000		
2030*	1,250,000		
2031*	1,315,000		
2032*	1,380,000		
2033**	1,450,000	5.00	TU5
2034**	1,520,000		
2035**	1,595,000		
2036**	1,675,000		
2037**	1,760,000		

* **Mandatory redemption amount due under term bond stated maturity 4/1/2032**

** **Mandatory redemption amount due under term bond stated maturity 4/1/2037**

Series 2009A Refunded Bonds: Call Date: 4/1/2019

Year	Amount	Interest	CUSIP 097464
2023	$ 930,000	4.25%	UL3
2024	975,000	4.50	UM1
2025	1,015,000	4.50	UN9
2026	1,065,000	4.63	UP4
2027*	1105,000	4.75	UQ2
2028*	1,160,000		
2029*	1,215,000		

* **Mandatory redemption amount due under term bond stated maturity 4/1/29**

EXHIBIT A

FORM OF BOND PURCHASE AGREEMENT

EXHIBIT B

FORM OF CONTINUING DISCLOSURE UNDERTAKING

CONTINUING DISCLOSURE UNDERTAKING

BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS, SERIES 2015A

THIS CONTINUING DISCLOSURE UNDERTAKING (the "Undertaking") is executed and delivered by Boise State University (the "Issuer") and The Bank of New York Mellon Trust Company, N.A. (the "Disclosure Agent") in connection with the issuance of $_________ General Revenue Refunding Bonds, Series 2015A (the "Series 2015A Bonds") being issued pursuant to a master Resolution providing for the issuance of General Revenue Bonds adopted September 17, 1992, as supplemented and amended, including by a Supplemental Resolution adopted _____________, 2015 (collectively, the "Resolution"). The Undertaking is executed and delivered as of the date set forth below in order for the Issuer to authorize and direct the Disclosure Agent, as the agent of the Issuer, to make certain information available to the public in compliance with Section (b)(5)(i) of Rule 15c2-12, as hereinafter defined.

WITNESSETH:

1. Background. The Issuer has resolved to issue the Bonds pursuant to the Resolution. The CUSIP number assigned to the final maturity of the Series 2015A Bonds is 097464___. [The CUSIP number assigned to the final maturity of the Series 2015B Bonds is 097464___].

2. Appointment of Disclosure Agent. The Issuer hereby appoints the Disclosure Agent and any successor Disclosure Agent acting as such under the Resolution as its agent under this Undertaking to disseminate the financial information and notices furnished by the Issuer hereunder in the manner and at the times as herein provided and to discharge the other duties assigned.

3. Annual Reports of the Issuer.

a. Provision of Annual Reports. The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, not later than 210 days following the close of each fiscal year of the Issuer (July 1 - June 30) for all fiscal years after June 30, 2014, the annual financial information and operating data (the "Annual Report") described in Section 3b herein. The Issuer further agrees, in accordance with Rule 15c2-12, to provide or cause to be provided in a timely manner through the Repository notice of any failure to provide or cause to be provided the Annual Report or any part thereof, as described in this paragraph.

b. Contents of Annual Report. The Annual Report shall include the audited financial statements of the Issuer prepared in accordance with generally accepted accounting principles, together with the report thereon of the Issuer's independent auditors, beginning with the fiscal year after June 30, 2014. If audited financial statements are not available by the time specified herein, unaudited financial statements will be provided and audited financial statements will be provided when, and if, available. The Issuer shall include with each submission a written representation addressed to the Disclosure Agent to the effect that the financial statements are the financial statements required by this Undertaking and that they comply with the applicable requirements of this Undertaking. For the purposes of determining whether information received from the Issuer is the required financial statements, the Disclosure Agent shall be entitled conclusively to rely on the Issuer's written representation made pursuant to this Section.

The Annual Report shall also include the other financial, statistical and operating data for said fiscal year of the Issuer in the form and scope similar to the financial, statistical, and operating data contained in the Official Statement, specifically the tables and/or information contained under the following headings and subheadings of the Official Statement:

- Updated Table entitled "Pledged Revenues and Revenues Available for Debt Service" in the Section entitled "SECURITY FOR THE BONDS - HISTORICAL REVENUES AVAILABLE FOR DEBT SERVICE."
- Updated Table entitled "Enrollment and Graduation Statistics" in the Section entitled "THE UNIVERSITY - STUDENT BODY."
- Updated Table entitled "State General Fund Appropriations" in the Section entitled "FINANCIAL INFORMATION REGARDING THE UNIVERSITY - STATE APPROPRIATIONS."
- Updated Table entitled "Federally Funded Expenditures" in the Section entitled "FINANCIAL INFORMATION REGARDING THE UNIVERSITY - GRANTS AND CONTRACTS."
- Updated Appendix B entitled "SCHEDULE OF STUDENT FEES."

Any or all of the items listed above in Sections 3a or 3b may be included by specific reference to documents available to the public on the Repository or filed with the SEC.

4. **Notice of Certain Events**. The Issuer agrees, in accordance with the provisions of Rule 15c2-12, to provide or cause to be provided through the Repository, in a timely manner not in excess of ten business days after the occurrence of the event, notice of any of the following events with respect to the Bonds:

(1) Principal and interest payment delinquencies (which for the purpose of this Undertaking shall mean the Issuer's failure to provide funds to the Trustee for payments of principal and interest at the times specified in the Resolution);

(2) Nonpayment-related defaults, if material;

(3) Unscheduled draws on debt service reserves reflecting financial difficulties;

(4) Unscheduled draws on credit enhancements reflecting financial difficulties;

(5) Substitution of credit or liquidity providers, or their failure to perform;

(6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security;

(7) Modifications to rights of Bond holders, if material;

(8) Bond calls, if material, and tender offers:

(9) Defeasances;

(10) Release, substitution or sale of property securing repayment of the Bonds, if material;

(11) Rating changes;

(12) Bankruptcy, insolvency, receivership or similar event of the Issuer;[1]

(13) The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the obligated person, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;

(14) Appointment of a successor or additional trustee or the change of name of a trustee, if material; and

(15) In a timely manner, notice of a failure of the Issuer or the obligated person to provide the required annual financial information and operating data specified in Sections 3.a and 3.b above, on or before the date specified therein.

The Disclosure Agent shall attempt to promptly advise the Issuer whenever, in the course of performing its duties as Trustee under the Resolution, the Disclosure Agent identifies an occurrence which would require the Issuer to provide a notice of the occurrence of any of the events listed in this Section 4; provided that the failure of the Disclosure Agent so to advise the Issuer of such occurrence shall not constitute a breach by the Disclosure Agent of any of its

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1 For the purposes of the event identified in paragraph (12) above, the event is considered to occur when any of the following occur: The appointment of a receiver, fiscal agent or similar officer for an obligated person in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of an obligated person, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of an obligated person.

duties and responsibilities hereunder or under the Resolution and the Disclosure Agent shall not be required to assess the materiality of such occurrence in advising the Issuer of such occurrence.

5. <u>Manner and Time by Which Information is to be made Public by the Disclosure Agent.</u>

The information required to be provided by the Issuer pursuant to Section 3 hereof shall be referred to as the Continuous Disclosure Information (the "Continuous Disclosure Information"), and the notices required to be provided by the Issuer pursuant to Section 4 hereof shall be referred to as the Event Information (the "Event Information").

After the receipt of any Continuous Disclosure Information or any Event Information from the Issuer, the Disclosure Agent will deliver the information as provided in this Section 5.

a. <u>Manner and Time of Delivery</u>. It shall be the Disclosure Agent's duty:

(1) to deliver the Continuous Disclosure Information to the Repository once it is received from the Issuer not later than five (5) days after receipt thereof;

(2) to deliver the Event Information to the Repository as soon as possible following receipt from the Issuer, but in no event later than the next business day;

(3) to determine the identity and address of the Repository to which Continuous Disclosure Information and Event Information must be sent under rules and regulations promulgated by the MSRB or by the SEC.

The Issuer shall deliver Continuous Disclosure Information and Event Information to the Disclosure Agent in a timely manner so that the Disclosure Agent can deliver such information to the Repository.

b. <u>Limitation of Disclosure Agent's Duty</u>. The Disclosure Agent shall have no duty or obligation to disclose to the Repository any information other than (i) Continuous Disclosure Information that the Disclosure Agent actually has received from the Issuer and (ii) Event Information about which the Disclosure Agent has received notice from the Issuer. Any such disclosures shall be required to be made only as and when specified in this Undertaking. The Disclosure Agent's duties and obligations are only those specifically set forth in this Undertaking, and the Disclosure Agent shall have no implied duties or obligations. It is understood and agreed that any information that the Disclosure Agent may be instructed to file with the MSRB shall be prepared and provided to it by the Issuer. The fact that the Disclosure Agent or any affiliate thereof may have any fiduciary or banking relationship with the Issuer shall not be construed to mean that the Disclosure Agent has actual knowledge of any event or condition. The Disclosure Agent shall be afforded all of the rights and protections hereunder accorded to it in its role as Trustee under the Resolution.

c. <u>Form of Disclosure</u>. All Continuous Disclosure Information and Event Information, or other financial information and notices pursuant to this Undertaking are to be provided to the Repository in electronic PDF format (word-searchable) as prescribed by the MSRB. All documents provided to the MSRB pursuant to this Undertaking must be accompanied by identifying information as prescribed by the MSRB, which the Issuer shall provide to the Disclosure Agent in a timely manner.

6. Indemnification. The Disclosure Agent shall have no obligation to examine or review the Continuous Disclosure Information and shall have no liability or responsibility for the compliance of this Undertaking with Rule 15c2-12 or the accurateness or completeness of the Continuous Disclosure Information disseminated by the Disclosure Agent hereunder. The Continuous Disclosure Information shall contain a legend to such effect.

7. Compensation. The Issuer hereby agrees to compensate the Disclosure Agent for the services provided and the expenses incurred pursuant to this Undertaking in an amount to be agreed upon from time to time hereunder. Such compensation shall be in addition to any fees previously agreed upon with respect to the fiduciary services of the Disclosure Agent in its capacity as Trustee under the Resolution.

8. Enforcement. The obligations of the Issuer under this Undertaking shall be for the benefit of the registered and beneficial holders of the Bonds. Any holder of the Bonds then outstanding, including any Beneficial Owner (as defined in the Resolution) of the Bonds, may enforce specific performance of such obligations by any judicial proceeding available. However, any failure by the Issuer to perform in accordance with this Undertaking shall not constitute a default under the Resolution. Neither the Issuer nor the Disclosure Agent shall have any power or duty to enforce this Undertaking.

This Undertaking shall inure solely to the benefit of the Issuer, the Disclosure Agent, the participating Underwriter of the Bonds, and the holders and beneficial owners from time to time of the Bonds and shall create no rights in any other person or entity.

9. Definitions. As used herein, the following terms shall have the following meanings:

"MSRB" shall mean the Municipal Securities Rulemaking Board.

"Official Statement" shall mean the final Official Statement relating to the Bonds dated _____________, 2015.

"Obligated person" as defined in Rule 15c2-12 shall mean any person, including an issuer of municipal securities, who is either generally or through an enterprise, fund, or account of such person committed by contract or other arrangement to support payment of all, or part of the Bonds (other than providers of municipal bond insurance, letters of credit, or other liquidity facilities).

"Repository" shall mean the MSRB through its Electronic Municipal Market Access system ("EMMA") at http://emma.msrb.org, or such other nationally recognized municipal securities information repository recognized by the SEC from time to time pursuant to Rule 15c2-12.

"Rule 15c2-12" shall mean Rule 15c2-12, as amended, promulgated by the SEC under the Securities Exchange Act of 1934, as amended.

"SEC" shall mean the Securities and Exchange Commission.

10. **Amendments and Termination**. This Undertaking may be amended with the mutual agreement of the Issuer and the Disclosure Agent and without the consent of any registered or beneficial holders of the Bonds under the following conditions:

a. the amendment is made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of the obligated person or type of business conducted; and

b. this Undertaking, as amended, would have complied with the requirements of Rule 15c2-12 at the time of the primary offering, after taking into account any amendments or interpretations of Rule 15c2-12, as well as any change in circumstances, as evidenced by an opinion of counsel delivered to Disclosure Agent.

Any party to this Undertaking may terminate this Undertaking by giving written notice of an intent to terminate to the other parties at least thirty (30) days prior to such termination, provided that no such termination shall relieve the obligation of the Issuer to comply with Rule 15c2-12(b)(5) either through a successor agent or otherwise.

The Issuer's next annual financial report must explain, in narrative form, the reasons for any such amendment or termination of the undertaking contained in this Undertaking and the impact, as applicable, of any change in the type of operating data or financial information being provided or, in the case of accounting principles, the presentation of such operating data or financial information.

The undertaking contained in this Undertaking shall be in effect from and after the issuance and delivery of the Bonds and shall extend to the earlier of (i) the date all principal and interest on the Bonds shall have been paid pursuant to the terms of the Resolution; (ii) the date that the Issuer shall no longer constitute an "obligated person" within the meaning of Rule 15c2-12; or (iii) the date on which those portions of Rule 15c2-12 that require this written undertaking (a) are held to be invalid by a court of competent jurisdiction in a nonappealable action, (b) have been repealed retroactively, or (c) in the opinion of counsel who is an expert in federal securities laws, acceptable to the Issuer or the Disclosure Agent, otherwise, do not apply to the Bonds. The Issuer shall notify the Repository if this Undertaking is terminated pursuant to (iii), above.

11. **Successor Disclosure Agent**. Upon the transfer of the duties created under the Resolution from the current Disclosure Agent in its capacity as Trustee, to a successor Disclosure Agent, in its capacity as successor trustee, such successor Disclosure Agent shall succeed to the duties under this Undertaking without any further action on the part of any party, and the then current Disclosure Agent shall have no further duties or obligations upon the transfer to a successor Disclosure Agent. Such Successor Disclosure Agent may terminate this Undertaking or cause it to be amended as provided in Section 10 hereof.

12. **Additional Information**. Nothing in this Undertaking shall be deemed to prevent the Issuer from disseminating (or causing the Disclosure Agent to disseminate) any other information, using the means of dissemination set forth in this Undertaking or any other means of communication, or including any other information in any Continuous Disclosure Information or notice of the occurrence of any Event Information, in addition to that which is required by this Undertaking. If the Issuer chooses to include any information in any Continuous Disclosure Information or Event Information in addition to that which is specifically required by this Undertaking, the Issuer shall have no obligation under this Undertaking to update such information or include it in any future Continuous Disclosure Information or notice of occurrence of any Event Information.

If the Issuer provides to the Disclosure Agent information relating to the Issuer or the Bonds, which information is not designated as Event Information, and directs the Disclosure Agent to provide such information to the Repository, the Disclosure Agent shall provide such information in a timely manner to the Repository.

13. **Notices**. Notices and the required information under this Undertaking shall be given to the parties at their addresses set forth below under their signatures or at such places as the parties to this Undertaking may designate from time to time.

14. **Counterparts**. This Undertaking may be executed in one or more counterparts, and each such instrument shall constitute an original counterpart of this Undertaking.

15. **Governing Law**. This Undertaking shall be governed by the laws of the State of Idaho and Rule 15c2-12.

[Signatures on following page]

IN WITNESS WHEREOF, the Issuer and the Disclosure Agent have caused this Undertaking to be executed and delivered by a duly authorized officer of each of them, all as of this ____ day of __________, 2015.

ISSUER: BOISE STATE UNIVERSITY

By: ___________________________________
Bursar

Notice Address:
Attn: Bursar
1910 University Drive
Boise, ID 83725

DISCLOSURE AGENT: THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A.

By: ___________________________________
Title:___________________________________

Notice Address:
1775 Sherman Street, Suite 2775
Denver, CO 80203

EXHIBIT C

FORM OF DELEGATION CERTIFICATE

CERTIFICATE AS TO BOND PRICING AND RELATED MATTERS

The undersigned official of Boise State University (the "University"), does hereby certify as follows (capitalized terms used herein and not defined have the meanings assigned to such terms in the Supplemental Resolution, hereinafter defined):

1. The undersigned is familiar with the Supplemental Resolution of the University adopted on ________, 2015 (the "Supplemental Resolution") to authorize issuance of the University's General Obligation Refunding Bonds, Series 2015A (the "Bonds") and related documents, which Bonds were sold this date to Barclays Capital Inc. (the "Underwriter").

2. Section 205 of the Supplemental Resolution delegated to the undersigned, as Delegated Officer, the power to make certain determinations on the date of sale of the Bonds.

3. Pursuant to such delegation, the Delegated Officer hereby determines as follows:

(a) Details of the terms of the Bonds are reflected in the final bond sale number schedules provided by the Underwriter on this date, which schedules are attached as Exhibit A hereto.

(b) Details of the Refunded Bonds are reflected in Exhibit A.

(c) The aggregate dollar amount of savings in the University's debt service resulting from the sale of the Bonds as shown on Exhibit A is $__________. The yield on the Bonds as shown on Exhibit A is ________%. The present value of the savings using the yield as the discount rate is $___________, and such present value amount is ___________% of the principal amount of the Refunded Bonds taken as a whole, which is greater than 3.0%

(d) The aggregate principal amount of the Bonds is $__________.

(e) The final maturity of the Bonds is _________, 20__, which is not later than ______________, 20__, the final maturity of the Refunded Bonds.

(f) The Bonds were sold at the purchase price of $___________, representing the principal amount thereof, plus premium in the amount of $__________, less underwriter's discount of $_________. The underwriter's discount is _____% of the principal amount of the Bonds, which does not exceed 0.60% of the principal amount of the Bonds.

(g) The Bonds are subject to optional redemption as follows: ____.

(h) Credit enhancement on the Bonds consists of:____.

4. The undersigned Delegated Officer hereby certifies that the final terms and provisions of the Bonds, as described in the attached Exhibit A, are consistent with, not in excess of and no less favorable than the terms set forth in Section 205 of the Supplemental Resolution.

5. The undersigned Delegated Officer has therefore executed and delivered the Bond Purchase Agreement to the Underwriter this date.

DATED: __________, 2015.

BOISE STATE UNIVERSITY

By: ____
Title:___________________________

EXHIBIT A

FINAL NUMBERS PROVIDED BY UNDERWRITER

EXHIBIT D

[FORM OF 2015A BONDS]

R-_____ $______________

UNITED STATES OF AMERICA
STATE OF IDAHO

BOISE STATE UNIVERSITY
GENERAL REVENUE REFUNDING BONDS, SERIES 2015A

INTEREST RATE	MATURITY DATE	DATED DATE	CUSIP NO.
______%	April 1, ______	________, 2015	097464____

Registered Owner: CEDE & CO.

Principal Amount: ____ DOLLARS

KNOW ALL MEN BY THESE PRESENTS that Boise State University, a body politic and corporate and an institution of higher education of the State of Idaho (the "University"), for value received, hereby promises to pay, from the Bond Fund (as defined in the hereinafter defined Resolution), to the registered owner identified above, or registered assigns, on the maturity date specified above, the principal sum indicated above, and to pay interest thereon from the Bond Fund from the dated date hereof, or the most recent date to which interest has been paid or duly provided for, at the rate per annum specified above, payable on October 1, 2015, and semiannually on each April 1 and October 1 thereafter, until the date of maturity or prior redemption of this Bond. Interest shall be calculated on the basis of a 360-day year and twelve 30-day months.

THIS BOND IS AN OBLIGATION OF THE UNIVERSITY PAYABLE SOLELY IN ACCORDANCE WITH THE TERMS HEREOF AND IS NOT AN OBLIGATION, GENERAL, SPECIAL, OR OTHERWISE OF THE STATE OF IDAHO, DOES NOT CONSTITUTE A DEBT, LEGAL, MORAL, OR OTHERWISE OF THE STATE OF IDAHO, AND IS NOT ENFORCEABLE AGAINST THE STATE, NOR SHALL PAYMENT HEREOF BE ENFORCEABLE OUT OF ANY FUNDS OF THE UNIVERSITY OTHER THAN THE REVENUES, FEES, AND CHARGES PLEDGED THERETO IN THE RESOLUTION. The principal of, interest on, and redemption price of this Bond is payable solely from Pledged Revenues, which consist principally of revenues from certain student fees and enterprises, as more particularly set forth in the Resolution. Pursuant to the Resolution, sufficient revenues have been pledged and will be set aside into the Bond Fund to provide for the prompt payment of the principal of, interest on, and redemption price of this Bond. For a more particular description of the Bond Fund, the revenues to be deposited therein, and the nature and extent of the security for this Bond, reference is made to the provisions of the Resolution.

Principal of and interest on this Bond are payable in lawful money of the United States of America to the registered owner hereof whose name and address shall appear on the registration books of the University (the "Bond Register") maintained by The Bank of New York Mellon Trust Company, N.A., Denver, Colorado (the "Trustee"). Interest shall be paid to the registered owner whose name appears on the Bond Register on the 15th day of the calendar month next preceding the interest payment date, at the address appearing on the Bond Register, and shall be paid to such registered owner on the due date, by check or draft of the Trustee or by wire or other transfer, at the address appearing on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Principal shall be paid to the registered owner upon presentation and surrender of this Bond at the principal corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue Refunding Bonds, Series 2015A (the "Bonds") of the University issued in the aggregate principal amount of $_______________ for the purpose of refunding certain outstanding Bonds of the University and paying Costs of Issuance thereof. The Bonds are issued pursuant to and in full compliance with the Constitution and statutes of the State of Idaho, particularly title 33, chapter 38, Idaho Code, title 57, chapter 5, Idaho Code, and a Resolution providing for the issuance of revenue bonds, duly adopted and authorized by the Board of Trustees of the University (the "Board") on September 17, 1992, as previously supplemented and amended, and as further supplemented and amended by a Supplemental Resolution adopted by the Board on April ___, 2015, authorizing the issuance of the Bonds (collectively, the "Resolution"). All capitalized terms used in this Bond and not defined herein shall have the meanings of such terms as defined in the Resolution.

[Final redemption provisions to be inserted]

Notice of redemption shall be given by mailing notice to the registered owner thereof not less than 35 days nor more than 60 days prior to the redemption date at the address shown on the Bond Register or at such other address as may be furnished in writing by such registered owner to the Trustee. Provided that funds for the redemption price, together with interest to the redemption date, are on deposit at the place of payment at such time, the Bonds shall cease to accrue interest on the specified redemption date and shall not be deemed to be outstanding as of such redemption date.

The Bonds are initially issued in the form of a separate certificated, fully-registered Bond for each maturity and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC").

UNLESS THIS BOND IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF DTC TO THE UNIVERSITY OR ITS AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE, OR PAYMENT, AND ANY CERTIFICATE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

Upon any partial redemption of this Bond, Cede & Co., in its discretion, may request the Trustee to authenticate a new Bond or shall make an appropriate notation with respect to this Bond indicating the date and amount of prepayment, except in the case of final maturity, in which case this Bond must be presented to the Trustee prior to payment.

The Bonds shall not be transferable or exchangeable except as set forth in the Resolution. This Bond is transferable by the registered owner hereof in person or by his attorney duly authorized in writing, upon presentation and surrender of this Bond at the designated corporate trust office of the Trustee. Upon such transfer, a new Bond, of the same denomination, maturity, and interest rate will be issued to the transferee in exchange therefor.

This Bond shall not be valid or become obligatory for any purpose or be entitled to any security or benefit under the Resolution until the Certificate of Authentication hereon shall have been manually signed by the Trustee.

IT IS HEREBY CERTIFIED AND DECLARED that all acts, conditions, and things required by the Constitution and statutes of the State of Idaho to exist, to have happened, been done, and performed precedent to and in the issuance of this Bond do exist, have happened, been done, and performed, and that the issuance of this Bond and the other bonds of this issue does not violate any constitutional, statutory, or other limitation upon the amount of bonded indebtedness that the University may incur.

[Signatures Appear on Following Page]

IN WITNESS WHEREOF, the Board has caused this Bond to be executed by the President of the Board, countersigned by the Bursar of the University, and attested by the Secretary to the Board, and the official seal of the University to be imprinted hereon, as of this ____ day of _____, 2015.

BOARD OF TRUSTEES
BOISE STATE UNIVERSITY

By: ________________________________
President
Board of Trustees

By: ________________________________
Bursar

ATTESTED BY:

____
Secretary to Board of Trustees

[SEAL]

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION]

This Bond is one of the Boise State University General Revenue Refunding Bonds, Series 2015A, described in the within-mentioned Resolution.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Trustee

By: ______________________________
Authorized Signature

Date of Authentication: ____________________________

* * * * * *

[FORM OF ASSIGNMENT]

The following abbreviations, when used in the inscription on the face of the within Bond shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common
TEN ENT - as tenants by the entirety
JT TEN - as joint tenants with right of survivorship and not as tenants in common

UNIF GIFT MIN ACT - under Uniform Transfers to Minors Act

________________ ________________
(Cust) (Minor)

____
(State)

Additional abbreviations may also be used though not in the list above.

For value received ____ hereby sells, assigns and transfers unto

INSERT SOCIAL SECURITY OR
OTHER IDENTIFING NUMBER OF ASSIGNEE

____
(Please Print or Typewrite Name and Address of Assignee)

the within Bond of BOISE STATE UNIVERSITY, and hereby irrevocably constitutes and appoints __________________________________ attorney to register the transfer of said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: ____________________ Signature: ____________________________

Signature Guaranteed: ____

NOTICE: Signature(s) must be guaranteed by an "eligible guarantor institution" that is a member of or a participant in a "signature guarantee program" (e.g., the Securities Transfer Agents Medallion Program, the Stock Exchange Medallion Program or the New York Stock Exchange, Inc. Medallion Signature Program).

NOTICE: The signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

* * * * * *

EXHIBIT E

FORM OF ESCROW AGREEMENT

ESCROW AGREEMENT

BETWEEN

BOISE STATE UNIVERSITY

AND

THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A.,
As Escrow Agent

DATED: _______, 2015

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ESCROW AGREEMENT

THIS ESCROW AGREEMENT, dated as of _______, 2015 (this “Agreement”), between Boise State University (the “University”) and The Bank of New York Mellon Trust Company, N.A., a national banking association duly organized and existing under the laws of the United States of America (the “Escrow Agent”), for and in consideration of the mutual covenants herein contained and in consideration of the Escrow Agent’s fee paid by the University to the Escrow Agent, the receipt whereof is hereby acknowledged.

W I T N E S S E T H:

ARTICLE 1
DEFINITIONS

In addition to the terms defined in the preamble of this Agreement, the following terms shall have the meanings set forth below unless the context or use clearly indicates another or different meaning. Capitalized terms used but not defined herein shall have the meanings assigned to such terms in the Resolution or Supplemental Resolution.

“Board” means the Idaho State Board of Education, acting in its capacity as the Board of Trustees of the University.

“Bond Fund” means the Debt Service Account established under the Resolution.

“Code” means the Internal Revenue Code of 1986, as amended.

“Escrow Account” means the irrevocable trust account created by this Agreement, and to be established, held and administered by the Escrow Agent pursuant to the provisions of this Agreement.

“Escrow Securities” shall mean direct obligations of the United States of America, or other securities, the principal and interest of which are unconditionally guaranteed by the United States of America, and including certificates evidencing ownership of serially maturing interest payments and principal payments on United States Treasury Notes or Bonds.

“Government Obligations” means direct obligations of the United States of America or other securities the principal of and interest of which are unconditionally guaranteed by the United States of America.

“Paying Agent” means The Bank of New York Mellon Trust Company, N.A., as the successor paying agent for the Refunded Bonds.

"Redemption Date" means, with respect to the Series 2005A Refunded Bonds, April 1, 2015, with respect to the Series 2007A Refunded Bonds and Series 2007B Refunded Bonds, April 1, 2017, and with respect to the Series 2009A Refunded Bonds, April 1, 2019.

"Refunded Bonds" means, collectively, the Series 2005A Refunded Bonds, the Series 2007A Refunded Bonds, the 2007B Refunded Bonds and the 2009A Refunded Bonds.

"Report" means the opinion and report of The Arbitrage Group, Inc., delivered simultaneously herewith, a copy of which is attached hereto as Exhibit D.

"Resolution" means the Resolution providing for the issuance of general revenue bonds, adopted by the Board on September 17, 1992, as amended and supplemented, including by the Supplemental Resolution.

"Series 2015A Bonds" means the University's General Revenue Refunding Bonds, Series 2015A in the principal amount of $________.

"Series 2005A Refunded Bonds" means the University's General Revenue and Refunding Bonds, Series 2005A issued May 5, 2005, as specifically identified on Exhibit A-1 attached hereto.

"Series 2009A Refunded Bonds" means the University's General Revenue and Refunding Bonds, Series 2009A issued March 19, 2009, as specifically identified on Exhibit A-1 attached hereto.

"Series 2007A Bonds" means the University's General Revenue and Refunding Bonds, Series 2007A, issued January 30, 2007, in the original principal amount of $96,365,000.

"Series 2007A Refunded Bonds" means the University's Series 2007A Bonds, as specifically identified on Exhibit A-1 attached hereto.

"Series 2007B Refunded Bonds" means the University's General Revenue Bonds, Series 2007B, issued March 15, 2007, as specifically identified on Exhibit A-1 attached hereto.

"Supplemental Resolution" means the Supplemental Resolution adopted by the Board on ______, 2015, authorizing the issuance and sale of the Series 2015A Bonds and, among other things, the refunding of the Refunded Bonds.

"2015 Costs of Issuance Account" means the account created by the Supplemental Resolution, and established, held and administered by the Escrow Agent pursuant to the provisions hereunder.

ARTICLE 2
RECITALS

2.1 The Board has duly adopted the Supplemental Resolution authorizing the execution and delivery of this Agreement and the issuance of the Series 2015A Bonds for the purpose of refunding the Refunded Bonds. The Resolution provides that a portion of the proceeds from the sale of the Series 2015A Bonds shall, simultaneously with the delivery of the Series 2015A Bonds, be deposited with the Escrow Agent in trust in accordance with the provisions of this Agreement.

2.2 The Refunded Bonds are payable at the principal corporate trust office of The Bank of New York Mellon Trust Company, N.A., as the successor Paying Agent thereof.

2.3 The Refunded Bonds are subject to redemption on their respective Redemption Dates at a price of 100% of the principal amounts thereof, plus accrued interest thereon to the applicable Redemption Date.

ARTICLE 3
CREATION OF ESCROW

3.1 The Escrow Agent has created on its books the Escrow Account as an irrevocable Escrow Account with respect to the Refunded Bonds. The Escrow Agent hereby agrees that, upon receipt thereof, it will deposit to the credit of the Escrow Account the funds and Escrow Securities described in Exhibit A attached hereto. The beginning deposits and the Escrow Securities are to be held in the Escrow Account for the University for the benefit of the owners of the respective Refunded Bonds to pay the principal or redemption price of and interest on the Refunded Bonds as the same fall due on each interest payment date and respective Redemption Date, as set forth in the cash flow schedules to the Report, attached hereto as Exhibit D, and the same are hereby irrevocably pledged to the payment of the principal or redemption price of and interest on the Refunded Bonds in accordance herewith.

If the Escrow Agent learns that the Department of the Treasury or the Bureau of Public Debt will not, for any reason, accept a subscription of state and local government series securities ("SLGS") that is to be submitted pursuant to this Agreement, the Escrow Agent shall promptly request alternative written investment instructions from the University with respect to funds which were to be invested in SLGS. The Escrow Agent shall follow such instructions and, upon the maturity of any such alternative investment, the Escrow Agent shall hold such funds uninvested and without liability for interest until receipt of further written instructions from the University. In the absence of investment instructions from the University, the Escrow Agent shall not be responsible for the investment of such funds or interest thereon. The Escrow Agent may conclusively rely upon the University's selection of an alternative investment as a determination of the alternative investment's legality and suitability and shall not be liable for any losses related to the alternative investments or for compliance with any yield restriction applicable thereto.

3.2 The Escrow Securities deposited into the Escrow Account pursuant to Section 3.1 hereof, all proceeds therefrom, and all cash balances from time to time on deposit therein (a) shall be the property of the Escrow Account, (b) shall be applied in strict conformity with the terms and conditions of this Agreement, and (c) are hereby irrevocably pledged to the payment of principal or redemption price of and interest on the respective Refunded Bonds, which payment shall be made by timely transfers of such amounts at such times as are provided for in Section 3.3 hereof. When the final transfers have been made for such payment, any balance then remaining in the Escrow Account shall be transferred to the University for deposit into the Bond Fund and used to pay debt service on the Series 2015A Bonds, and the Escrow Agent shall thereupon be discharged from any further duties hereunder.

3.3 The Escrow Agent is hereby irrevocably instructed to transfer from the cash balances from time to time on deposit in the Escrow Account the amounts required to pay, in its capacity as successor Paying Agent for the Refunded Bonds, the principal or redemption price of and interest on the respective Refunded Bonds, in the amounts and at the times shown in the Report attached hereto as Exhibit D.

3.4 [(a) To facilitate the defeasance and redemption of portions of the Series 2007A Bonds maturing April 1, 2024 through April 1, 2027, inclusive (the "Defeased Serial Bonds"), the University shall issue the following bonds with the noted CUSIP numbers, representing the Defeased 2007A Serial Bonds and the remaining principal of the non-defeased portions of such Series 2007A Bonds (the "Non-Defeased 2007A Serial Bonds"):

Maturity Date April 1	Original Principal	CUSIP 097464	Defeased Serial Bonds	CUSIP 097464	Non-Defeased Serial Bonds	CUSIP 097464
2024	$3,580,000	SU6	$ 990,000		$2,590,000	
2025	3,740,000	SV4	1,035,000		2,705,000	
2026	3,900,000	SW2	1,075,000		2,825,000	
2027	4,075,000	SX0	1,125,000		2,950,000	

The University deems the Series 2007A Bonds under CUSIP Nos. 097464SU6, SV4, SW2, SX0 cancelled upon issuance of the above Defeased 2007A Serial Bonds and Non-Defeased 2007A Serial Bonds, and instructs the Escrow Agent, as successor paying agent for the Series 2007A Bonds, to record the cancellation of the Series 2007A Bonds under such CUSIP numbers, and to authenticate and record the newly-issued Series 2007A Bonds outlined above in the Bond Register for the Series 2007A Bonds. The Escrow Agent shall safekeep the newly-issued Series 2007A Bonds pursuant to the Depository Trust Company's Fast Automated Securities Transfer System.]

(b) [To facilitate the defeasance and redemption of the portions of mandatory redemption amounts of the Series 2007A Bond, maturing April 1, 2032 (the "2032 Term Bond"), CUSIP No. 097464SY8, the University shall issue the following bonds with the noted CUSIP numbers, representing the defeased portion of certain mandatory redemption amounts of the 2032 Term

Bond (the "Defeased 2032 Term Bond") and the remaining non-defeased mandatory redemption amounts of the 2032 Term Bond (the "Non-Defeased 2032 Term Bond"):

April 1 Year	Mandatory Redemption Amount CUSIP 097464SY8	Defeased Redemption Amounts CUSIP 097464___	Non-Defeased Redemption Amounts CUSIP 097464___
2028	$4,250,000	$580,000	
2029	4,440,000	610,000	
2030	4,620,000	635,000	
2031	7,820,000	1,530,000	
2032	5,150,000	2,550,000	
Defeased:		$	
Non-Defeased:			$

The University deems the Series 2007A Bond under CUSIP No. 097464SY8 cancelled upon issuance of the Defeased 2032 Term Bond and Non-Defeased 2032 Term Bond, and instructs the Escrow Agent to record the cancellation of the Series 2007A Bond under such CUSIP No. 097464SY8, and to authenticate and record the newly-issued Defeased 2032 Term Bond and Non-Defeased 2032 Term Bond under CUSIP Nos. _________ and __________, respectively, in the Bond Register for the Series 2007A Bonds. The Escrow Agent shall safekeep the newly-issued Series 2007A Bonds pursuant to the Depository Trust Company's Fast Automated Securities Transfer System.]

(c) [To facilitate the defeasance and redemption of the portions of mandatory redemption amounts of the Series 2007A Bond, maturing April 1, 2036 (the "2036 Term Bond"), CUSIP No. 097464SZ5, the University shall issue the following bonds with the noted CUSIP numbers, representing the defeased portion of certain mandatory redemption amounts of the 2036 Term Bond (the "Defeased 2036 Term Bond") and the remaining non-defeased mandatory redemption amounts of the 2036 Term Bond (the "Non-Defeased 2036 Term Bond"):

April 1 Year	Mandatory Redemption Amount CUSIP 097464SZ5	Defeased Redemption Amounts CUSIP 097464___	Non-Defeased Redemption Amounts CUSIP 097464___
2033	$4,250,000	$5,590,000	
2034	4,440,000	3,275,000	
2035	4,620,000	3,555,000	
2036	7,820,000	3,725,000	
Defeased:		$	

Non-Defeased: $

The University deems the Series 2007A Bond under CUSIP No. 097464SZ5 cancelled upon issuance of the Defeased 2036 Term Bond and Non-Defeased 2036 Term Bond, and instructs the Escrow Agent to record the cancellation of the Series 2007A Bond under such CUSIP No. 097464SZ5, and to authenticate and record the newly-issued Defeased 2036 Term Bond and Non-Defeased 2036 Term Bond under CUSIP Nos. _________ and __________, respectively, in the Bond Register for the Series 2007A Bonds. The Escrow Agent shall safekeep the newly-issued Series 2007A Bonds pursuant to the Depository Trust Company's Fast Automated Securities Transfer System.]

(d) [To facilitate the defeasance and redemption of a portion of the Series 2007A Bonds maturing April 1, 2037 (the "Defeased 2037 Serial Bond"), the University shall issue the following bonds with the noted CUSIP numbers, representing the Defeased 2037 Serial Bond and the remaining principal of the non-defeased portion (the "Non-Defeased 2037 Serial Bonds"):

Maturity Date April 1	Original Principal	CUSIP 097464	Defeased Serial Bonds	CUSIP 097464	Non-Defeased Serial Bonds	CUSIP 097464
2037	$7,880,000	TA9	$ 3,905,000		$3,975,000	

The University deems the Series 2007A Bonds under CUSIP Nos. 097464TA9 cancelled upon issuance of the above Defeased 2037 Serial Bond and Non-Defeased 2037 Serial Bond, and instructs the Escrow Agent to record the cancellation of the Series 2007A Bond under such CUSIP number, and to authenticate and record the newly-issued Series 2007A Bonds outlined above in the Bond Register for the Series 2007A Bonds. The Escrow Agent shall safekeep the newly-issued Series 2007A Bonds pursuant to the Depository Trust Company's Fast Automated Securities Transfer System.]

ARTICLE 4
PAYMENT OF THE COSTS OF ISSUANCE

The University represents and warrants to the Escrow Agent that the University has established under the Supplemental Resolution an account designated the "2015 Costs of Issuance Account" to be held by the Escrow Agent, and that, upon delivery of the 2015A Bonds, there shall be on deposit therein sums to pay certain of the costs of issuing the 2015A Bonds. As directed in a Written Certificate by the University, the Escrow Agent shall disburse monies from the Cost of Issuance Account upon receipt of invoices for payment. Pending payment of the costs of issuance, the monies held in the Cost of Issuance Account shall be invested by the Escrow Agent in investments as may be directed in writing by the University, which shall be investments permitted under Section 67-1210, Idaho Code, with any interest received on such investments to remain in the Cost of Issuance Account. After payment of costs of issuance or no later than forty-five (45) days after issuance of the 2015A Bonds, any excess monies remaining in the Cost of Issuance Account shall be transferred promptly by the Escrow Agent to the University for deposit into the Bond Fund under the Resolution.

ARTICLE 5
COVENANTS OF ESCROW AGENT

5.1 The Escrow Agent covenants and agrees with the University as follows:

(a) The Escrow Agent will hold the Escrow Securities and all interest income or profit derived therefrom and all uninvested deposits in an irrevocable segregated and separate trust fund account solely and exclusively for the purposes for which escrowed.

(b) The Escrow Agent, at the written direction of the University, shall invest any uninvested cash in the Escrow Account in Government Obligations to mature when needed, as set forth in the cash flow schedules to the Report; provided, however, that Government Obligations shall be purchased only if there is an established market for such securities and the market price is paid therefor. In the event moneys cannot be invested as described in the preceding sentence due to the denomination, price or availability of such investments, such amounts shall be held uninvested. The Escrow Agent shall hold balances not so invested in the Escrow Account on demand and in trust for the purposes hereof and shall secure the same in accordance with applicable law for the securing of public funds.

(c) The Escrow Agent shall be under no duty to affirmatively inquire whether the Escrow Securities as deposited are properly invested under Section 148 of the Code, as applicable. The Escrow Agent may rely on all specific directions in this Agreement in the investment or reinvestment of balances held hereunder, and may conclusively rely on the investment direction of the University as to the legality of the Escrow Securities hereunder and under Section 57-504 of the Idaho Code.

(d) The Escrow Agent, as Escrow Agent and as successor Paying Agent for the Refunded Bonds, will promptly collect all principal, interest or profit from the Escrow Securities and apply the same as necessary to the payment of the principal or redemption price of and interest on the respective Refunded Bonds, as the same become due on each interest payment date and Redemption Date.

(e) No fees of the Escrow Agent, or of the Escrow Agent in its capacity as successor Paying Agent for the Refunded Bonds or the Series 2015A Bonds, or any other charges, may be paid from the money or Escrow Securities in the Escrow Account prior to retirement of the Refunded Bonds. Neither the Escrow Agent nor the Escrow Agent in its capacity as Paying Agent for the Refunded Bonds or the Series 2015A Bonds will have any lien on or with respect to the money or Escrow Securities in the Escrow Account.

(f) The Escrow Agent has all the powers and duties herein set forth with no liability in connection with any act or omission to act hereunder, except for its own negligence or willful misconduct, and shall be under no obligation to institute any suit, action or other proceeding under this Agreement or to enter any appearance in any suit, action or proceeding in which it may be a defendant or to take any steps in the enforcement of its, or any, rights and powers hereunder, nor shall be deemed to have failed to take any such action, unless and until it shall have been indemnified, to the extent permitted by law, by the University to the Escrow Agent's satisfaction against any and all costs and expenses, outlays, counsel fees and other disbursements, including its own reasonable fees, and if any judgment, decree or recovery be obtained by the Escrow Agent, payment of all sums due it, as aforesaid, shall be a first charge against the amount of any such judgment, decree or recovery.

(g) The Escrow Agent will submit to the University a statement within 45 days after April 1 of each year, commencing April 1, 2016 itemizing all moneys received by it and all payments made by it under the provisions of this Agreement during the preceding 12-month period (or longer period from the date of execution hereof to April 1, 2016), and also listing the Escrow Securities on deposit therewith on the date of such report, including all moneys received as interest on or profit from the collection of the Escrow Securities.

(h) If at any time it shall appear to the Escrow Agent that the available proceeds of the Escrow Securities and deposits in the Escrow Account will not be sufficient to make any payment due to the owners or holders of any of the Refunded Bonds, the Escrow Agent shall notify the University not less than five (5) days prior to such date, and the University agrees that it will, from any funds legally available for such purpose, make up any anticipated deficit related to the Refunded Bonds so that no default in the making of any such payment will occur.

(i) The Escrow Agent undertakes to perform such duties and only such duties as are specifically set forth in this Agreement and no implied covenants or obligations shall be read into this Agreement against the Escrow Agent. None of the provisions of this Agreement shall require the Escrow Agent to expend or risk its own funds or otherwise to incur any liability, financial or otherwise, in the performance of any of its duties hereunder. The Escrow Agent may conclusively rely and shall be fully protected in acting or refraining from acting upon any resolution, certificate, statement, instrument, opinion, report, notice, request, consent, order, approval or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. The Escrow Agent may consult with counsel and the advice or any opinion of counsel shall be full and complete authorization and protection in respect of any action taken or omitted by it hereunder in good faith and in accordance with such advice or opinion of counsel. The Escrow Agent may execute any of the trusts or powers hereunder or perform any duties hereunder either directly or by or through agents, attorneys, custodians or nominees appointed with due care, and shall not be responsible for any willful misconduct or negligence on the part of any agent, attorney, custodian or nominee so appointed. Anything in this Agreement to the contrary notwithstanding, in no event shall the Escrow Agent be liable for special, indirect, punitive or consequential loss or damage of any kind whatsoever (including but not limited to lost profits), even if the Escrow Agent has been advised of the likelihood of such loss or damage and regardless of the form of action.

(j) The Escrow Agent may at any time resign by giving at least sixty (60) days written notice of resignation to the University. Upon receiving such notice of resignation, the University shall promptly appoint a successor and, upon the acceptance by the successor of such appointment, release the resigning Escrow Agent from its obligations hereunder by written instrument, a copy of which instrument shall be delivered to each of the University, the resigning Escrow Agent and the successor. If no successor shall have been so appointed and have accepted appointment within 30 days after the giving of such notice of resignation, the resigning Escrow Agent may petition any court of competent jurisdiction for the appointment of a successor.

(k) Any bank, corporation or association into which the Escrow Agent may be merged or converted or with which it may be consolidated, or any bank, corporation or association resulting from any merger, conversion or consolidation to which the Escrow Agent shall be a party, or any bank, corporation or association succeeding to all or substantially all of the corporate trust business of the Escrow Agent shall be the successor of the Escrow Agent hereunder without the execution or filing of any paper with any party hereto or any further act on the part of any of the parties hereto except on the part of any of the parties hereto where an instrument of transfer or assignment is required by law to effect such succession, anything herein to the contrary notwithstanding.

(l) To the extent permitted by Idaho law and subject to the limitations of liability in the Idaho Tort Claims Act, Sections 6-901 through 6-929, Idaho Code, inclusive, the University hereby agrees to indemnify and hold harmless the Escrow Agent and its officers, directors, agents and employees from and against any and all costs, claims, liabilities, losses or damages whatsoever (including reasonable costs and fees of counsel, auditors or other experts), asserted or arising out of or in connection with this Agreement, except costs, claims, liabilities, losses or damages resulting from the negligence or willful misconduct of the Escrow Agent, including the reasonable costs and expenses (including the reasonable fees and expenses of its counsel) of defending itself against any such claim or liability in connection with its exercise or performance of any of its duties hereunder and of enforcing this indemnification provision. Nothing herein shall be deemed to constitute a waiver by the University of any privilege, protection, or immunity otherwise afforded to it under the Idaho Constitution, Idaho Tort Claims Act, or other applicable law. Nothing contained herein shall be deemed a waiver of University's sovereign immunity, which is hereby expressly retained. The indemnifications set forth herein shall survive the termination of this Agreement and/or the earlier resignation or removal of the Escrow Agent.

(m) The Escrow Agent agrees to accept and act upon instructions or directions pursuant to this Agreement sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods; provided, however, that the Escrow Agent shall have received an incumbency certificate listing persons designated to give such instructions or directions and containing specimen signatures of such designated persons, which such incumbency certificate shall be amended and replaced whenever a person is to be added or deleted from the listing. If the University elects to give the Escrow Agent e-mail or facsimile instructions (or instructions by a similar electronic method) and the Escrow Agent in its discretion elects to act upon such instructions, the Escrow Agent's understanding of such instructions shall be deemed controlling. The Escrow Agent shall not be liable for any losses, costs or expenses arising directly or indirectly from the Escrow Agent's reliance upon and compliance with such instructions notwithstanding such instructions conflict or are inconsistent with a subsequent written instruction. The University agrees: (i) to assume all risks arising out of the use of such electronic methods to submit instructions and directions to the Escrow Agent, including without limitation the risk of the Escrow Agent acting on unauthorized instructions, and the risk of interception and misuse by third parties; (ii) that it is fully informed of the protections and risks associated with the various methods of transmitting instructions to the Escrow Agent and that there may be more secure methods of transmitting instructions than the method(s) selected by the University; and (iii) that the security procedures (if any) to be followed in connection with its transmission of instructions provide to it a commercially reasonable degree of protection in light of its particular needs and circumstances.

ARTICLE 6
COVENANTS OF UNIVERSITY

6.1 The University covenants and agrees with the Escrow Agent as follows:

(a) The recitals herein and in the proceedings authorizing the Series 2015A Bonds shall be taken as statements of the University and shall not be considered as made by, or imposing any obligation or liability upon the Escrow Agent.

(b) Except as herein otherwise expressly provided, all payments to be made by, and all acts and things required to be done by, the Escrow Agent under the terms and provisions of this Agreement, shall be made and done by the Escrow Agent without any further direction or authority of the University.

(c) As verified by the Report, the University represents that the receipts of the principal of and interest on the Escrow Securities will assure that the cash balance on deposit from time to time in the Escrow Account will be at all times sufficient to provide moneys at the times and in the amounts required to pay the principal or redemption price of and interest on the Refunded Bonds on each interest payment date and Redemption Date.

(d) No fees of the Escrow Agent, any paying agent for the Refunded Bonds or the Series 2015A Bonds, or any other charges may be paid from the money or Escrow Securities in the Escrow Account prior to retirement of the Refunded Bonds, and the University agrees that it will pay all such fees as such payments become due.

(e) The University will take no action in the investment or securing of the proceeds of the Escrow Securities that would cause the Series 2015A Bonds or the Refunded

Bonds refinanced with proceeds of the Series 2015A Bonds to be classified as "arbitrage bonds" under Section 148 of the Code and all lawful regulations promulgated thereunder.

ARTICLE 7
NOTICES OF REDEMPTION AND DEFEASANCE

7.1 Pursuant to the Supplemental Resolution, the University has irrevocably called the Refunded Bonds for redemption on the respective Redemption Dates. The Escrow Agent, in its capacity as successor bond registrar for the Refunded Bonds, is hereby directed by the University to, and the Escrow Agent shall, provide notices of redemption of the Refunded Bonds in the manner required by the Resolution, in substantially the form attached hereto as Exhibit B, with insertions, deletions or changes as may be required.

7.2 The Escrow Agent, as agent for the University and as successor bond registrar for the Refunded Bonds, shall mail, first class postage prepaid, as soon as practicable following the execution of this Agreement, notices, in substantially the form attached hereto as Exhibit C, of the defeasance of the Refunded Bonds to the respective holders of the Refunded Bonds and to the bond insurers for the Refunded Bonds, as applicable, with such insertions, deletions or changes as may be required.

7.3 In connection with certain continuing disclosure obligations of the University pursuant to Rule 15c2-12 of the Securities and Exchange Commission promulgated pursuant to the Securities and Exchange Act of 1934, as amended, the Escrow Agent, in its capacity as successor bond registrar for the Refunded Bonds, promptly after the deposit by the University hereunder, also shall give notices of defeasance of the Refunded Bonds, in substantially the form attached hereto as Exhibit C, to the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access system.

ARTICLE 8
AMENDMENTS, REINVESTMENT OF FUNDS,
IRREVOCABILITY OF AGREEMENT AND
DEFEASANCE OF REFUNDED BONDS

8.1 This Agreement may be amended or supplemented for any one or more of the following purposes: (a) to make provision for the curing of any ambiguity, or of curing or correcting any defective provision contained in this Agreement, or of severing any provision of this Agreement that has been determined to be illegal by a court of competent jurisdiction, and (b) to add to the covenants and agreements of the University or the Escrow Agent contained in this Agreement, other covenants and agreements thereafter to be observed by the University or the Escrow Agent, or to make any other provision for the purpose of protecting the rights of the owners and holders of the Refunded Bonds or the Series 2015A Bonds (any such amendment or supplement to be referred to as a "Subsequent Action"), upon submission to the Escrow Agent of each of the following:

(i) Certified copy of proceedings of the Board authorizing the Subsequent Action and a copy of the document effecting the Subsequent Action signed by duly designated officers of the University;

(ii) An opinion of bond counsel or tax counsel nationally-recognized as having an expertise in the area of tax-exempt municipal bonds to the effect that (A) the Subsequent Action will not (I) cause interest on the Series 2015A Bonds or the Refunded Bonds refinanced with proceeds of the Series 2015A Bonds to become includible in the gross income of the owners or holders thereof for federal income tax purposes, or (II) violate the covenants of the University to not cause the Series 2015A Bonds or the Refunded Bonds refinanced with proceeds of the Series 2015A Bonds to become "arbitrage bonds" under Section 148 of the Code, and (B) the Subsequent Action is a permitted Subsequent Action under the terms of Section 8.1 or 8.2 hereof and does not adversely affect the legal rights of the owners or holders of the Series 2015A Bonds, or the Refunded Bonds refinanced with proceeds of the Series 2015A Bonds; and

(iii) An opinion of a firm of independent certified public accountants (or of a professional services or consulting firm experienced in the preparation of financial verification reports) to the effect that the amounts (which will consist of cash or deposits on demand held in trust or receipts from direct full faith and credit obligations of the United States of America, not subject to call and redemption prior to maturity, all of which shall be held hereunder) available or to be available for payment of the Refunded Bonds will remain sufficient to pay when due the principal or redemption price of and interest on the Refunded Bonds after the taking of the Subsequent Action; provided, however, that in no event shall such direct full faith and credit obligations of the United States of America so on deposit include money market funds consisting of investments in such obligations.

8.2 The Escrow Securities or any portion thereof or proceeds thereof may be sold, redeemed, invested or reinvested, or proceeds thereof disbursed, upon submission to the Escrow Agent of documentation evidencing compliance with clauses (i), (ii) and (iii) of Section 8.1 of this Agreement, and the sale, redemption, investment, reinvestment or disbursement shall constitute a "Subsequent Action" for purposes of such clauses.

8.3 Except as provided in Sections 8.1 and 8.2 hereof, all of the rights, powers, duties and obligations of the Escrow Agent hereunder shall be irrevocable and shall not be subject to amendment by the Escrow Agent and shall be binding on any successor to the Escrow Agent during the term of this Agreement.

8.4 Except as provided in Sections 8.1 and 8.2 hereof, all of the rights, powers, duties and obligations of the University hereunder shall be irrevocable and shall not be subject to amendment by the University and shall be binding on any successor to the officials now comprising the officers of the Board and the University during the term of this Agreement.

8.5 Upon the deposit of Escrow Securities in the Escrow Account, the Refunded Bonds will be deemed to have been paid within the meaning of, and with the effect expressed in, Article XII of the Resolution.

ARTICLE 9
TERMINATION OF AGREEMENT

Upon final disbursement of funds sufficient to pay the principal or redemption price of and interest on the Refunded Bonds as hereinabove provided for, the Escrow Agent will transfer any balance remaining in the Escrow Account to the University for deposit in the Bond Fund, with due notice thereof mailed to the University. Thereupon, this Agreement shall terminate.

ARTICLE 10
COMPENSATION

Concurrently with the execution and delivery of this Agreement, the University has paid to the Escrow Agent fees for performing the services hereunder and shall reimburse the Escrow Agent for the expenses incurred or to be incurred by the Escrow Agent in the administration of this Agreement. The Escrow Agent hereby agrees that in no event shall it ever assert any claim or lien against the Escrow Account for any fees for its services, whether regular or extraordinary, as Escrow Agent, or in any other capacity, or for reimbursement for any of its expenses as Escrow Agent or in any other capacity.

ARTICLE 11
GOVERNING LAW

This Agreement shall be governed by the laws of the State of Idaho.

IN WITNESS WHEREOF, the University has caused this Agreement to be signed in its official name by its Bursar or President, and the Escrow Agent has caused this Agreement to be signed in its corporate name by one of its Vice Presidents, all as of the date first above written.

BOISE STATE UNIVERSITY

By: ______________________________
Bursar

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A.,
As Escrow Agent

By: ______________________________
Title:______________________________

EXHIBIT A

ESCROW SECURITIES

Type of Security	Maturity Date	First Interest Payment Date	Par Amount	Interest Rate

Initial Cash Deposit: $______

EXHIBIT A-1

REFUNDED BONDS

Series 2005A Refunded Bonds:

Series 2007A Refunded Bonds:

Series 2007B Refunded Bonds:

Series 2009A Refunded Bonds:

EXHIBIT B

FORM OF NOTICE OF REDEMPTION

NOTICE OF REDEMPTION OF
BOISE STATE UNIVERSITY
[GENERAL REVENUE __________BONDS
SERIES 20___]

Notice is hereby given that Boise State University (the "University") has called and does hereby call for redemption, on April __, 2014 (the "Date Fixed for Redemption"), its General Revenue __________Bonds, Series 20___ (the "Bonds") maturing on April 1 of each of the years, in the principal amounts, bearing interest at the rates per annum and with the CUSIP numbers as follows:

Maturity Date April 1	Principal Amount	Interest Rate	CUSIP Number

at The Bank of New York Mellon Trust Company, N.A., as successor bond registrar (the *"Bond Registrar"*), at a redemption price equal to 100% of the principal amount of the Bonds to be redeemed, plus accrued interest thereon to the Date Fixed for Redemption.

The redemption price of each Bond hereby called for redemption shall be paid on and after the Date Fixed for Redemption upon surrender of such Bond at either of the following addresses:

By Hand:	By Mail:
________________________________	________________________________
________________________________	________________________________
________________________________	________________________________
________________________________	________________________________

Interest due on the Date Fixed for Redemption on each Bond so called for redemption shall be paid by check or draft of the Bond Registrar for the Bonds mailed to the registered owner of the Bond at the address appearing on the bond register of the University maintained by the Bond Registrar on the Record Date hereinafter set forth.

Notice is further given that the Record Date, after which the Bond Registrar shall not be required to register the transfer of any Bond called for redemption, is _____________, ____, a date specified by the Bond Registrar not less than 15 calendar days before the mailing of such notice of redemption.

Notice is further given that funds necessary to pay the redemption price for each such Bond will be available at the place of payment on the Date Fixed for Redemption and interest on each such Bond shall cease to accrue from and after such Date Fixed for Redemption and on the Date Fixed for Redemption there will become due and payable on each of said Bonds the principal thereof and interest accrued thereon to the Date Fixed for Redemption.

The University and Escrow Agent shall not be responsible for the selection or use of the CUSIP numbers selected, nor is any representation made as to their correctness indicated in the notice or as printed on any Bond. They are included solely for the convenience of the holders.

Given by order of Boise State University this ____ day of ________, 201__.

THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A., as successor Bond Registrar

By: ______________________________
Its: ______________________________

EXHIBIT C

FORM OF NOTICE OF DEFEASANCE

NOTICE OF DEFEASANCE OF
BOISE STATE UNIVERSITY
[GENERAL REVENUE _______BONDS, SERIES 200__]

Notice is hereby given that, for the payment of the principal of and interest of the following-described General __________Revenue Bonds, Series 20___ (the "Refunded Bonds") issued by Boise State University (the "University"):

Maturity Date April 1	Principal Amount	Interest Rate	CUSIP Number

the Bank of New York Mellon Trust Company, N.A., as escrow agent, has irrevocably deposited in escrow, moneys which, except to the extent maintained in cash, if any, have been invested in certain direct obligations of the United States of America. The projected principal payments to be received from such securities and the projected interest income therefrom have been calculated, as evidenced by the verification agent report delivered to the escrow agent, to be sufficient, without reinvestment, to pay the principal and interest requirements on the Refunded Bonds when due through and including April 1, 20__, the redemption date with respect to the Refunded Bonds. As a result of such deposit and the University's compliance with the requirements of Article XII of the University's resolution providing for the issuance of general revenue bonds adopted September 17, 1992, as supplemented and amended (the "Resolution"), the Refunded Bonds are deemed to have been paid and defeased pursuant to such Article XII of the Resolution.

Dated this _____ day of April, 2015.

THE BANK OF NEW YORK MELLON
TRUST COMPANY, N.A., as Escrow Agent

By: ________________________________
Its: ________________________________

EXHIBIT D

REPORT OF ________________

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BOISE STATE UNIVERSITY

$[_____]
GENERAL REVENUE REFUNDING BONDS,
SERIES 2015A

BOND PURCHASE AGREEMENT

[Month, Date], 2015

Boise State University
Attn: Stacy Pearson, Bursar and Vice President
for Finance and Administration
1910 University Drive
Boise, Idaho 83725

Ladies and Gentlemen:

The undersigned, Barclays Capital Inc., as underwriter (the *"Underwriter"*), hereby offers to enter into this Bond Purchase Agreement (the *"Purchase Agreement"*) with Boise State University (the *"University"*), which, upon the acceptance by the University of this offer, shall be in full force and effect in accordance with its terms and shall be binding upon the University and the Underwriter.

This offer is made subject to your acceptance and approval on or before 5:00 p.m. Mountain Time on the date hereof, and until so accepted will be subject to withdrawal by the Underwriter upon notice delivered to the University by the Underwriter at any time prior to the execution and acceptance hereof by the University. Terms not otherwise defined herein shall have the same meanings as are set forth in the hereinafter defined Resolution.

ARTICLE I

Section 1.1. Purchase and Sale. Upon the terms and conditions and upon the basis of the representations, warranties and covenants herein set forth, the Underwriter hereby agrees to purchase from the University, and the University hereby agrees to sell to the Underwriter, all, but not less than all, of the University's $[_____] General Revenue Refunding Bonds, Series 2015A (the *"2015A Bonds"*). The purchase price of the 2015A Bonds shall be $[_____], representing the principal amount of the 2015A Bonds, plus [net] original issue premium of $[_____] (the *"Purchase Price"*). In consideration for the services of the Underwriter, the University agrees to pay to the Underwriter a fee of $[_____] (the *"Underwriter's Fee"*).

Section 1.2. *The 2015A Bonds*. The proceeds of the 2015A Bonds will be used (a) to refund certain of the University's outstanding bonds set forth in SCHEDULE I hereto (the *"Refunded Bonds"*) and (b) to pay costs of issuing the 2015A Bonds.

The 2015A Bonds shall be dated as of their date of delivery, shall bear interest at the rates, mature in the amounts and on the dates as set forth in SCHEDULE I hereto, and shall be subject to redemption prior to maturity as set forth in the Supplemental Resolution (defined below). The 2015A Bonds shall be issued pursuant to the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, as previously supplemented and amended (the *"Master Resolution"*), and as further supplemented by a Supplemental Resolution adopted on April 16, 2015 (the *"Supplemental Resolution"* and, together with the Master Resolution, the *"Resolution"*) by the State Board of Education, acting in its capacity as the Board of Trustees of the University (the *"Board"*), substantially in the form heretofore delivered to the Underwriter, with only such changes therein as shall be mutually agreed upon between us.

The 2015A Bonds will be payable from and secured by a pledge of certain revenues of the University (as defined in the Resolution, the *"Pledged Revenues"*), on a parity with all bonds now outstanding under the Resolution and any additional bonds hereafter issued under the Resolution.

Section 1.3. *Official Statement; Continuing Disclosure*. (a) The 2015A Bonds shall be offered pursuant to an Official Statement of even date herewith (which, together with the cover page and all appendices thereto, and with such changes therein and supplements thereto which are consented to in writing by the Underwriter, is herein called the *"Official Statement"*).

(b) The University has previously deemed the Preliminary Official Statement "final" as of its date for purposes of paragraph (b)(1) of Rule 15c2-12 of the Securities and Exchange Commission (*"Rule 15c2-12"*), and the University hereby authorizes the use of the Official Statement by the Underwriter in connection with the public offering and sale of the 2015A Bonds. The University agrees to provide to the Underwriter, at least four days prior to the Closing Date (defined below), and in any event not later than seven business days after the date hereof, sufficient copies of the Official Statement to enable the Underwriter to comply with the requirements of Rule 15c2-12 and Rule G-32 of the Municipal Securities Rulemaking Board.

(c) If at any time prior to 25 days after the "end of the underwriting period" (as defined below), any event shall occur, or any preexisting fact shall become known, of which the University has knowledge and which might or would cause the Official Statement as then supplemented or amended to contain any untrue statement of a material fact or omit to state any material fact necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading, the University, at its expense, shall notify the Underwriter, and if, in the opinion of the Underwriter, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the University will (i) supplement or amend the Official Statement in a form and in a manner approved by the Underwriter and (ii) provide the Underwriter with such certificates and legal opinions as shall be requested by the Underwriter in order to evidence the accuracy and completeness of the Official Statement as so supplemented or amended. If the Official Statement is so supplemented or amended prior to the Closing (defined below), such approval by the Underwriter of a supplement or amendment to the Official Statement shall not preclude the Underwriter from thereafter terminating this Purchase Agreement, and if the Official Statement is so amended or supplemented subsequent to the date hereof and prior to the Closing, the Underwriter may terminate this Purchase Agreement by written notification delivered to the University by the Underwriter at any time prior to the Closing if, in the judgment of the Underwriter, such amendment or supplement has or will have a material adverse effect on the marketability of the 2015A Bonds.

(d) For purposes of this Purchase Agreement, the "end of the underwriting period" shall mean the Closing Date, or, if the University has been notified in writing by the Underwriter on or prior to the Closing Date that the "end of the underwriting period" within the meaning of Rule 15c2-12 will not occur on the Closing Date, such later date on which the "end of the underwriting period" within such meaning has occurred. In the event that the University has been given notice pursuant to the preceding sentence that the "end of the underwriting period" will not occur on the Closing Date, the Underwriter agrees to notify the University in writing of the date it does occur as soon as practicable following the "end of the underwriting period" for all purposes of Rule 15c2-12; *provided*, that if the Underwriter has not otherwise so notified the University of the "end of the underwriting period" by the 90th day after the Closing, then the "end of the underwriting period" shall be deemed to occur on such 90th day unless otherwise agreed to by the University.

(e) In order to enable the Underwriter to comply with the requirements of paragraph (b)(5) of Rule 15c2-12 in connection with the offering of the 2015A Bonds, the University covenants and agrees with the Underwriter that it will execute and deliver a Continuing Disclosure Undertaking with respect to the 2015A Bonds (the *"Continuing Disclosure Undertaking"* and, collectively with this Purchase Contract, the hereinafter defined Escrow Agreement, and the Resolution, the *"Bond Documents"*) in substantially the form attached as APPENDIX E to the Preliminary Official Statement dated April 3, 2015 (the *"Preliminary Official Statement"*), on or before the Closing Date.

Section 1.4. Public Offering. The Underwriter agrees to make an initial public offering of all the 2015A Bonds at the public offering prices corresponding to the yields set forth on the inside cover page of the Official Statement. The Underwriter may, however, change such initial offering prices or yields as it may deem necessary in connection with the marketing of the 2015A Bonds and offer and sell the 2015A Bonds to certain dealers (including dealers depositing the 2015A Bonds into investment trusts) and others at prices lower than the initial offering prices or yields set forth on the inside cover page of the Official Statement. The Underwriter also reserves the right (a) to over-allot or effect transactions that stabilize or maintain the market prices of the 2015A Bonds at levels above those which might otherwise prevail in the open market and (b) to discontinue such stabilizing, if commenced, at any time without prior notice.

Section 1.5. Closing. The *"Closing Date"* shall be _________, 2015, or such other date as the University and the Underwriter shall mutually agree upon. The delivery of and payment for the 2015A Bonds and the other actions described in Sections 1.5 and 3.1 of this Purchase Agreement are referred to herein as the *"Closing."* The Closing shall take place at the offices of Hawley Troxell Ennis & Hawley LLP in Boise, Idaho. On the Closing Date, the University will deliver the 2015A Bonds or cause the 2015A Bonds to be delivered to or for the account of The Depository Trust Company (*"DTC"*), duly executed and authenticated. The University will also deliver to the Underwriter at the Closing the other documents described below and, subject to the terms and conditions hereof, the Underwriter will accept such delivery and pay the purchase price of the 2015A Bonds as set forth in Section 1.1 hereof in federal funds payable to the order of the University. The 2015A Bonds will be registered in the name of Cede & Co., as nominee of DTC.

ARTICLE II

REPRESENTATIONS AND WARRANTIES OF THE UNIVERSITY

To induce the Underwriter to enter into this Purchase Agreement, the University represents and warrants to the Underwriter as follows:

Section 2.1. The University has been duly organized and is validly existing under the Constitution and laws of the State of Idaho (the *"State"*) and has all power and authority to consummate the transactions contemplated by this Purchase Agreement and the Official Statement, including the execution, delivery and approval of all documents and agreements referred to herein or therein.

Section 2.2. The execution and delivery of the 2015A Bonds and the Bond Documents, the adoption of the Resolution, and compliance with the provisions on the University's part contained therein, will not conflict with or constitute a breach of or default under any constitutional provision, administrative regulation, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University is or to which any of its property or assets are otherwise subject, nor will any such execution, delivery, adoption or compliance result in the creation or imposition of any lien, charge or other security interest or encumbrance of any nature whatsoever upon any of the property or assets of the University to be pledged to secure the 2015A Bonds or under the terms of any such law, regulation or instrument, except as provided by the 2015A Bonds and the Resolution.

Section 2.3. (a) By all necessary official action of the University taken prior to or concurrently with the acceptance hereof, the University has duly authorized all necessary action to be taken by it for (i) the adoption of the Resolution and the issuance and sale of the 2015A Bonds, (ii) the approval, execution and delivery of, and the performance by the University of the obligations on its part, contained in the 2015A Bonds and the Bond Documents, (iii) the approval, distribution and use of the Preliminary Official Statement and the approval, execution, distribution and use of the Official Statement for use by the Underwriter in connection with the public offering of the 2015A Bonds, and (iv) the consummation by it of all other transactions described in the Official Statement, the Bond Documents and any and all such other agreements and documents as may be required to be executed, delivered and/or received by the University in order to carry out, give effect to, and consummate the transactions described herein and in the Official Statement.

(b) This Purchase Agreement has been duly authorized, executed and delivered, the Resolution has been duly adopted, and this Purchase Agreement and the Resolution constitute the legal, valid and binding obligations of the University, enforceable in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; and each of the Continuing Disclosure Undertaking and the Escrow Agreement, when duly executed and delivered, will constitute a legal, valid and binding obligation of the University, enforceable in accordance with its terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights.

(c) The 2015A Bonds, when issued, delivered and paid for in accordance with the Resolution and this Purchase Agreement, will have been duly authorized, executed, issued and delivered by the University and will constitute the valid and binding obligations of the University, enforceable against the University in accordance with their terms, subject to bankruptcy, insolvency, reorganization, moratorium, and other similar laws and principles of equity relating to or affecting the enforcement of creditors' rights; upon the issuance, authentication and delivery of the 2015A Bonds as aforesaid, the Resolution will provide, for the benefit of the holders, from time to time, of the 2015A Bonds, the legally valid and binding pledge of and lien it purports to create as set forth in the Resolution.

(d) All authorizations, approvals, licenses, permits, consents and orders of any governmental authority, legislative body, board, agency or commission having jurisdiction of the matter which are required for the due authorization of, which would constitute a condition precedent to, or the absence of which would materially adversely affect the approval or adoption, as applicable, of the Bond Documents, the issuance of the 2015A Bonds or the due performance by the University of its obligations under the Bond Documents and the 2015A Bonds, have been duly obtained.

Section 2.4. Except as disclosed in the Preliminary Official Statement and the Official Statement, there is no litigation, action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, government agency, public board or body, pending or, to the best knowledge of the University, threatened against the University: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2015A Bonds, (iii) in any way contesting or affecting the validity or enforceability of the 2015A Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the 2015A Bonds for federal or State income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the 2015A Bonds, the adoption of the Resolution or the execution and delivery of the Bond Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2015A Bonds or the Bond Documents.

Section 2.5. The University is not in breach of or in default under any applicable constitutional provision, law or administrative regulation of the State or the United States relating to the issuance of the 2015A Bonds or any applicable judgment or decree or any material provision of a loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the University is a party or to which the University or any of its property or assets is otherwise subject, and no event which would have a material and adverse effect upon the financial condition of the University has occurred and is continuing which constitutes or with the passage of time or the giving of notice, or both, would constitute a default or event of default by the University under any of the foregoing.

Section 2.6. The 2015A Bonds and the Resolution conform to the descriptions thereof contained in the Preliminary Official Statement and the Official Statement under the captions "THE 2015A BONDS" and "SECURITY FOR THE 2015A BONDS," and the proceeds of the sale of the 2015A Bonds will be applied generally as described in the Preliminary Official Statement and the Official Statement under the caption "SOURCES AND USES OF FUNDS." The University has the legal authority to apply, and will apply or cause to be applied, the proceeds from the sale of the 2015A Bonds as provided in and subject to all of the terms and provisions of the Resolution, including for payment or reimbursement of University expenses incurred in connection with the negotiation, marketing, issuance and delivery of the 2015A Bonds to the extent required by Article IV, and will not take or omit to take any action which action or omission will adversely affect the exclusion from gross income for federal or State income tax purposes of the interest on the 2015A Bonds.

Section 2.7 The Preliminary Official Statement, as of its date and as of the date hereof, did not and does not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. At the time of the University's acceptance hereof and (unless the Official Statement is amended or supplemented pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement) at all times subsequent thereto during the period up to and including the Closing Date, the Official Statement does not and will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. If the Official Statement is supplemented or amended pursuant to paragraph (c) of Section 1.3 of this Purchase Agreement, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto to and including the date that is 25 days after the end of the underwriting period, the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which made, not misleading.

Section 2.8. The University will furnish such information and execute such instruments and take such action in cooperation with the Underwriter, at no expense to the University, as the

Underwriter may reasonably request (a) to (i) qualify the 2015A Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions in the United States as the Underwriter may designate and (ii) determine the eligibility of the 2015A Bonds for investment under the laws of such states and other jurisdictions and (b) to continue such qualifications in effect so long as required for the distribution of the 2015A Bonds (*provided*, that the University will not be required to qualify as a foreign corporation or to file any general or special consents to service of process under the laws of any jurisdiction) and will advise the Underwriter immediately of receipt by the University of any written notification with respect to the suspension of the qualification of the 2015A Bonds for sale in any jurisdiction or the initiation or threat of any proceeding for that purpose.

Section 2.9. Except as described in the Preliminary Official Statement and the Official Statement, the University has not failed during the previous five years to materially comply with any previous undertakings in a written continuing disclosure contract or agreement under Rule 15c2-12.

Section 2.10. (a) The financial statements of and other financial information regarding the University in the Preliminary Official Statement and in the Official Statement fairly present the financial position and results of the University as of the dates and for the periods therein set forth. The financial statements of the University have been prepared in accordance with generally accepted accounting principles consistently applied, and except as noted in the Preliminary Official Statement and in the Official Statement, the other historical financial information set forth in the Preliminary Official Statement and in the Official Statement has been presented on a basis consistent with that of the University's audited financial statements included in the Preliminary Official Statement and in the Official Statement. Except as described in the Preliminary Official Statement and the Official Statement, since June 30, 2014, there has been no material adverse change in the condition, financial or otherwise, of the University from that set forth in the audited financial statements as of and for the period ended that date; and except as described in the Preliminary Official Statement and the Official Statement, the University, since June 30, 2014, has not incurred any material liabilities, directly or indirectly, except in the ordinary course of the University's operations.

(b) Prior to the Closing, the University will not take any action within or under its control that will cause any adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the University. The University will not, prior to the Closing, offer or issue any bonds, notes or other obligations for borrowed money or incur any material liabilities, direct or contingent, except in the ordinary course of business, without the prior approval of the Underwriter.

Section 2.11. The University agrees and acknowledges that: (i) with respect to the engagement of the Underwriter by the University, including in connection with the purchase, sale and offering of the 2015A Bonds, and the discussions, conferences, negotiations and undertakings in connection therewith, the Underwriter (a) is and has been acting as a principal and not an agent or fiduciary of the University and (b) has not assumed an advisory or fiduciary responsibility in favor of the University; (ii) the University has consulted its own legal, financial and other advisors to the extent it has deemed appropriate; and (iii) this Purchase Agreement expresses the entire relationship between the parties hereto.

Section 2.12. Any certificate, signed by any official of the University authorized to do so in connection with the transactions described in this Purchase Agreement, shall be deemed a representation and warranty by the University to the Underwriter as to the statements made therein.

ARTICLE III

CLOSING CONDITIONS

Section 3.1. The Underwriter has entered into this Purchase Agreement in reliance upon the representations and warranties herein and the performance by the University of its obligations hereunder, both as of the date hereof and as of the Closing Date. The Underwriter's obligations under this Purchase Agreement are and shall be subject to the following conditions:

(a) The representations and warranties of the University contained herein shall be true, complete and correct at the date hereof and on the Closing Date, as if made on the Closing Date. At the time of Closing, (i) the Official Statement, the Resolution and this Purchase Agreement shall be in full force and effect and shall not have been amended, modified or supplemented, except as therein permitted or as may have been agreed to in writing by the Underwriter, and (ii) the proceeds of sale of the 2015A Bonds shall be paid to the Trustee of the 2015A Bonds for deposit or use as described in the Official Statement. On the Closing Date, no "Event of Default" shall have occurred or be existing under the Resolution nor shall any event have occurred which, with the passage of time or the giving of notice, or both, shall constitute an Event of Default under the Resolution, nor shall the University be in default in the payment of principal of or interest on any of its obligations for borrowed money.

(b) The Underwriter shall have the right to terminate the Underwriter's obligation under this Purchase Agreement to purchase, to accept delivery of and to pay for the 2015A Bonds if, after the execution hereof and prior to the Closing, the market price or marketability of the 2015A Bonds or the ability of the Underwriter to enforce contracts for the sale of the 2015A Bonds shall be materially adversely affected in the reasonable judgment of the Underwriter by the occurrence of any of the following:

(i) legislation shall be enacted by or introduced in the Congress of the United States or recommended to the Congress for passage by the President of the United States, or the Treasury Department of the United States or the Internal Revenue Service or favorably reported for passage to either House of the Congress by any committee of such House to which such legislation has been referred for consideration, a decision by a court of the United States or of the State or the United States Tax Court shall be rendered, or an order, ruling, regulation (final, temporary or proposed), press release, statement or other form of notice by or on behalf of the Treasury Department of the United States, the Internal Revenue Service or other governmental agency shall be made or proposed, the effect of any or all of which would be to alter, directly or indirectly, federal income taxation upon interest received on obligations of the general character of the 2015A Bonds, or the interest on the 2015A Bonds as described in the Official Statement, or other action or events shall have transpired which may have the purpose or effect, directly or indirectly, of changing the federal income tax consequences of any of the transactions contemplated herein;

(ii) legislation introduced in or enacted (or resolution passed) by the Congress or an order, decree, or injunction issued by any court of competent jurisdiction, or an order, ruling, regulation (final, temporary, or proposed), press release or other form of notice issued or made by or on behalf of the Securities and Exchange Commission, or any other governmental agency having jurisdiction of the subject matter, to the effect that obligations of the general character of the 2015A Bonds are not exempt from registration under or other requirements of the Securities Act of 1933, as amended, or that the Resolution is not exempt from qualification under or other requirements of the Trust Indenture Act of 1939, as amended, or that the issuance, offering, or sale of obligations of the general character of the 2015A Bonds, as contemplated hereby or by the Official Statement or otherwise, is or would be in violation of the federal securities law as amended and then in effect;

(iii) a general suspension of trading in securities on the New York Stock Exchange or any other national securities exchange, the establishment of minimum or maximum prices on any such national securities exchange, the establishment of material restrictions (not in force as of the date hereof) upon trading securities generally by any governmental authority or any national securities exchange, or any material increase of restrictions now in force (including, with respect to the extension of credit by, or the charge to the net capital requirements of, the Underwriter);

(iv) a general banking moratorium declared by federal, State of New York, or State officials authorized to do so;

(v) any event occurring, or information becoming known which, in the reasonable judgment of the Underwriter, makes untrue in any material respect any material statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of material fact or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading;

(vi) there shall have occurred since the date of this Purchase Agreement any materially adverse change in the affairs or financial condition of the University, except for changes which the Official Statement discloses are expected to occur;

(vii) there shall have occurred (A) any new material outbreak of hostilities (including, without limitation, an act of terrorism) (B) the escalation of hostilities existing prior to the date hereof or (C) any other extraordinary event, material national or international calamity or crisis, or any material adverse change in the financial, political or economic conditions affecting the United States or the University;

(viii) there shall have occurred any downgrading or published negative credit watch or similar published information from a rating agency that at the date of this Purchase Agreement has published a rating (or has been asked to furnish a rating on the 2015A Bonds) on any of the University's debt obligations, which action reflects a change or possible change, in the ratings accorded any such obligations of the University (including any rating to be accorded the 2015A Bonds); or

(ix) a material disruption in securities settlement, payment or clearance services shall have occurred.

Upon termination of this Purchase Agreement, all obligations of the University and the Underwriter under this Purchase Agreement shall terminate, without further liability, except that the University and the Underwriter shall pay their respective fees and expenses as set forth in Article IV.

(c) At or prior to the Closing for the 2015A Bonds, the Underwriter shall receive the following documents:

(1) The approving opinion of Hawley Troxell Ennis & Hawley LLP (*"Bond Counsel"*), dated the Closing Date, in substantially the form included as APPENDIX F to the Official Statement;

(2) (A) The opinion of Hawley Troxell Ennis & Hawley LLP, as Disclosure Counsel, dated the Closing Date and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit A* and (B) the opinion of Foster Pepper PLLC (*"Underwriter's Counsel"*), dated the Closing Date and addressed to the Underwriter, in substantially the form attached hereto as *Exhibit C*;

(3) The opinion of Office of General Counsel, counsel to the University, in substantially the form attached hereto as *Exhibit B*;

(4) The University's certificate or certificates signed by its Vice-President for Finance and Administration dated the Closing Date to the effect that (A) no litigation is pending or, to its knowledge, threatened: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2015A Bonds, (iii) in any way contesting or affecting the validity or enforceability of the 2015A Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the 2015A Bonds for federal or State income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the 2015A Bonds, the adoption of the Resolution or the execution and delivery of the Bond Documents, nor, to the best knowledge of the

University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2015A Bonds or the Bond Documents; (B) the descriptions and information contained in the Preliminary Official Statement and the Official Statement relating to the University and its operational and financial and other affairs and the application of the proceeds of sale of the 2015A Bonds are correct in all material respects as of their respective dates and as of the Closing Date; (C) such descriptions and information, as of the respective dates of the Preliminary Official Statement and Official Statement, did not, and, as of the Closing Date, do not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading; (D) at the time of the Closing, no default or event of default has occurred and is continuing which, with the lapse of time or the giving of notice, or both, would constitute a default or an event of default under the Resolution, this Purchase Agreement or any other material agreement or material instrument to which the University is a party or by which it is or may be bound or to which any of its property or other assets is or may be subject; (E) the Resolution of the University authorizing or approving the execution of this Purchase Agreement, the Continuing Disclosure Undertaking, the Escrow Agreement, the Official Statement, and the form of the 2015A Bonds has been duly adopted by the University and has not been modified, amended or repealed; (F) no event affecting the University has occurred since the respective dates of the Preliminary Official Statement and Official Statement that either makes untrue, as of the Closing Date, any statement or information relating to the same and contained in the Preliminary Official Statement or Official Statement or that should be disclosed therein in order to make the statements and information therein, in light of the circumstances under which they were made, not misleading; and (G) the representations of the University herein are true and correct as of the Closing Date;

(5) A copy of the transcript of all proceedings of the University, including the Supplemental Resolution, relating to the authorization and issuance of the 2015A Bonds, certified by appropriate officials of the University;

(6) A certificate of the University relating to matters affecting the tax-exempt status of interest on the 2015A Bonds, including the use of proceeds of sale of the 2015A Bonds and matters relating to arbitrage rebate pursuant to Section 148 of the Code and the applicable regulations thereunder, in form and substance satisfactory to Bond Counsel;

(7) Satisfactory evidence that the 2015A Bonds are rated "[_____]" and "[_____]" by Moody's Investors Service, Inc. and Standard & Poor's Ratings Services, respectively;

(8) Copies of the Official Statement related to the 2015A Bonds executed on behalf of the University;

(9) An executed counterpart of the Continuing Disclosure Undertaking;

(10) A specimen 2015A Bond;

(11) An executed copy of Internal Revenue Service Form 8038-G with respect to the 2015A Bonds and evidence of filing thereof;

(12) An executed counterpart of the Escrow Agreement between the University and The Bank of New York Mellon Trust Company, N.A., with respect to the refunding of the Refunded Bonds (the *"Escrow Agreement"*);

(13) An escrow verification report issued by The Arbitrage Group, Inc. (the *"Verifier"*); and

(14) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter or Bond Counsel may reasonably request.

If the University shall be unable to satisfy the conditions contained in this Purchase Agreement, or if the obligations of the Underwriter shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement shall terminate and neither the Underwriter nor the University shall be under further obligation hereunder, except as further set forth in Article IV hereof. However, the Underwriter may, in its sole discretion, waive one or more of the conditions imposed by this Purchase Agreement and proceed with the Closing. Acceptance of the 2015A Bonds and payment therefor by the Underwriter shall be deemed a waiver of noncompliance with any of the conditions herein.

ARTICLE IV

FEES AND EXPENSES

The University will pay all costs of issuance of the 2015A Bonds, including the costs of preparing the 2015A Bonds; the costs of preparing and distributing the Preliminary Official Statement and the Official Statement; the fees and expenses of rating agencies, the Verifier, the Trustee, Bond Counsel, Disclosure Counsel, counsel for the University and all other consultants to the University; filing and other administrative and service fees; and all transportation, lodging and meals incurred by or on behalf of the University and its representatives in connection with the negotiation, marketing, issuance and delivery of the 2015A Bonds. The Underwriter will pay all out-of-pocket expenses of the Underwriter, including advertising expenses in connection with the public offering of the 2015A Bonds, travel and other expenses, and the fees and expenses of Underwriter's Counsel. In the event that the Underwriter incurs or advances the cost of any expense for which the University is responsible hereunder, the University shall reimburse the Underwriter at or prior to Closing; if at Closing, reimbursement may be included in the Underwriter's Fee. To facilitate the Closing, the University hereby authorizes the Underwriter to net from the Purchase Price of the 2015A Bonds the Underwriter's Fee and reduce the Purchase Price payable to the University by an equal amount.

ARTICLE V

GENERAL PROVISIONS

Section 5.1. *Notices*. Any notice or other communication to be given to the University under this Purchase Agreement may be given by delivering the same in writing to the University's address set forth above, and any such notice or other communication to be given to the Underwriter may be given by delivering the same in writing to Barclays Capital Inc., 701 Fifth Avenue, Suite 7101, Seattle, Washington 98104.

Section 5.2. *Entire Agreement*. This Purchase Agreement, when executed by the University, shall constitute the entire agreement between the University and the Underwriter, and is made solely for the benefit of the University and the Underwriter (including the successors or assigns of the Underwriter). No other person shall acquire or have any right hereunder by virtue hereof.

Section 5.3. *No Recourse*. No recourse shall be had for any claim based on this Purchase Agreement, or any Resolution, certificate, document or instrument delivered pursuant hereto, against any member, officer or employee, past, present or future, of the University or of any successor body of the University.

Section 5.4. *Execution in Counterparts*. This Purchase Agreement may be executed in any number of counterparts, all of which, taken together, shall be one and the same instrument, and any parties hereto may execute this Purchase Agreement by signing any such counterpart.

Section 5.5. *Severability*. The invalidity or unenforceability of any provision hereof as to any one or more jurisdictions shall not affect the validity or enforceability of the balance of this Purchase Agreement as to such jurisdiction or jurisdictions, or affect in any way such validity or enforceability as to any other jurisdiction.

Section 5.6. *Waiver or Modification*. No waiver or modification of any one or more of the terms and conditions of this Purchase Agreement shall be valid unless in writing and signed by the party or parties making such waiver or agreeing to such modification.

Section 5.7. *Governing Law*. This Purchase Agreement shall be governed by and construed in accordance with the laws of the State.

[Signature page follows]

Section 5.8. Effective Date. This Purchase Agreement shall become effective upon its execution by the Underwriter and the acceptance and approval hereof by the University.

BARCLAYS CAPITAL INC.

By______________________________________
Director

ACCEPTED:

BOISE STATE UNIVERSITY

By______________________________________
Bursar and Vice President for Finance and Administration

SCHEDULE I

[ATTACHED]

EXHIBIT A

OPINION OF DISCLOSURE COUNSEL

[CLOSING DATE]

The Board of Trustees of
Boise State University
1910 University Drive
Boise, Idaho 83725

Barclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: The Board of Trustees of Boise State University
General Revenue Refunding Bonds, Series 2015A

Ladies and Gentlemen:

We have acted as counsel with respect to disclosure matters to Boise State University (the "University") in connection with the sale of its $[_____] General Revenue Refunding Bonds, Series 2015A (the "2015A Bonds"), pursuant to the Bond Purchase Agreement dated April 16, 2015 (the "Bond Purchase Agreement"), between the University and Barclays Capital Inc. (the "Underwriter").

In connection therewith, we have examined duly certified copies of certain proceedings of the Board of Trustees of Boise State University (the "Trustees") relating to the authorization and issuance of the 2015A Bonds, including the Resolution of the Trustees adopted on September 17, 1992, as previously supplemented and amended and as further supplemented by Supplemental Resolution adopted on April 16, 2015 (collectively, the "Resolution"), the Preliminary Official Statement dated April 3, 2015 (the "Preliminary Official Statement"), and the Official Statement dated April 16, 2015 (the "Official Statement"), the Continuing Disclosure Undertaking dated as of the date hereof, and such other documents as we deemed necessary to render this opinion.

In our capacity as disclosure counsel, we also have examined originals or reproduced or certified copies of all such other corporate records, agreements, communications, certificates of officers and other instruments of the University, as well as such certificates of public officials and other documents as we have deemed relevant and necessary as a basis for the opinions set forth below. We also have examined an executed counterpart of the opinion, addressed to us, of University Counsel.

In such examination, we have assumed the genuineness of all signatures, the authenticity of all documents submitted to us as originals, and the conformity to original documents of all documents submitted to us as certified or reproduced copies. As to various questions of fact and material to such opinions, we have relied upon certificates of officers of the University and upon the representations and warranties of the University set forth in the Resolution and the Bond Purchase Agreement.

Based upon such examination, it is our opinion that:

1. The information contained in the Preliminary Official Statement and Official Statement under the headings entitled "THE 2015A BONDS," "TAX EXEMPTION," and "SECURITY FOR THE 2015A BONDS," and in APPENDIX "C" to the Preliminary Official Statement and the Official Statement entitled "Glossary of Terms Used in the Resolution and Official Statement" and in APPENDIX "D" to the Preliminary Official Statement and the Official Statement entitled "Summary of Certain Provisions of the Resolution" present a fair summary of the relevant provisions of the 2015A Bonds and other matters discussed or presented therein, except that we express no opinion with respect to any financial, statistical or operating data contained in the information included under such headings.

Additionally, we have rendered assistance with respect to certain disclosures in the Preliminary Official Statement and the Official Statement. We participated in conferences with the Underwriter, the representatives of the University and certain other persons involved in the preparation of the information contained in the Preliminary Official Statement and the Official Statement, during which the contents of the Preliminary Official Statement and the Official Statement and related matters were discussed and reviewed. We solicited from the University, and in response received, certain information about the University.

While we are not passing upon, and (except as otherwise expressly set forth in opinion paragraph number 1) do not assume responsibility for, the accuracy, completeness or fairness of the statements contained in the Preliminary Official Statement and the Official Statement, on the basis of the information that was developed in the course of the performance of the services referred to above and (except as otherwise expressly set forth in opinion paragraph number 1) without having undertaken to verify independently such accuracy, completeness or fairness, nothing has come to the attention of the attorneys in our firm providing legal services in connection with the issuance of the 2015A Bonds that caused us to believe that the Preliminary Official Statement as of its date or as of the date of the Bond Purchase Agreement or Official Statement, as of its date and the date hereof (apart from (i) the financial statements and other economic, demographic, financial and statistical data, (ii) information regarding The Depository Trust Company, contained in the Preliminary Official Statement and the Official Statement, as to which we do not express any opinion or belief) contains or contained any untrue statement of a material fact or omits or omitted to state any material fact required to be stated therein or necessary in order to make the statements therein, in light of the circumstances under which they were made, not misleading.

2. The 2015A Bonds are exempt securities within the meaning of Section 3(a)(2) of the Securities Act of 1933, as amended, and of Section 304(a)(4) of the Trust Indenture Act of 1939, as amended; and it is not necessary in connection with the sale of the 2015A Bonds to the public to register the 2015A Bonds under the Securities Act of 1933, as amended, or to qualify the Resolution under the Trust Indenture Act of 1939, as amended.

EXHIBIT B

OPINION OF COUNSEL TO BOISE STATE UNIVERSITY

[CLOSING DATE]

Boise State University
1910 University Drive
Boise, Idaho 83725

Hawley Troxell Ennis & Hawley LLP
877 Main Street
Boise, Idaho 83702

Barclays Capital Inc.
701 Fifth Avenue, Suite 7101
Seattle, Washington 98104

Re: Boise State University
$[_____]
General Revenue Refunding Bonds,
Series 2015A

Ladies and Gentlemen:

As counsel to Boise State University (the *"University"*), I have reviewed certain documents in connection with the issuance and sale by the University of its $[_____] General Revenue Refunding Bonds, Series 2015A (the *"2015A Bonds"*), including the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University (the *"Board"*), as previously supplemented and amended (the *"Master Resolution"*), and as further supplemented and amended by the Supplemental Resolution of the Board adopted on April 16, 2015, authorizing the issuance and sale of the 2015A Bonds (the *"Supplemental Resolution,"* and, together with the Master Resolution, the *"Resolution"*); the Preliminary Official Statement dated April 3, 2015 (the *"Preliminary Official Statement"*); the Official Statement dated April 15, 2015 (the *"Official Statement"*); the Bond Purchase Agreement, dated April 16, 2015, between the University and Barclays Capital Inc. (the *"Purchase Agreement"*); the Continuing Disclosure Undertaking with respect to the 2015A Bonds (the *"Continuing Disclosure Undertaking"*); the Escrow Agreement dated the date hereof between the University and The Bank of New York Mellon Trust Company, N.A. (the *"Escrow Agreement"*); and such other documents as I deemed necessary to render this opinion. Capitalized terms used but not defined in this opinion have the meanings assigned to such terms in the Resolution. This opinion is rendered pursuant to the Purchase Agreement.

Based upon my examination, it is my opinion that:

1. The University is an institution of higher education and a body politic of the State of Idaho, duly and validly created and existing pursuant to the laws of the State of Idaho, with full legal right, power, and authority (i) to issue bonds of the University pursuant to the Resolution; (ii) to adopt the Resolution; (iii) to enter into the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking; (iv) to pledge the Pledged Revenues (as defined in the Resolution) to secure the payment of the principal of and interest on the 2015A Bonds; and (v) to carry out and consummate the transactions contemplated by the Resolution, the Purchase Agreement, the Escrow Agreement, and the Continuing Disclosure Undertaking (collectively, the *"Bond Documents"*).

2. The meeting of the Board on April 16, 2015, at which the Supplemental Resolution was duly adopted by the Board, was called and held pursuant to law, all public notices required by law were given, and the actions taken at the meeting, insofar as such actions relate to the 2015A Bonds, were legally and validly taken.

3. The adoption of the Resolution by the Board, the execution and delivery of the Bond Documents, and the performance by the University of the transactions contemplated thereby will not conflict with or constitute a breach of, or default under, any commitment, note, agreement or other instrument to which the University is a party or by which it or any of its property is bound, or any provision of the Idaho Constitution or laws or any existing law, rule, regulation, ordinance, judgment, order or decree to which the University or the Board is subject.

4. Based upon conferences with, and representations of officials of, the University, the statements in the Preliminary Official Statement and the Official Statement under the captions "INTRODUCTION – Boise State University," "SECURITY FOR THE 2015A BONDS," "THE UNIVERSITY," "FINANCIAL INFORMATION REGARDING THE UNIVERSITY" and "LITIGATION" and in "APPENDIX B – SCHEDULE OF STUDENT FEES" are true and correct in all material respects and did not, as of their respective dates, and do not contain an untrue statement or omission of a material fact (other than, with respect to the Preliminary Official Statement, any information that is permitted to be omitted from the Preliminary Official Statement pursuant to Rule 15c2-12), it being understood that, in rendering this opinion, I am not expressing an opinion with respect to financial, statistical or operating data contained under these captions of the Preliminary Official Statement and the Official Statement.

5. Except as described in the Preliminary Official Statement and the Official Statement, there is no action, suit, proceeding, official inquiry or investigation, at law or in equity, pending: (i) affecting the existence of the University or the titles of its officers to their respective offices, (ii) affecting or seeking to prohibit, restrain or enjoin

the sale, issuance or delivery of the 2015A Bonds, (iii) in any way contesting or affecting the validity or enforceability of the 2015A Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the 2015A Bonds for federal or State income tax purposes, (v) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (vi) contesting the powers of the University or any authority for the issuance of the 2015A Bonds, the adoption of the Resolution or the execution and delivery of the other Documents, nor, to the best knowledge of the University, is there any basis therefor, wherein an unfavorable decision, ruling or finding would materially adversely affect the validity or enforceability of the 2015A Bonds or the Bond Documents.

Very truly yours,

____

Kevin D. Satterlee
University Counsel

EXHIBIT C

OPINION OF UNDERWRITER'S COUNSEL

[CLOSING DATE]

Barclays Capital Inc.
701 Fifth Avenue, Suite 701
Seattle, Washington 98104

Re: Boise State University
$[_____]
General Revenue Refunding Bonds,
Series 2015A

Ladies and Gentlemen:

We have served as counsel to Barclays Capital Inc. (the "Underwriter") in connection with the issuance of the above-referenced bonds (the "2015A Bonds") by Boise State University (the "University"). Unless otherwise defined herein, capitalized terms used herein will have the meaning or meanings set forth in the Bond Purchase Agreement for the 2015A Bonds dated April 16, 2015 (the "Purchase Agreement"), between the University and the Underwriter.

In our capacity as counsel to the Underwriter, we have examined originals, or copies certified or otherwise identified to our satisfaction as being true copies of originals, of the following documents: (i) the Purchase Agreement; (ii) the Resolution Providing for the Issuance of General Revenue Bonds, adopted on September 17, 1992, by the State Board of Education and Board of Regents of the University of Idaho, acting in its capacity as the Board of Trustees of the University, as supplemented and amended, including as supplemented and amended by the Supplemental Resolution adopted on April 16, 2015, authorizing the issuance and sale of the 2015A Bonds (together, the "Resolution"); (iii) the Preliminary Official Statement relating to the 2015A Bonds dated April 3, 2015 (the "Preliminary Official Statement"); (iv) the Official Statement relating to the 2015A Bonds dated April 16, 2015 (the "Official Statement"); (v) the Continuing Disclosure Undertaking with respect to the 2015A Bonds (the "Continuing Disclosure Undertaking"); (vi) the Escrow Agreement dated the date hereof between the University and The Bank of New York Mellon Trust Company, N.A.; and (vii) the various certificates and opinions provided on the date hereof pursuant to the Purchase Agreement (collectively, the "Documents").

We have assumed: (i) each party to the Documents validly exists and has and had all necessary legal and corporate authority to execute, deliver and perform the Documents to which it is a party; (ii) the execution and performance of the Documents and such other documents as may be executed in connection therewith by each such party will not violate or breach any law, regulation or corporate or other document or instrument to which such person is party or by which it is bound; (iii) the Documents are legal, valid and binding obligations of each such party to the extent purported to be such, enforceable in accordance with their respective terms; (iv) the genuineness of all signatures on the Documents; (v) the authenticity and completeness of all Documents submitted to us as originals; (vi) the legal competence of all natural persons who have signed the Documents; and (vii) the conformity to original Documents of all Documents submitted to us as copies.

Based on the foregoing and in reliance thereon, we are of the opinion that (i) the offer and sale of the 2015A Bonds by the Underwriter are exempt from the registration requirements of the Securities Act of 1933, as amended; (ii) the Resolution is exempt from qualification under the Trust Indenture Act of 1939, as amended; and (iii) Section 1.3(e) of the Purchase Agreement and the Continuing Disclosure Undertaking together provide a suitable basis for the Underwriter to reasonably determine, pursuant to paragraph (b)(5)(i) of Rule 15c2-12, that the University has undertaken in written agreements or contracts for the benefit of the holders of the 2015A Bonds to provide or cause to be provided the annual financial information and notices required by paragraph (b)(5)(i) of Rule 15c2-12. In delivering the foregoing opinions (i) and (ii), we have relied upon the legal opinions of Hawley Troxell Ennis & Hawley LLP, Bond Counsel, to the extent that such opinions address the validity of the 2015A Bonds.

In the course of our participation in the preparation of the Preliminary Official Statement and the Official Statement as counsel to the Underwriter, we have examined information made available to us, including legal matters and certain records, documents and proceedings. We also participated in telephone conferences and attended meetings with, among others, representatives of the University and its counsel, Bond Counsel, the Underwriter and other participants in the transaction, during which conferences and meetings the contents of the Preliminary Official Statement and the Official Statement were discussed.

Without undertaking to determine independently or assuming any responsibility for the accuracy, completeness or fairness of any of the statements contained in the Preliminary Official Statement or the Official Statement, we advise you that, during the course of the activities described in the foregoing paragraph, no information came to the attention of the attorneys in our firm providing legal services in connection with the issuance of the 2015A Bonds that caused such attorneys to believe that (i) except for the omission of information permitted to be excluded by Rule 15c2-12, the Preliminary Official Statement, as of the date of the Preliminary Official Statement and as of the date of the Purchase Agreement, and (ii) the Official Statement, as of its date and as of the date hereof (excluding in each case any financial, economic or statistical data contained in the Preliminary Official Statement or the Official Statement, any information contained in the Preliminary Official Statement or the Official Statement regarding DTC or its book-entry system or how interest on the 2015A Bonds is treated for federal or State income tax purposes, and the information contained in Appendices A, F and G to the Preliminary Official Statement and the Official Statement, as to all of which no opinion or belief is expressed), contained or contains any untrue statement of a material fact or omitted or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances in which they were made, not misleading.

This letter is furnished by us as counsel to the Underwriter, is solely for the benefit of the Underwriter, and is not to be used, quoted, circulated or otherwise referred to in any other way, nor to be disclosed to any other person (other than as may be required by law) without our express prior written permission.

The opinions set forth in this letter are delivered as of the date hereof, and we assume no responsibility to advise any person of changes in legal or factual matters that may occur subsequent to the date hereof.

We bring to your attention the fact that the opinions set forth in this letter are expressions of our professional judgment on the matters expressly addressed and do not constitute guarantees of result.

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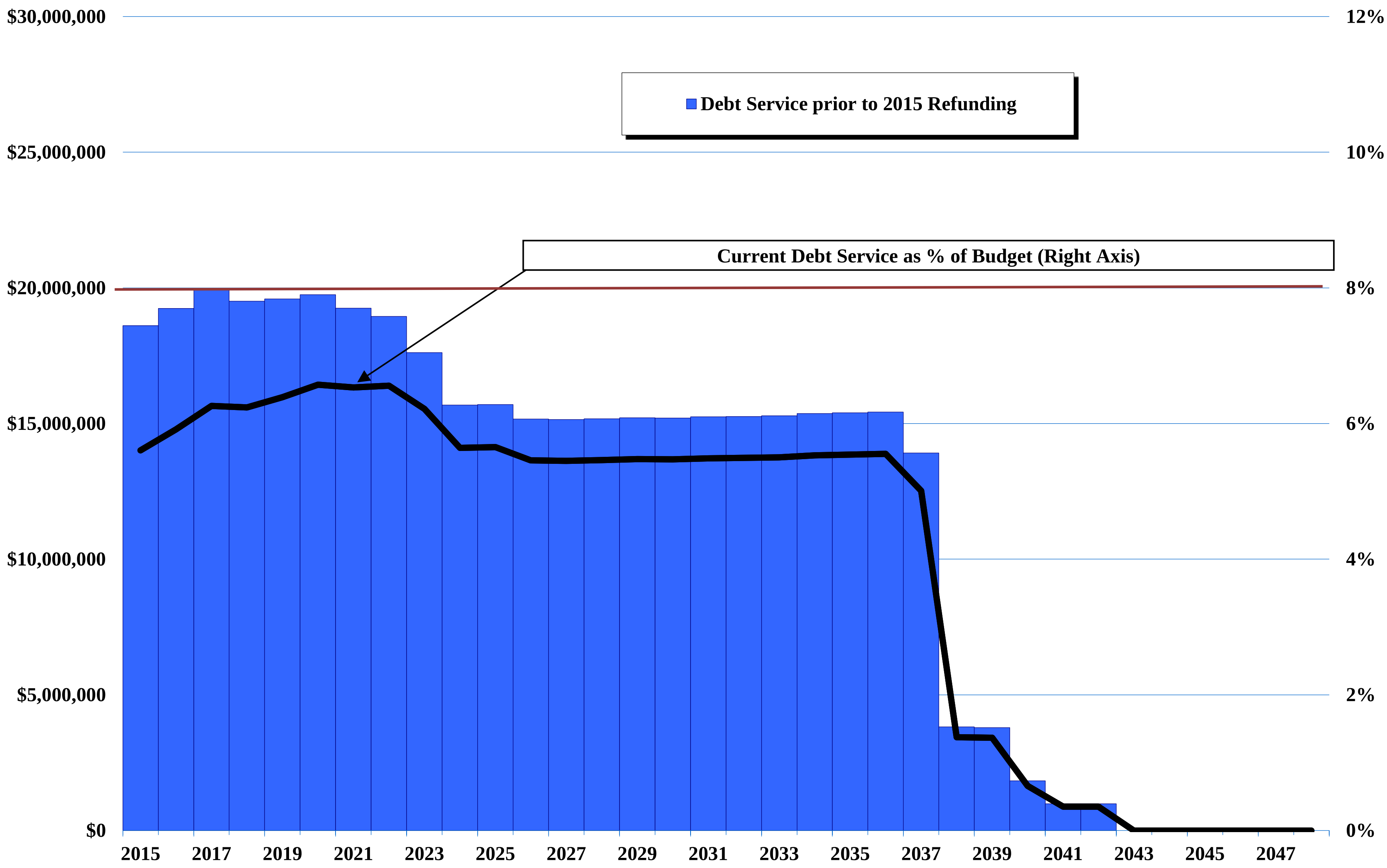
Boise State University
Debt Service to Budget
April 2015



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Boise State University
Ten Year Debt Projection
April 2015

	FY2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Total/Avg
1 **Current University Debt Service**	$18,607,004	$19,246,066	$19,971,520	$19,509,656	$19,591,605	$19,752,681	$19,252,652	$18,953,335	$17,613,548	$15,678,078	$188,176,145
2 **Operating Budget (excludes direct lending)**	$331,930,687	$325,393,137	$318,994,180	$312,730,808	$306,600,081	$300,599,126	$294,725,132	$288,975,352	$283,347,099	$277,837,746	
3 **Current Debt Service as a % of Operating Budget (6/8)** ***8% is the University's planned limit***	5.61%	5.91%	6.26%	6.24%	6.39%	6.57%	6.53%	6.56%	6.22%	5.64%	6.19%

Assumptions:

4	*Student Revenue*	1. 98% of 2015 budget, then (-2%) annual growth from student fees
5	*General Fund*	2. 2015 budget is achieved then decreased by 2% each year after
6	*Donations, Sales*	3. 98% of 2015 budget Gifts and Aux revs, then reduced 2% each yearafter
7	*Federal Grants*	4. 97% of 2015 budget, then (-3%) decrease each yearafter
8	*Projected Debt Service*	5. No savings have been predicted for the above ratios, the magnitude of the refunding (and therefore the impact of the savings) will not be known until the bond sale
9		6. Reduced 2014 budget by 12 million to offset risk
10		7. Gardner Lease has been included in current debt service totaling $856,784, escalating 3% for 20 years, beginning in 2017
11		8. Alumni Lease has been included totaling $568,899 for 20 years beginning in 2016

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STATE DEPARTMENT OF EDUCATION
APRIL 16, 2015

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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education.

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education.

BOARD ACTION

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

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SUBJECT

New ESEA Waiver to US Department of Education for one year.

REFERENCE

February 16, 2012	State Board Approval of First Draft of ESEA Waiver
October 17, 2012	The U.S. Department of Education approves Idaho's ESEA Waiver
February 18, 2014	The US Department of Education approved a one-year waiver for 2013-2014 to allow all schools to field test.
June 19, 2014	State Board Approves Idaho's revisions to the ESEA Waiver as it relates to educator evaluations and school improvement plans.
March 19, 2015	State Board approved new three year ESEA Waiver.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03.112 Accountability

BACKGROUND/DISCUSSION

On February 18th, 2014 the US Department of Education approved a one-year waiver. Because that waiver is expiring, it is necessary to create another three-year waiver.

The ESEA Flexibility Waiver that is being submitted for approval by the US Department of Education has made many changes to the original waiver which was initially approved by the US Department of Education in February 2012. There are many changes to Principals 1-3.

References were removed to specific tools, such as Schoolnet, the Wise tool and the repealed Students Come First laws. The Superintendent will discuss the changes subject to the US Department of Education and the fluid requests.

ATTACHMENTS

Overview of Changes	Page 3
First Response to the Overview Request	Page 5

IMPACT

If not approved by the State Board of Education, the waiver will not be sent to the US Department of Education on time and Idaho will be put under the requirements of No Child Left Behind.

BOARD ACTION

I move to approve Idaho's ESEA Flexibility Waiver with additions and deletions as noted.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

1. **Principle 1. College and Career Ready Expectations for all students.**

Idaho Ensures:

- All students graduate from high school ready for college/career.
- Continued support for all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and the teachers of these students.

Idaho has:

- Adopted the Common Core Standards in 2011 in English Language Arts/Literacy and Math and all districts are implementing these standards.

- Administered the Field Test of Smarter Balanced Assessments (SBA) in the spring of 2014 and is administering the operational SBA in English Language Arts/Literacy & Math this spring 2015.

ESEA Flexibility Waiver Overall Changes:

- Idaho will discontinue using the statewide Instructional Management System, Schoolnet. The legislature has appropriated funds for each individual school to select their own Instructional Management System.

- Idaho voters repealed the 2011 Students Come First laws, in November 2012, in which the Common Core was deeply rooted. Therefore, Idaho Legislation requires the Idaho Department of Education to begin reviewing the Common Core Standards, and the current required SBAC testing system, via the State's usual vetting process in Idaho Code. We will begin this process on July 1, 2015.

2. **Principle 2. State developed Differentiated Recognition, Accountability & Support**

Idaho Ensures:

- Continuous improvement of systems and processes for differentiated recognition, accountability & support.

Idaho has:

- Updated its Reading and Language Assessment targets to English Language Arts/Literacy assessment targets.

- Expanded its Turnaround Model options to 1. State-Determined Model, 2. Evidence-based Whole School Reform Model and 3. Early Learning Model.

Idaho will:

- Administer the full SBAC test in English Language Arts/Literacy & Math this spring 2015. (Idaho did Field test the SBAC in the spring of 2014.)
- Report Assessment results against targets when that data is available.

ESEA Flexibility Waiver Overall Changes:

- Idaho will not make new determinations using the 5-Star Accountability Model this year. We will continue to provide supports and interventions in accordance with current designations. At the same time, we will be developing a new model over the coming year based on what we have learned over the past several years of implementation.

- Idaho will review which lowest-performing schools have not made sufficient progress and will ensure increased rigor of interventions and supports in these schools.

- Idaho will accept state approved school improvement planning tools beyond the WISE Tool.

- Idaho will ensure that schools with significant achievement gaps, graduation rates of less that 60%, or participation less than 95% will not be identified as reward schools.

- Idaho will identify our Priority and Focus Schools and recognize our Reward Schools. We will be identifying a new list for 2015-2016 based on 2014-2015 achievement data and graduation rates.

3. Principle 3 Supporting Effective Instruction & Leadership

Idaho Ensures:

- Development of guidelines that lead to the creation of evaluation and support systems to improve student achievement.

- Principle 3 has been updated. Principle 3 was not reviewed following the February 2014 submission.

Idaho will:

- Continue to use the current framework for performance evaluations as proven in IDAPA Rule 08.02.02.120.121

ESEA Flexibility Waiver Overall Changes:

- Idaho will remove Teachscape testing as a requirement for evaluators. Teachscape scores will not be a factor for endorsements.

April 01, 2015
Deb Delisle, Assistant Secretary
United States Department of Education
400 W. Maryland Avenue
Washington D.C.

Dear Assistant Secretary Delisle,
Idaho is submitting a request for renewal of our Elementary and Secondary Education Act Waiver for one year.

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. **Explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and**

2. **Describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.**

Since the writing and submission of the previous "Waiver request for Flexibility," we have reflected on Idaho's progress and undergone some important changes. As a state, we continue to feel the profound impact of the economic recession on our education budget and have been grappling with how to adjust to the financial implications of this. Including challenges like the reduction of the school week day to four days, teacher, administrator, and staff furloughs, subsistence level operational budgets, negative impacts on recruitment and retention of highly qualified teachers and administrators, and increased dependency on annual supplemental levies to meet funding short falls. Given the increased strain on financial strain on financial and human resources, Idaho has tried to be increasingly thoughtful about how educators in our state spend their time to best serve the needs of students. As we have worked hard, to implement our waiver, we have often found that there are duplicative and unnecessary burdens associated with this flexibility, which have resulted in essentially state-wide unfunded mandates. With an already depressed economic environment, faced by Idaho schools, the unfortunate result of this, is a severe erosion into the time that teachers spend engaging their students and the time administrators spend in supporting their teachers. The primary cause of these unnecessary burdens lies in the specific delineation of programs, with the verbiage of the current request for flexibility, e.g. the Idaho System for Educational Excellence (ISEE) Schoolnet, (an LMS), Ways to Improve School Effectiveness Tool (WISE), specific SDE mandated teacher and administrator evaluations, World-Class Instructional Design for Assessment (WIDA), and a flawed a school rating system to name just several.

In January of 2015, a new Superintendent, Sherri Ybarra, took office in Idaho and we think this is a critical moment to alleviate some of these frustrations and improve our system. To that end, we will be taking some time to review our current 5-Star accountability system, better align our work into one coherent system, and continue to do everything we can to support our educators and students.

Idaho has a long history of local control. And, within that context, Idaho has learned time and again, that the most effective and sustained change depends on local involvement. For that reason, Idaho SDE will move to a system that more directly empowers local communities. As one example, we intend to stop prescribing performance goals for each district --but will support district in setting appropriate targets. Each district will set goals through the inclusive process and will be held accountable for ensuring its schools are equitably contributing to the district's overall goals. By allowing communities to engage in hard discussion and to land upon what they believe are ambitious but achievable goals specific to that community, Idaho believes it will drive meaningful improvement that is deeper, more widespread, and focused on outcomes. Finally, a new state accountability model will be developed over the next year, with the above components as its basis, and will involve stakeholders, the SBOE, and will also be reported to the Idaho Legislature.

Thus, the current challenge for the Idaho State Department of Education in drafting the new Request for Flexibility 2015 is to address overwhelming reporting requirements and regulations impose by the current Request for Flexibility and still maintain a comprehensive approach to the continued implementation and enhancement of Waivers 1-13, Assurances 1-13 and the Principles:

1. College and Career Ready
2. State Developed differentiated Recognition, Accountability, and Support
3. Supporting Effective Instruction and Leadership.

The new Request for Flexibility 2015 will eliminate the duplication and unnecessary burdens currently being imposed on Idaho's schools and districts. The new Request for Flexibility 2015 will describe and assure Idaho's continued commitment to the intent of the waivers, principles, quality of instruction, and increasing student achievement. Schools will continue to be held accountable for ALL students' growth, in reaching college and career-readiness.

SUBJECT

Requesting excision of territory from Post Falls School District for annexation into Coeur d'Alene School District.

REFERENCE

February 2015	Board accepted the findings and conclusions of hearing officer and approved excision and annexation of property from the Lakeland School District to the Coeur d'Alene School District.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code, IDAPA 08.02.01.050.

BACKGROUND/DISCUSSION

Residents of the West Landings Subdivision in Coeur d'Alene, Idaho have petitioned the Coeur d'Alene School District and the Post Falls School District to excise property from the Post Falls School District No. 273 and annex it into the Coeur d'Alene School District No. 271. The Coeur d'Alene School District 271, by unanimous vote at their November 2014 meeting, approved the petitioners request for annexation. The Post Falls School District No. 273 considered the petition at their November 10, 2014 meeting. A motion was forwarded to recommend that the State Board of Education reject the petition. The motion did not pass for lack of a second. No other action by the Post Falls School District No. 273 is indicated in the record provided.

Section 33-308, Idaho Code, provides for a process whereby the State Board of Education will consider the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. The State Board of Education has promulgated administrative rules, IDAPA 08.02.01.050 that outlines the criteria for the review of the Petition of Excision and Annexation and the required hearing process to gather public comment for purposes of the Hearing Officer making recommendations to the State Board of Education.

The State Department of Education hired Edwin Litteneker, Attorney at Law, to act as the hearing officer for this petition. A hearing was conducted on January 15, 2015 at the Atlas Elementary School in Hayden, Idaho by the hearing officer for purposes of gathering public comment on the proposed change in the boundaries of the Post Falls School District No. 273 and the Coeur d'Alene School District No. 271. On January 15, 2015 approximately seven (7) people attended the hearing and three (3) people in attendance offered comment. The proceedings were taped by the hearing officer and made part of the official record.

The hearing officer concluded that the petition qualifies and meets the statutory requirements of Section 33-308, Idaho Code, and found that the petition is in the best interest of the children residing in the West Landings Subdivision. The hearing officer recommends that the State Board of Education approve the petition to go to the voters of the area.

IMPACT

The West Landings at Waterford is located approximately 1.6 miles south of Atlas Elementary in the Coeur d'Alene School District No 271. There are approximately 253 school-aged children in the West Landings Subdivision, approximately 100 of those students presently attend school in the Coeur d'Alene School District either as out of district students or are currently residing within the district's boundaries. If the annexation/excision is approved by the voters, all 253 students would attend the Coeur d'Alene school district as resident students.

ATTACHMENTS

Attachment 1 – Findings of Fact, Conclusions of Law and Recommendations, Notice of Hearing, Amended Notice	Page 5
Attachment 2 – West Landings Subdivision Petition	Page 14
Attachment 3 – Letter from Superintendent Handelman, Coeur d'Alene School District	Page 72

STAFF COMMENTS AND RECOMMENDATIONS

The Superintendent of the Coeur d'Alene Public Schools has submitted a letter to the Board providing additional information that was not presented at the public hearing. This information is provided in Attachment 3.

Approval of the request by the Board will allow for the proposal to be submitted to the school district electors residing in the area described in the petition. Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the proposal. The hearing officer has included in the findings of fact that the excision of area from would be in the best interest of the children residing in the area. At the time of agenda material production the Department of Education staff were verifying the bonded debt would remain within the limits prescribed by law. The bonded debt information will be provided at the Board meeting. If the excision of the property from the Post Falls school district is not available at the time of the Board meeting, the Board will need to postpone consideration of this action to a future meeting.

BOARD ACTION

I move to accept the findings and conclusions issued by the hearing officer and to approve the excision and annexation of property from the Post Falls School District to the Coeur d'Alene School District.

Moved by __________ Seconded by __________ Carried Yes ___ No ___

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BEFORE THE HEARING OFFICER FOR THE

IDAHO DEPARMENT OF EDUCATION

In the matter of the petition dated 10/30/14) Requesting the annexation of territory from) Post Falls School District No. 273,))) To the))) Coeur d' Alene School District # 271,)))	**NOTICE OF HEARING &** **PRE HEARING ORDER**

The petitioners have presented to the School Board of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271 a petition to excise territory presently within the Post Falls School District and annex the territory into the Coeur d' Alene School District pursuant to Idaho Code § 33-308.

Based upon discussions with the parties, the following Notice of Hearing & Pre-Hearing Order is entered;

That the Hearing in this matter shall commence on Thursday, January 15, 2015. The hearing will begin at 7:00 p.m. The Hearing will be held at Atlas Elementary, 3000 Honeysuckle, Hayden, Idaho 83835.

The hearing will be electronically recorded by the Hearing Officer. If a court reporter is requested the expense shall be born by the party making the request.

The petitioners shall present any appropriate and relevant information for the Hearing Officer's considerations. Such information can be submitted verbally or in a written statement signed by the person making the statement and include the address of the person making the statement.

The School Districts will respond to any of the information presented should the District determine that a response is appropriate.

The Petitioners will make this Notice of Hearing available to the patrons within the area to be excised and annexed.

Individual contact with the Hearing Officer is discouraged. Any matter requiring additional discussion may be scheduled by contacting the Hearing Officer at ed@littenekerlaw.com or by calling the Hearing Officer at 208-746-0344.

DATED this 7 day of January, 2015.

Ed Litteneker

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__X__ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendent
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Jerry Keane, Superintendent
Post Falls School District No. 273
206 W Mullan Avenue
Post Falls, Idaho 83854

Jon and Dione Froderberg
West Landings Annexation
Committee Chair and Committee Members
7940 N Goodwater Loop
Coeur d' Alene, Idaho 83815

Jessica and Danny Giesbrecht
Committee Members
7907 N Goodwater Loop
Coeur d' Alene, Idaho 83815

On this __7__ day of January, 2015.

Edwin L. Litteneker

BEFORE THE HEARING OFFICER FOR THE

STATE BOARD OF EDUCATION

In the matter of the petition requesting The excision of territory from Post Falls School District No. 273, And annexing said territory into Coeur d' Alene School District No. 271, District.	**FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION**

INTRODUCTION

A Hearing was conducted on January 15, 2015, by Hearing Officer, Edwin L. Litteneker, appointed by the State Board of Education for purposes of gathering public comment on a proposed change in the boundaries of the Post Falls School District No. 273 and the Coeur d' Alene School District No. 271. The Hearing commenced at 7:00 p.m. in the Cafeteria at the Atlas Elementary School in Hayden, Idaho.

Idaho Code Section 33-308 provides for a process whereby the State Board of Education will consider the approval of a Petition to change the boundaries of adjoining school districts and may direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described. Additionally, the excision of the territory that is proposed should not leave a School District with a bonded indebtedness in excess of the limit then prescribed by law.

The State Board of Education has adopted rules at IDAPA 08.02.01.050 which include criteria for the review of the Petition for Excision and Annexation and a hearing process to gather public comment for purposes of the Hearing Officer making these recommendations to the State Board of Education.

Seven people attended the hearing on January 15, 2015. The Petitioner Jon Froderberg; Terry Seymour, District #271 Trustee; and Matt Handelman, District #271 Superintendent offered comment. The Sign in Sheet is enclosed in the Record and transmitted separately as a part of the Transmittal of the Record. The Record remained open until January 22, 2015 to receive any additional written comments. The proceedings were recorded and the recording of the Hearing is separately transmitted digitally to the State Board of Education.

FINDINGS OF FACT

1. A Petition to excise property from the Post Falls School District No. 272 was presented by property owners residing in West Landings Subdivision and annex that area into the Coeur d' Alene School District No. 271.
2. The Petition describes that an area generally located west of Carrinton Lane in the Landings at Waterford south of Prairie Ave and West of Atlas Road. Carrington Lane divides the Landings at Waterord into two roughly equal halves. The affected area is located within the City of Coeur d' Alene.
3. An estimated 253 school aged children reside in the West Landings Subdivision. Approximately one hundred of those students presently attend school in the Couer d' Alene District either as out of District students or are students residing between Currington Lane and Atlas Road attend the Coeur d' Alene School District.
4. The West Landings at Waterford is located approximately 1.6 miles south of Atlas Elementary in the Coeur d' Alene School District No. 271. Students residing in West

Landings are bused 6.5 miles to their neighborhood school, Ponderosa Elementary in Post Falls.

5. The students residing in the Coeur d' Alene School District do not attend the same school as their school age neighbors who attend school in the Post Falls School District.
6. The Post Falls School District No. 273 considered the Petition at its regular Board Meeting on November 10, 2014. The Post Falls District Board of Trustees did not take any action on the proposed excision request and did not request any additional changes or considerations.
7. The Coeur d' Alene School District No. 271 approved the annexation request into the Coeur d' Alene School District on at its regular Board of Trustees meeting November 3, 2014.
8. Testimony from the Coeur d' Alene School District Trustee and Superintendent, indicated the District's willingness to accept the Post Falls District students and would be able to accommodate the students.
9. There was no testimony that the Lakeland School District would be left with a bonded indebtedness in excess of the amount provided by law.
10. The Record reflects that a Petition is in the form required pursuant to I.C. §33-308 and is signed by a sufficient number of electors.
11. The necessary legal descriptions were in the form required by I.C. § 33-308

CONCLUSIONS

1. IDAPA 08.02.01.050. requires a review of the proposed alteration of a District's boundaries that takes into account specific facts which are discussed above.
2. Based on this Record, the annexation as proposed does not leave either School District with a bonded indebtedness in excess of the amount provided by law, nor will either of the Districts will suffer any bonded indebtedness deficiency.

3. The proposed annexation will be in the best interest of children residing in the West Landings area as described in the Petition is annexed to the Coeur d' Alene School District No. 271. The area is within a mile and a half of the Atlas Elementary School within the Coeur d' Alene School District No. 271. The adjacent subdivision is in the Coeur d' Alene School District No. 271 and the school age children within that subdivision attend Atlas Elementary and schools within the Coeur d' Alene School District. It is in the best interest of school age children to attend the neighborhood school also attended by their neighbors.
4. The interested parties are the parents of school age children residing in the West Landings subdivision.
5. The elimination of a substantial bus ride of the Post Falls students to their neighborhood school is also in the student's best interest.
6. No opposition was heard to the proposed excision and annexation at the time of the public hearing.
7. The Coeur d' Alene School District indicates it will accept the students who will reside within the area and have sufficient capacity and community support to serve the anticipated students. There is no issue as to the competing interests of the children residing within the area.

RECOMMENDATION

The Record supports a conclusion that the Idaho Code and IDAPA provisions in regards to an excision of land from the Post Falls School District No. 273 and annexation into the Coeur d' Alene School District No. 271 have been met.

The Petition is in the best interest of the children who will reside within the area to be excised and annexed.

It is therefore recommended to the State Board of Education that the Petition qualifies and meets the statutory provisions of Idaho Code § 33-308 and the IDAPA provisions found in 08.02.01.050.2 and .3.

Finally, it is recommended that the Petition be approved and that the election be set for purposes of the electors residing in the West Landings subdivision consideration of the proposed boundary change.

DATED this 26 day of January, 2015.

Edwin L. Litteneker
Hearing Officer

I DO HEREBY CERTIFY that a true
And correct copy of the foregoing
Document was:

__✓__ Mailed by regular first class mail,
And deposited in the United States
Post Office

_____ Sent by facsimile.

_____ Sent by Federal Express, overnight
Delivery

_____ Hand delivered

To:

Matthew Handelman, Superintendent
Coeur d' Alene Public School #271
1400 North Northwood Center Court
Coeur d' Alene, Idaho 83814

Jerry Keane, Superintendent
Post Falls School District No. 273
206 W Mullan Avenue
Post Falls, Idaho 83854

Jon and Dione Froderberg
West Landings Annexation
Committee Chair and Committee Members
7940 N Goodwater Loop
Coeur d' Alene, Idaho 83815

Jessica and Danny Giesbrecht
Committee Members
7907 N Goodwater Loop
Coeur d' Alene, Idaho 83815

On this 26 day of January, 2015.

Edwin L. Litteneker

January 17, 2015

To Whom It May Concern,

My name is Shila Sliper I live in the West Landings. We built our house here in 2008 and at the time our children were not school age. When we built our house we were not informed by anyone that we were in the Post Falls School District. Had I known that we were, we would have not built our home here. Both my boys are in school now. Every year we have to fill out the transfer papers to hope that they get into the CDA School District one more year. My oldest son is in 2nd grade and has been attending Atlas School since 1st grade. Hayden Kinder Center for Kindergarten. My youngest son is in Kindergarten in the Atlas School. I believe that the kids in this community should go to the school in which we live close to. They have their buddies that go to that school that they've made friends with. I don't want to have my kids ride the bus to Post Falls School that is a little more than 6 miles away and for that long of a time, when the Atlas School is 2 miles or less from my house. We pay most of our taxes to CDA not to Post Falls we work, live, and shop in Coeur d' Alene. We have a CDA address. It is such a stress on me to wonder if my kids are going to be accepted for the transfer each and every year and the hassle of buying school supplies for 2 schools. On a personal note my husband drops our kids off at Daycare which is in the Atlas School zone. If my kids where not accepted in the CDA School district they would not be able to attend school as they could not be home alone and walk down the block alone at 5 and 7yrs old while both my husband and I are at work. This last fall I approached the CDA school district to find out what was needed to be done to get our area annexed into the school district. I was told that another family just recently approached the school district to ask the same question. The Froderberg's and I got a hold of each other and started the process. I was the one who walked the neighborhood and received over 300 some signatures. Everyone who I spoke to except for a small handful of people told me that it's ridiculous that this area isn't in the CDA school district. Most everyone that I spoke to stated that they don't want their kids to go to Post Falls School but that they were unable to get transferred to CDA. Others said to that the resale of their homes would be better if we were in the CDA school district as well. Some families have moved out of the West Landings just so their kids will be in the CDA district. I spoke to a Post Falls teacher that lives in the West Landings that said she would rather her own kids get transferred into the CDA school district. Please take all of these important aspects of our kids and parents feelings into consideration when making this very important decision. Thank you very much for your time and hard work.

Lucas and Shila Sliper

SIGN IN SHEET

Hearing on Petition to excise territory from Post Falls School District No. 273
And annex said territory into Coeur d' Alene, School District No. 271
Atlas Elementary
January 15, 2015

Name	Address	Will you be offering live testimony?
JON FRODERBERG	7940 GOODWATER Loop CDA, ID 83815	Yes No
Nicole Ellingson	7374 Downing lane CDA ID 83815	Yes No
Jerred Ellingson	7374 Downing Lane CDA, ID 83815	Yes No
Dione Froderberg	7940 Goodwater Loop, CDA, ID 83815	Yes No
Shila Sliper	4704 W. Princetown In, CDA, 83815	Yes No
Terri Seymour	3627 W. Newbrook Dr. CDA, ID 83815	Yes No
MATT HANDELMAN	1400 N. Northwood Ctr. Court CDA ID 83814	Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No
		Yes No

Post Falls School District No. 273
Regular Meeting
November 10, 2014

6:00pm
River City Middle School

Call meeting to order:	Chair Donagene Turnbow called the meeting to order at 6:02pm. The following Board members were present at roll call: Michelle Lippert, Carol Goodman, Glorie Ward and Bonnie Beaulieu. Also present were Superintendent Jerry Keane, Assistant Superintendent Becky Ford, Director of Programs and Instruction Dena Naccarato, Business Director Sid Armstrong, Treasurer Mary Aurora and Clerk Erin Butler.
Pledge of Allegiance:	Trustee Beaulieu led the Pledge of Allegiance.
Recognition:	Dena Naccarato introduced the cross country volunteers.
Approve Agenda:	Motion by Trustee Lippert with a second by Trustee Beaulieu to approve the agenda as amended passed with a unanimous roll call aye vote.
Approve Consent Calendar:	Motion by Trustee Lippert with a second by Trustee Ward to approve the Consent Calendar passed with a unanimous roll call aye vote.
Trustee Comments:	Trustee Lippert commented on the reduction of students entering into education degree programs and the difficulty some districts are having in finding qualified teachers. Trustee Ward commented on the wonderful Harvest nights at both Seltice Elementary and Ponderosa Elementary. Trustee Goodman commented on the Harvest night at Ponderosa and will be attending the Veteran's Day assembly at Ponderosa on 11/11. Trustee Beaulieu will be doing school visits at Ponderosa Elementary on 11/11 and 11/12. Chair Turnbow commented on attending multiple functions throughout the district and will be attending some Veteran's Day functions at the schools on 11/11.
Superintendent Comments:	Zach Holt gave the PFEA building report. Becky Ford commented on the River City Leadership Academy.
Special Reports:	Sid Armstrong commented on a successful transportation audit but noted that the state wants us to develop district policy regarding transportation.
Consideration of Action Items:	Jerry Keane presented a facility recommendation for consideration at the December board meeting. Jerry Keane presented an excision petition from a citizen group in the West Landings. Motion by Trustee Lippert to recommend that the State Board reject the petition did not pass due to lack of a second. Becky Ford presented policy 503.9, for a second reading. Sid Armstrong commented that the district is currently bidding a special needs bus for consideration at the December board meeting.
Adjournment:	Motion by Trustee Lippert with a second by Trustee Ward to adjourn passed with a unanimous roll call aye vote. The meeting was adjourned at 7:05pm.

____
Approved

Attest:

____

Rcd 11/14/14

Owners in the West Landings
Subdivision

To:
Mr. Jerry Keane, Post Falls School District Superintendent
Post Falls School District 273
206 W Mullan Avenue
Post Falls, ID 83854

10/30/2014

Mr. Keane, and Board of Trustees

West Landings is a neighborhood comprised of the homes and apartment community located immediately west of Carrington Lane in The Landings at Waterford development south of Prairie Avenue and west of Atlas Road. Carrington Lane divides The Landings at Waterford into roughly two halves. The Landings is located within the City of Coeur d'Alene and we pay the majority of our taxes to the city. In the West Landings there are a total of 512 single-family home lots with 375 of those improved at the time of the writing of this petition. The apartment complex is comprised of 132 units. Using 2010 US Census statistics for the city of Coeur d'Alene we estimate there are approximately 74 children under age 5 and 253 children under age 18 in the proposed annexation area.

2010 Total Population Coeur d'Alene	44,137
2010 Total Housing Units Coeur d'Alene	20,219
2010 Persons Per Housing Unit	2.2
2010 Population Under Age 5 (%)	6.7%
2010 Population Under Age 5	2957.2
2010 Children Under Age 5 Per Housing Unit	0.15
2010 Population Under Age 18 (%)	22.9%
2010 Population Under Age 18	10,107.4
2010 Children Under Age 18 Per Housing Unit	0.50
2014 Total West Landings Housing Units	507
2014 Estimated Children Under Age 5	74
2014 Estimated Children Under Age 18	253

Currently this neighborhood is part of School District #273 of Kootenai County, Idaho commonly referred to as Post Falls School District. Atlas Elementary, which is zoned in the Coeur d'Alene School District, is only 1.6 miles from our neighborhood. Some of our children are currently being bussed to Ponderosa Elementary in the Post Falls School District, 6.5 miles away. We would like to see The Landings at Waterford, as a whole community, be zoned into the Coeur d'Alene School District.

We would like to be included in the Coeur d'Alene school system and community. We would like to see our children included in the regular enrollment each year, rather than going through the stress of a transfer request to get our children into their neighborhood school. This request is being brought to the attention of the school district because we are Coeur d'Alene residents and our neighborhood school is within walking distance. Also, we believe we should have an opportunity to vote on school levies and bonds in the city in which we live.

We believe that it is in the best interest of the children residing in West Landings to go to school in their own neighborhood and city. We thank you for your consideration and support.

Respectfully,

West Landings Home Owners

Attachments:

Written Legal Boundary Description for Coeur d'Alene School District 271 Before Annexation (School District Policy Document 1000P)
Written Legal Boundary Description for Post Falls School District 273 Before Excision
Exhibit "A" 10/28/2014 from Inland Northwest Consultants – Annexation Area Legal Description
Letter Dated 10/29/2014 from Joseph E. Hassell, PE/PLS – Inland Northwest Consultants Job 14-0052
Written Legal Boundary Description for Post Falls School District 273 As Amended
Written Legal Boundary Description for Coeur d'Alene School District 271 As Amended
Coeur d'Alene School District 271 Boundary Map Before Annexation
Coeur d'Alene School District 271 Boundary Map Before Annexation Close-Up
Coeur d'Alene School District 271 Boundary Map After Annexation
Coeur d'Alene School District 271 Boundary Map After Annexation Close-Up
Post Falls School District 273 Boundary Map Before Annexation
Post Falls School District 273 Boundary Map After Annexation
Notarized Petition Signature Pages

Jon and Dione Froderberg
West Landings Annexation Committee Chair and Committee Member
7940 N Goodwater Loop
Coeur d'Alene, ID 83815
801.946.0576

Jessica and Danny Giesbrecht
Committee Members
7907 N Goodwater Loop
Coeur d'Alene, ID 83815
208.446.7435

Shila Sliper
Committee Member
2 •

West Landings Home Owners

4704 W Princetown Lane
Coeur d'Alene, ID 83815
208.755.8969

3

Coeur d'Alene School District No. 271 Before Annexation

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 2½ miles to the center of Sec. 21, Twp. 51 N, R 4 WBM; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 1½ miles to the SW corner of Sec.10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of

Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexation approved and effective December 12, 2002.

Policy History:
Adopted on: November 4, 2013
Revised on:

Post Falls School District No. 273 (Before Excision)

Legal District Boundary Description February 1, 2011

Beginning at the NW corner of the NE ¼ of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S ½ of said section, then east to the NE corner of the SW ¼ of Section 21 T51N R4W, then south to the SE corner of the W ½ of Section 33 T51N R4W, then west to the NE corner of the W ½ of Section 5 T50N R4W, then south to the point where the east edge of the W ½ of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N ½ of Section 24 T50N R5W, then west to the SE corner of the NW ¼ of Section 23 T50N R5W, then south to the SE corner of the SW ¼ of said section, then west to the NE corner of the W ½ of Section 28 T50N R5W, then south to the SE corner of the W ½ of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N ½ of Section 9 T49N R5W, then west to the SW corner of the NE ¼ of Section 8 T49N R5W, then north to the SW corner of the NE ¼ of Section 5 T49N R5W, then west to the SW corner of the N ½ of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW ¼ of Section 20 T50N R5W, then east to the SE ¼ of the NW ¼ of said Section, then north to the point of beginning.

Erin Butler
Clerk of the Board
PH: 773-1658
FX: 773-3218
ebutler@sd273.com

ENGINEERS · SURVEYORS · PLANNERS

EXHIBIT "A"

ALL THAT CERTAIN REAL PROPERTY SITUATE IN THE CITY OF COEUR D'ALENE, COUNTY OF KOOTENAI, STATE OF IDAHO, DESCRIBED AS FOLLOWS;

THE NORTHWEST QUARTER OF SECTION 28, TOWNSHIP 51 NORTH, RANGE 4 WEST, BOISE MERIDIAN, IDAHO, AS SHOWN ON THAT PLAT ENTITLED, "THE LANDINGS AT WATERFORD SIXTH ADDITION," SAID PLAT BEING RECORDED IN THE OFFICE OF THE RECORDER OF THE COUNTY OF KOOTENAI IN BOOK 'K' OF PLATS AT PAGE 349 (INSTRUMENT # 2333774000), MORE PARTICULARLY DESCRIBED AS FOLLOWS;

COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 28, SAID CORNER BEING ALSO THE TRUE POINT OF BEGINNING OF THAT PROPERTY HEREINAFTER DESCRIBED, SAID CORNER BEING MONUMENTED WITH A 2-1/2" ALUMINUM CAP PER CP&F 1830987;

THENCE ALONG THE NORTH SECTION LINE SOUTH 89°01'29" EAST A DISTANCE OF 2652.65 FEET' TO THE NORTH QUARTER CORNER OF SAID SECTION 28 MARKED WITH A 5/8 INCH REBAR PER CP&F 1642845;

THENCE LEAVING SAID NORTH SECTION LINE SOUTH 01°22'02" WEST A DISTANCE OF 2657.67 FEET TO THE CENTER QUARTER CORNER MARKED WITH A 2" BRASS CAP PER CP&F 1790756;

THENCE NORTH 88°56'16" WEST A DISTANCE OF 2639.53 FEET TO THE WEST QUARTER CORNER MARKED WITH A 5/8" REBAR WITH AN ILLEGIBLE CAP PER CP&F 975684;

THENCE ALONG THE WEST SECTION LINE NORTH 01°05'05" EAST A DISTANCE OF 2653 60 FEET TO THE TRUE POINT OF BEGINNING;

CONTAINING 160 ACRES OF LAND, MORE OR LESS, AND CONSISTING OF VARIOUS INDIVIDUAL PARCELS, TRACTS, EASEMENTS, AND RIGHTS OF WAY.

PROFESSIONAL LAND SURVEYOR
REGISTERED
8248
STATE OF IDAHO
JOSEPH E. HASSELL

OCTOBER 28, 2014

609 N. Calgary Ct., Ste 7, Post Falls, Idaho 83854 | 208-773-8370 | Fax 208-777-2128

ENGINEERS • SURVEYORS • PLANNERS

October 29, 2014

Job No. 14-0052

WEST LANDINGS ANNEXATION COMMITTEE
c/o e-mails only
Coeur d'Alene, Kootenai County, Idaho

ATTN: Jon Froderberg, Chair

RE: Revised School District Legal Descriptions
Post Falls School District Number 273
Coeur d'Alene School District Number 271

Dear Mr. Froderberg:

As you know, I have prepared a legal description of the property to be excised from Post Falls and simultaneously annexed to Coeur d'alene. This description was signed and sealed by me in accordance with the requirements of Idaho Statute 33-308(2)(a).

The attached descriptions, one for each school district, were prepared 'by others'. The revisions to each description are highlighted in yellow. Those revisions reflect the appropriate changes to each description for the land exchange between districts.

Although I have not reviewed the entire descriptions and I did not actually prepare the revisions, it is my professional opinion the revisions highlighted in yellow accurately depict the addition/omission of the Landings property which was described in my legal description.

If you have any further question or comment on this matter feel free to contact our office at your earliest convenience.

Very Truly Yours,
Inland Northwest Consultants

Joseph E Hassell

PROFESSIONAL LAND SURVEYOR
REGISTERED
8249
STATE OF IDAHO
JOSEPH E. HASSELL

JOSEPH E. HASSELL, PE/PLS
PE 6966

JEH:slf

cc: e-mailed to recipients

\14-0052-cda school district.lst

609 N. Calgary Ct., Ste 7, Post Falls, Idaho 83854 208-773-8370 | Fax 208-777-2128

~ Coeur D'Alene School District (CURRENT - AS AMENDED) ~

Coeur d'Alene School District No. 271

THE BOARD OF TRUSTEES **1000P**

Boundaries of the Coeur d'Alene School District No. 271

Beginning at the north ¼ corner of Sec. 5, Twp. 50 N, R 4 WBM; thence east approximately 1 mile to the north ¼ corner of Sec. 4, said township and range; thence north approximately 1½ miles to the center of Sec. 28, Twp. 51 N, R 4 WBM; thence west approximately ½ mile to the west ¼ corner of Sec. 28, said township and range; thence north approximately ½ mile to the SW corner of Sec. 21, said township and range; thence east approximately ½ mile to the south ¼ corner of Sec. 21, said township and range; thence north approximately ~~2¼ miles~~ ½ mile to the center of Sec. 21, ~~Twp. 51 N, R 4 WBM~~ said township and range; thence east approximately ½ mile to the east ¼ corner of Sec. 21, said township and range; thence north approximately 3/10 mile to a point on the existing North right-of-way line of Robison Avenue thence along said North right-of-way line, N 88° 35' 46" W a distance of 628.61 feet to a point; thence leaving said right-of-way, N 00° 49' 57" E a distance of 973.13 feet to a point; thence, S 88° 30" 58" E a distance of 628.61 feet to the existing West right-of-way of Atlas Road; thence north approximately 9/10 mile to the SW corner of Sec. 10, said township and range; thence east approximately 1½ miles to the south ¼ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately ½ mile to the east ¼ corner of said Sec. 11; thence north approximately ¼ mile to the NW corner of the SW ¼ of the NW ¼ of Sec. 12, said township and range; thence east approximately ½ mile to the NE corner of the SE 1/4 corner of the NW ¼ of said Sec. 12; thence north approximately ¾ mile to the center of Sec. 1, said township and range; thence east approximately ½ mile to the east ¼ corner of said Sec. 1; thence north approximately ½ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east 3 ¼ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately 2 ¾ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east 14¼ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW 1/8 of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately 8 ¾ miles to the north ¼ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south ¼ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately ½ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately ½ mile to the west ¼ corner of said Sec. 15; thence west approximately 1½ miles to the center of Sec. 17, said township and range; thence north approximately 1½ miles to the south ¼ corner of Sec. 5, said township and range; thence west 1½ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5

WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately1½ miles to the west ¼ corner of Sec.19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1½ miles, more or less, to the point of beginning.

This description reflects the changes implemented with the annexations approved and effective December 12, 2002 and December 27, 2012.

Policy History:
Adopted on: November 4, 2013
Revised on:

~ <u>Post Falls School District (AS AMENDED)</u> ~

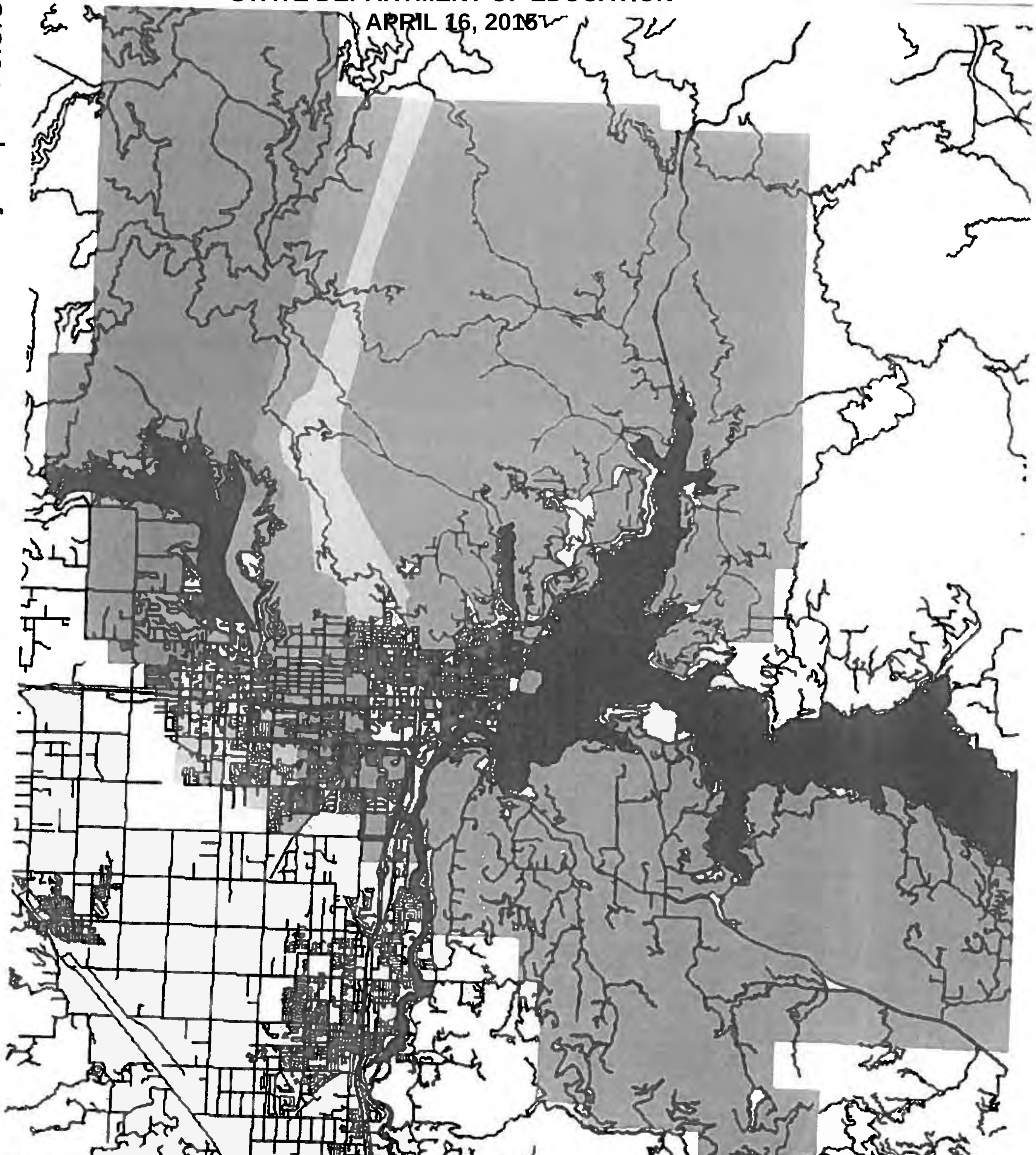
Post Falls School District No. 273

Legal District Boundary Description February 1, 2011

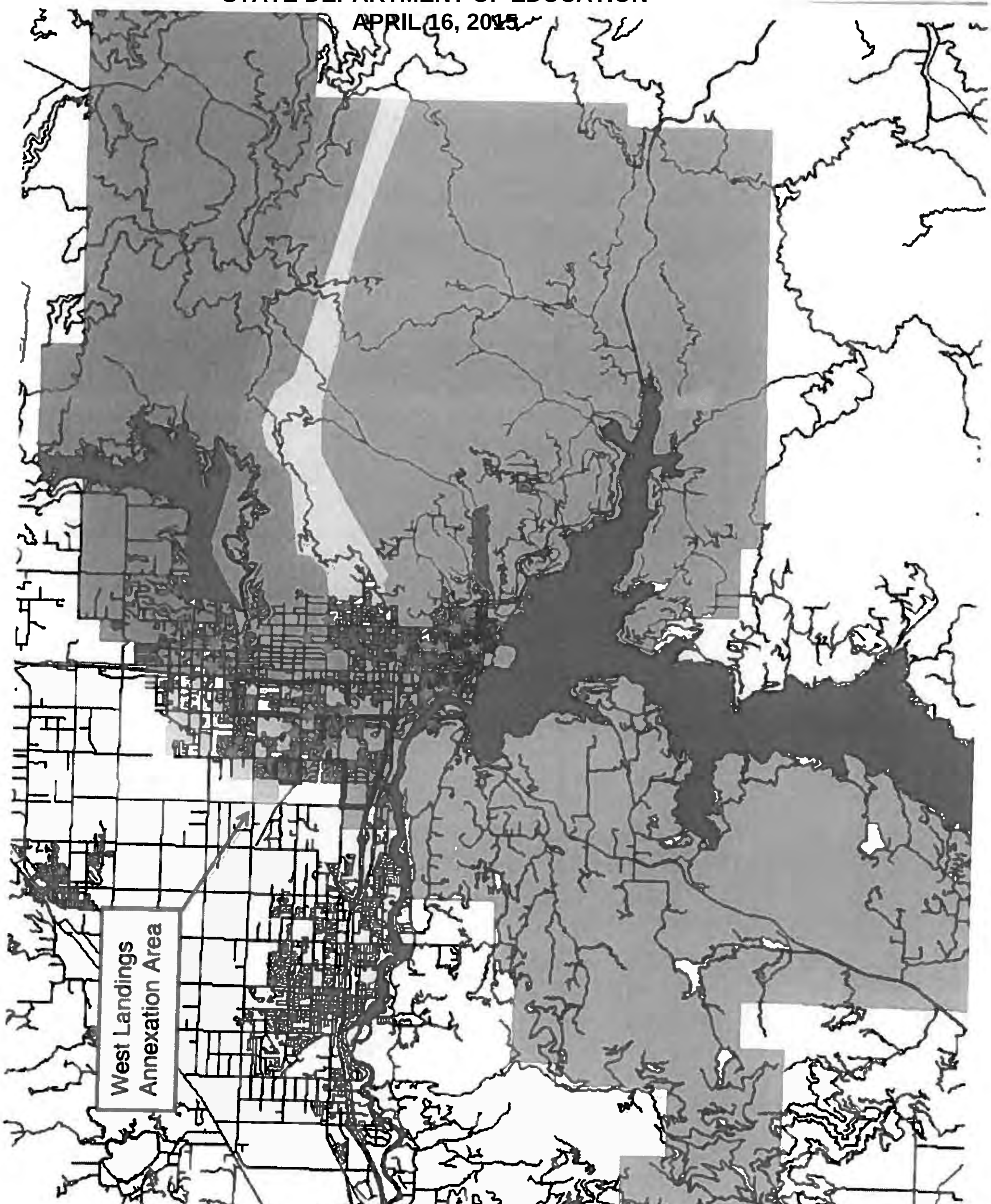
Beginning at the NW corner of the NE ¼ of Section 20 T51N R5W and going east to the NE corner of Section 24 T51N R5W, then south to the NE corner of the S ½ of said section, then east to the NE corner of the SW ¼ of Section 21 T51N R4W, <u>then south to the NE corner of the W ½ of section 28 T51N R4W, then west to the NW corner of said section, then south to the NW corner of the S ½ of said section, then east to the NE corner of the SW ¼ of said section,</u> then south to the SE corner of the W ½ of Section 33 T51N R4W, then west to the NE corner of the W ½ of Section 5 T50N R4W, then south to the point where the east edge of the W ½ of Section 8 T50N R4W meets the Spokane River, then westerly down the Spokane River taking the north channel by the island in Section 8 T50N R4W to the point where the Spokane River touches the eastern border of Section 12 T50N R4W, then south to the SE corner of the N ½ of Section 24 T50N R5W, then west to the SE corner of the NW ¼ of Section 23 T50N R5W, then south to the SE corner of the SW ¼ of said section, then west to the NE corner of the W ½ of Section 28 T50N R5W, then south to the SE corner of the W ½ of said Section, then west to the SW corner of said section, then south to the SE corner of Section 32 T50N R5W, then east to the NE corner of Section 4 T49N R5W, then south to the SE corner of the N ½ of Section 9 T49N R5W, then west to the SW corner of the NE ¼ of Section 8 T49N R5W, then north to the SW corner of the NE ¼ of Section 5 T49N R5W, then west to the SW corner of the N ½ of Section 1 T49N R6W, then north to the NW corner of Section 36 T51N R6W, then east to the NW corner of Section 32 T51N R5W, then north to the SW corner of the NW ¼ of Section 20 T50N R5W, then east to the SE ¼ of the NW ¼ of said Section, then north to the point of beginning.

Erin Butler
Clerk of the Board
PH: 773-1658
FX: 773-3218
ebutler@sd273.com

Coeur d'Alene School District 271 Complete Boundary Map – Before



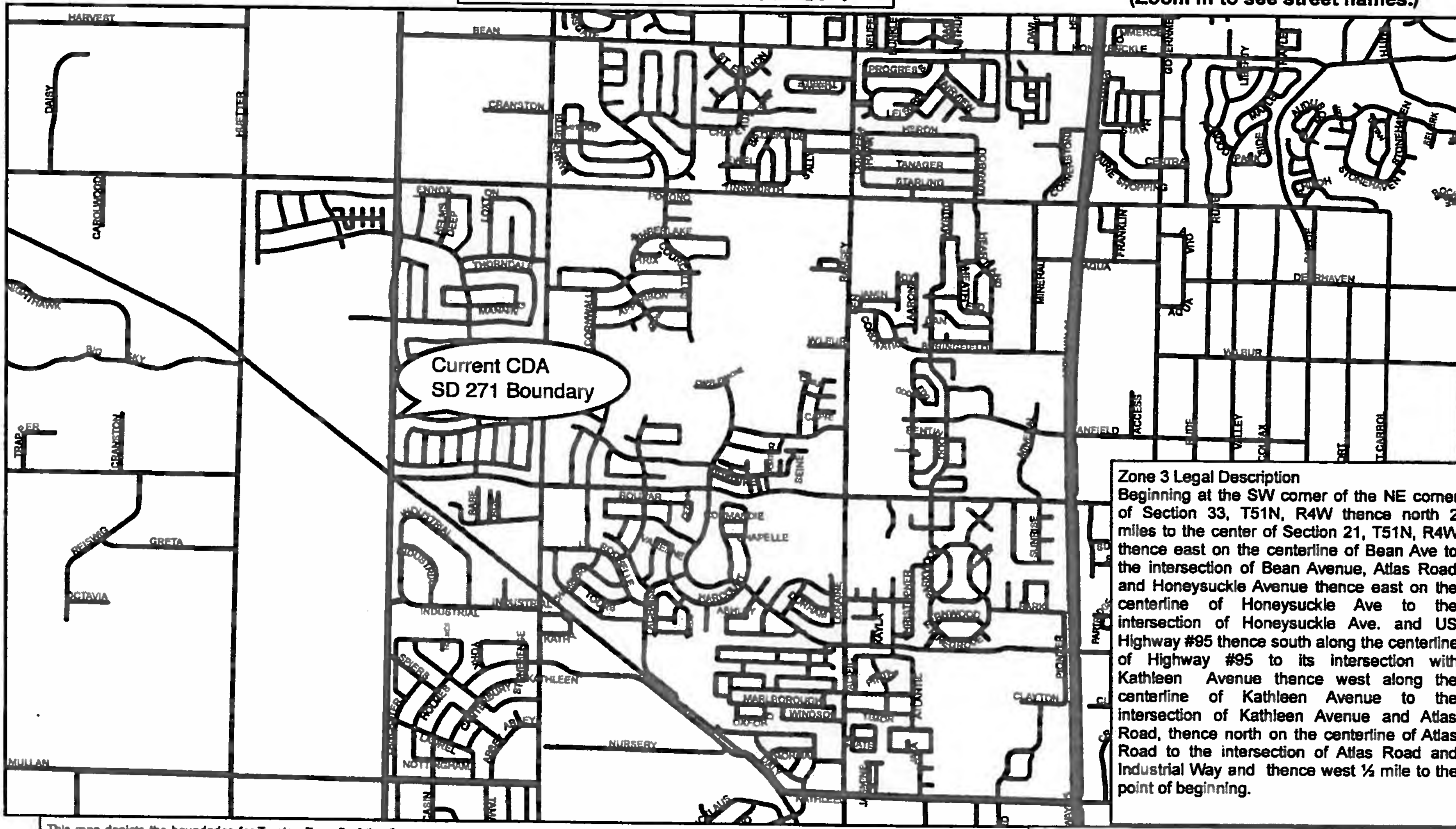
Coeur d'Alene School District 271 Complete Boundary Map – After



CDA SD 271 Boundary Before Annexation
(Close-Up View)

Trustee Zone 3 - SD271

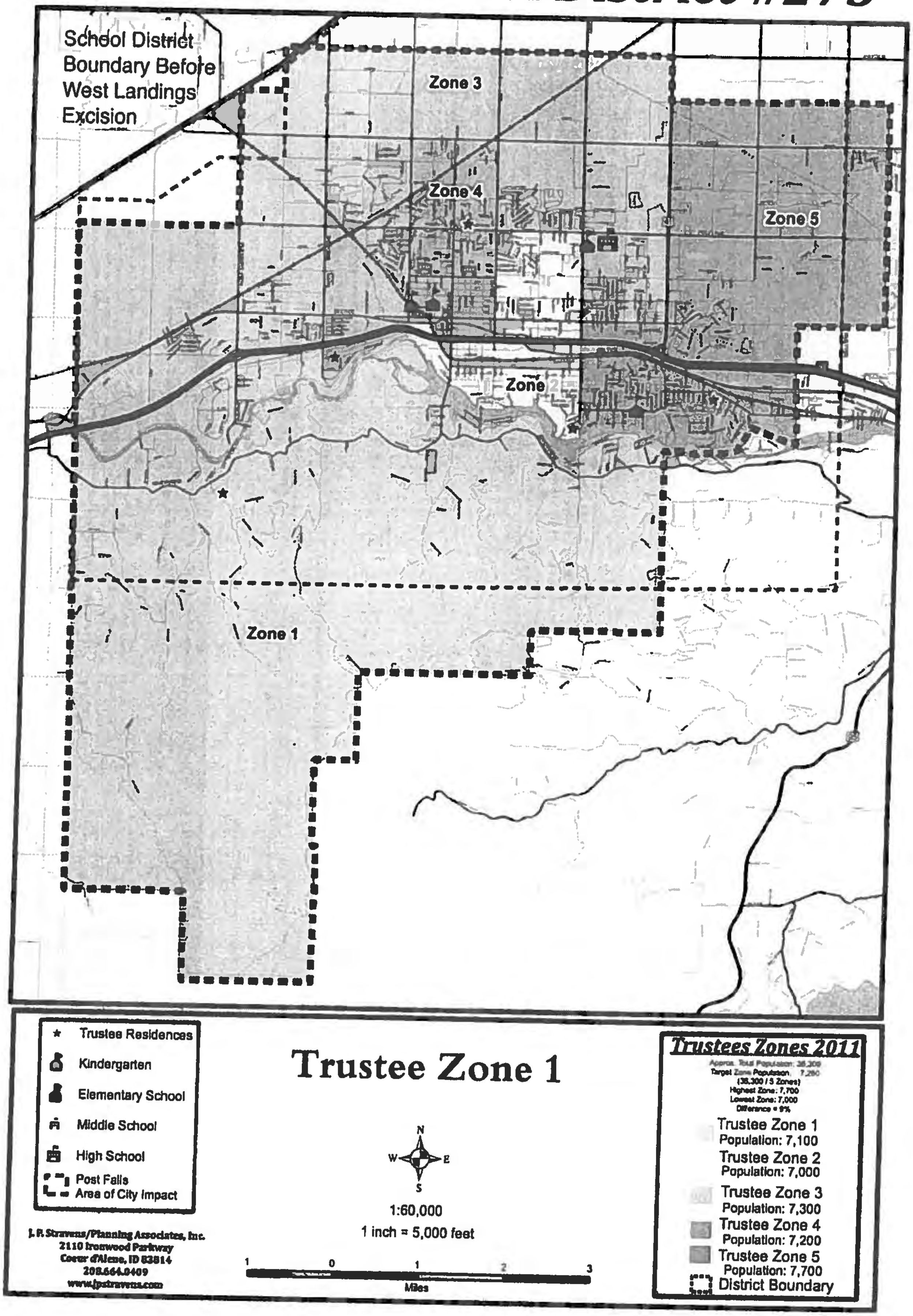
(Zoom in to see street names.)



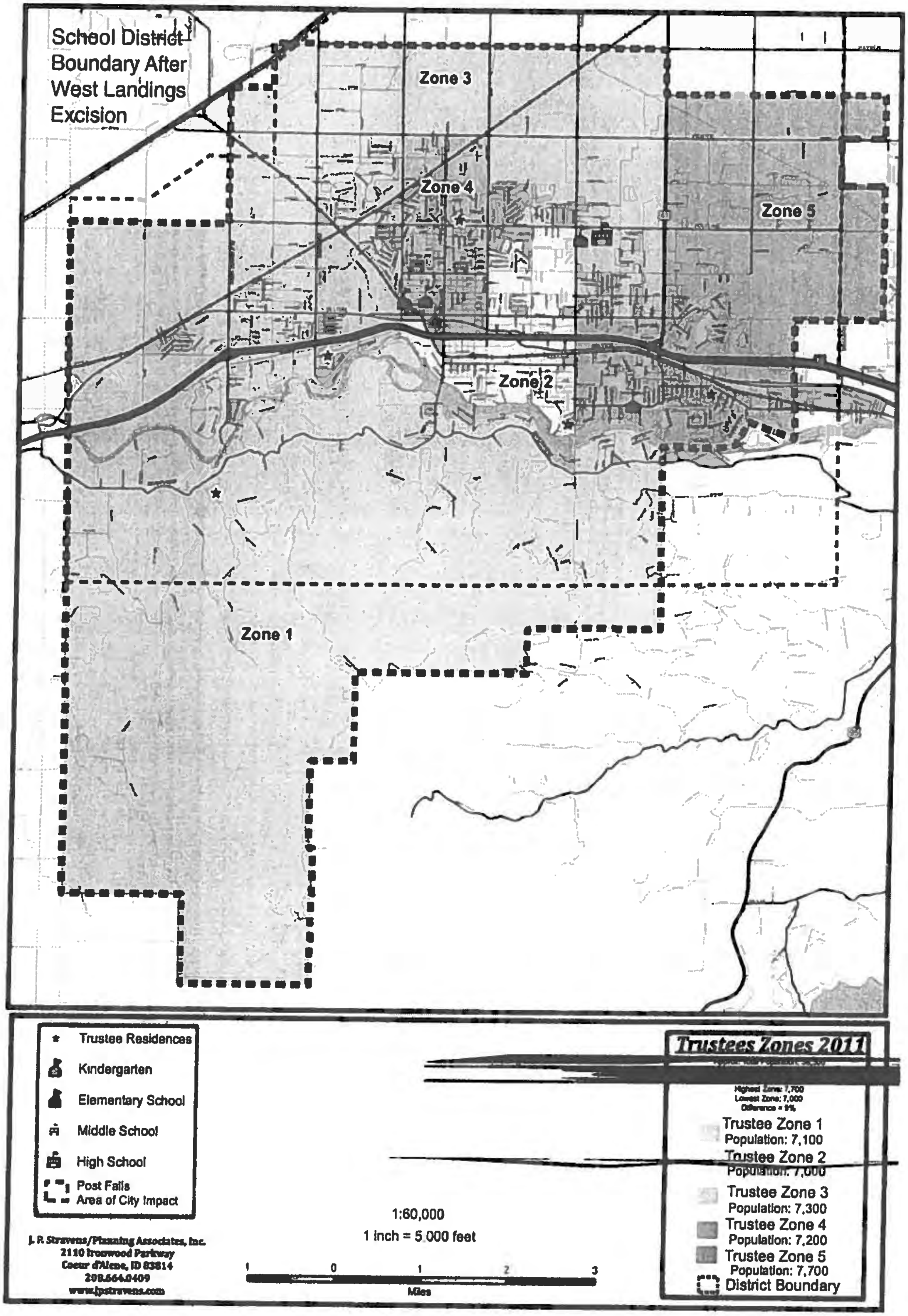
This map depicts the boundaries for Trustee Zone 3 of the Coeur d'Alene School District No 271. It is intended to give only a visual representation of that Zone. The legal description takes presidence in all cases. For questions about a specific address and what Trustee Zone it belongs to, you are directed to the Kootenai County Elections office.

This map was prepared by the IT Department of the Coeur d'Alene School District 10/07/2011

Post Falls School District #273



Post Falls School District #273



From: **Megan Bircher** mbircher@kcgov.us
Subject: Registered Voter Inquiry
Date: September 23, 2014 at 10:36 AM
To: Jon Froderberg jon.froderberg@gmail.com
Cc: Carrie Phillips cphillips@kcgov.us

Mr. Froderberg,

I have attached a Street Voter List for your convenience. This is a list of every registered voter in your precinct by street After looking at a map of the area you have mentioned I compared the number of voters on each street in that area and came up with 309 registered voters. Please let me know if I can be of further assistance or if you have any questions.

Sincerely,

Megan Bircher
Senior Elections Clerk - Kootenai County
Phone: 208-446-1036
Fax: 208-446-2184

-----Original Message-----
From: Jon Froderberg [mailto:jon.froderberg@gmail.com]
Sent: Wednesday, September 17, 2014 8:59 PM
To: Carrie Phillips
Cc: Megan Bircher
Subject: Re: Contact from Website for Elections

Good evening Carrie,

Can you tell me the quantity of voters inside the area bounded by Prairie Ave on the north, Carrington Lane on the east, Huetter Road to the west, and Freeland Drive to the south? Thanks!

Best regards,

Jon

Sent from my iPhone

> On Sep 17, 2014, at 3:35 PM, Carrie Phillips <cphillips@kcgov.us> wrote
>
> Jon,
> Currently there are 37,169 registered voters in the CdA School District
> Please let us know if you have any more questions.
>
> Thanks,
>
> Carrie Phillips
> Elections Manager
> Kootenai County Elections
> Office (208)446-1035
> Fax (208)446-2184
>
> -----Original Message-----
> From: jon.froderberg@gmail.com [mailto:jon.froderberg@gmail.com]
> Sent: Wednesday, September 17, 2014 12:29 PM
> To: kcelections
> Subject: Contact from Website for Elections
>
> Name: Jon Froderberg
>
> Address: 7940 North Goodwater Loop
> Coeur d'Alene, ID 83815
>
> Phone: 8019460576
>
> EMail: jon.froderberg@gmail.com
>
> Comment: Hello

Idaho Statutes

TITLE 33
EDUCATION

CHAPTER 3
SCHOOL DISTRICTS

33-308. EXCISION AND ANNEXATION OF TERRITORY. (1) A board of trustees of any school district including a specially chartered school district, or one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district, may petition in writing proposing the annexation of the area to another and contiguous school district.

(2) Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed. The petition shall contain:

(a) The names and addresses of the petitioners;

(b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;

(c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;

(d) The names of the school districts from and to which the area is proposed to be excised and annexed;

(e) A description of reasons for which the petition is being submitted; and

(f) An estimate of the number of children residing in the area described in the petition.

(3) The board of trustees of each school district, no later than ten (10) days after its first regular meeting held subsequent to receipt of the petition, shall transmit the petition, with recommendations, to the state department of education.

(4) The state board of education shall approve the proposal provided:

(a) The excision and annexation is in the best interests of the children residing in the area described in the petition; and

(b) The excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limit then prescribed by law.

If either condition is not met, the state board shall disapprove the proposal. The approval or disapproval shall be expressed in writing to the board of trustees of each school district named in the petition.

(5) If the state board of education shall approve the proposal, it shall be submitted to the school district electors residing in the area described in the petition, at an election held in the manner provided in

chapter 14, title 34, Idaho Code. Such election shall be held on the date authorized in section 34-106, Idaho Code, which is nearest to sixty (60) days after the state board approves the proposal.

(6) At the election there shall be submitted to the electors having the qualifications of electors in a school district bond election and residing in the area proposed to be annexed:

(a) The question of whether the area described in the petition shall be excised from school district no. ( ) and annexed to contiguous school district no. ( ); and

(b) The question of assumption of the appropriate proportion of any bonded debt, and the interest thereon, of the proposed annexing school district.

(7) If a majority of the school district electors in the area described in the petition, voting in the election, shall vote in favor of the proposal to excise and annex the said area, and if in the area the electors voting on the question of the assumption of bonded debt and interest have approved such assumption by the proportion of votes cast as is required by section 3, article VIII, of the constitution of the state of Idaho, the proposal shall carry and be approved. Otherwise, it shall fail.

(8) If the proposal shall be approved by the electors in the manner prescribed, the board of canvassers shall thereupon promptly notify the state department of education and the affected school districts of such results. The superintendent of public instruction shall make an appropriate order for the boundaries of the affected school districts to be altered, and the legal descriptions of the school districts shall be altered, as prescribed in section 33-307, Idaho Code.

History:

[33-308, added 1963, ch. 13, sec. 38, p. 27; am. 1998, ch. 244, sec. 2, p. 804; am. 2009, ch. 107, sec. 2, p. 340; am. 2009, ch. 341, sec. 24, p. 1008; am. 2010, ch. 215, sec. 1, p. 482.]

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeurd'Alene Schools Dist. taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer

County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
NR	Tina L Caesano	Tina L Caesano	7819 Goodwater loop	208-704-2847
NR	Aaron Carriggs	[illegible]	7731 Goodwater loop	208-446-0949
NR	Travis [illegible]	[illegible]	7717 N. Goodwater Loop	208 794-26860
OK	Jeanne Richmond	Jeanne Richmond	7673 N. Goodwater Loop	208-719-0119
OK	JACKIE ADAMS	[illegible]	7[illegible] N. GOODWATER LOOP	208 6510107
NR	Jeff Vonkienst	Jeff Vonkienst	7766 Chauncy Ct	208-699-6448
NR	Charles William	[illegible]	7736 chauncy ct	208-277-5620
OK	Karen Ashworth	Karen Ashworth	7820 Quincy Ct	208-762-0862
OK	Lisa Helgeson	Lisa Helgeson	7858 N. Cardiff Ct	208-818-3517
NR	Cassie Nelson	Cassie Nelson	7834 N. Cardiff CT	509.434.4231
NR	Leah Powell	Leah Powell	7765 N. McKlinlock st	360 509-509-4580
NR	Matt Powell	[illegible]	Same	Same
NR	[illegible]	Neal Russell	7661 Glazebrook #205	406 370 7291

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls / Coeur d'Alene School Dist. taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer

County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
OK	Holly L. Gleaves	Holly L. Gleaves	8080 N Goodwater Loop	208-660-7170
RDA	Lisa Hess	Lisa Hess	8100 Goodwater Loop	208-771-2668
RDA	Brandy Crawley	Brandy Crawley	8409 lotze loop	208 964-3390
RDA	Brian Hildahl	Brian Hildahl	8114 N. Goodwater LP.	208-660-5976
NR	Britta Kallunki	[illegible]	7692 N Denton #2010	2086999992
OK	Patrick Rainy	[illegible]	7845 N Carrington Ln	208 651 9455
NR	Sarah Snyder	[illegible]	7783 N. Carrington	208.340.3822
NR	Janet Langley	Janet Langley	7479 N. Carrington	208 597-2212
OK	Darlene J. Nicholson	Darlene J. Nicholson	7545 N. Carrington	208-446-7614
NR	Jared Lynn	Jared Lynn	7449 N. Carrington	208-691-3022
NR	Justin Staley	Justin Staley	7419 N. Carrington	208-640-1095
RDA	Keven Reyes	[illegible]	7403 N Carrington Ln	208 819 0683
OK	Jami Mayer	Jami Mayer	7313 N Carrington Ln	208 891-4060
NR	Dennis Voight	[illegible]	7626 N. Goodwater Loop	509-844-1580
NR	Tom A. Caetano	Tom A. Caetano	7819 Goodwater loop	208-704-2847

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls / Coeurd'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 7 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer

County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
OK	Dana Bellofeuille	Dana Bellofeuille	4286 Wirth Dr CDA ID 83815	208-446-4860
OK	Greg Abernathy	Greg Abernathy	4279 Wirth Dr	208 635 5138
OK	Sharon Hebert	Sharon Hebert	4255 W. Wirth Dr.	208-635-5487
NR	GLENN BAKKEN	[illegible]	4229 W. WIRTH DR.	~~208~~ 559-379-9035
OK	Glenn Kitsolman	[illegible]	4201 W. Wirth Dr	208-699-0281
NR	DAMON PRESTIS	Damon Prestis	4991 Wirth Dr	208-818-5359
NR	Ashley Cariata	[illegible]	4145 Wirth Dr	516-578-5605
OK	BILL OSTAFIN	Bill Ostafin	4111 WIRTH DR.	208-772-7090
OK	Ron RUDDELL	Ron Ruddell	4074 WIRTH DR	208-762-4714
NR	Rand Penslee	R Penslee	4136 Wirth Dr.	208-818-8241
NR	ED ACREE	[illegible]	4184 W. WIRTH DR.	208-277-5793
NR	Greg Mill	Greg Mill	4212 W. Wirth Dr	208-755-1659
NR	Dennis J. Johnston	[illegible]	4258 W. Wirth Dr	208-771-2882
NA	Natassja Hittle	Natassja Hittle	4310 Wirth Dr	208-819-7226
OK	Alan Asscon	[illegible]	4404 Wirth Dr.	208-661-6566

304

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of PostFalls / Coeurd'Alene School Dist. taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 9 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer
County Clerk or Deputy

County Seal

CLERK OF THE 1ST DISTRICT
FIRST JUDICIAL DISTRICT - KOOTENAI COUNTY
OFFICE AUDITOR AND RECORDER
STATE OF IDAHO

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
NR	Gavin Hofer	Gavin Hofer	7749 Fairborne Ln Coeur d Alene, 83815	208-818-4447
NR	Eugene Friedson	Eugene Friedson	4699 Wirth DR Coeur d'Alene	208772 5510
NR	Rose Peterson	Rose Peterson	4725 Wirth Dr CDA	208-661-9013
NR	Marge Lee	Marge Lee	4451 Wirth Dr. CDA	208 660-0106
OK	BRIAN MIRES	Brian Mires	4673 WIRTH DR. CDA	208-755-1418
NR	Dan Marshall	[illegible]	4639 Wirth dr. CDA	509 991 4662
OK	JOHN REED	John Reed	4613 W. Wirth Dr. CDA	208 762 4471
OK	Kathleen Nix	Mrs. Kathleen Nix	4583 Wirth Dr. CDA	828 301-5954
OK	Thomas Nix	Thomas Nix	4583 Wirth Dr. CDA	(828) 301-5956
OK	D Sindelar	D. Sindelar	4433 WIRTH DR CDA	208 772 6817
NR	Dorothiann Dawson	Dorothiann Dawson	4381 Wirth Dr CDA	208-819-5668
OK	Kathleen Adkinson	Kathleen Adkinson	4329 Wirth Drive, CDA	208-956-3694
OK	Terri Walker	Terri L Walker	4355 Wirth Drive CDA 83815	360 870 1080
OK	MIKE BLESSING	[illegible]	4307 W WIRTH DR CDA 83815	208 755 6498
OK	Todd Bellefeuille	Todd Bellefeuille	4286 W. Wirth Dr CDA 83815	509-991-9769

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeurd'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
NR	Dianna KNIGHT	D Knight	4657 W. Princetown	
NR	Tiffany Conley	Tiffany Conley	4567 W Princetown Lane.	(402) 686-9808
NR	Elizabeth Alvear	Elizabeth Alvear	4668 W. Princetown Lane CDA 83815	(208) 582-0398
NR	Devora Breen	Devora Breen	4668 W. Princetown Lane Cda 83815	619-997-6952
NR	Rhonda Oliver	Rhonda Oliver	4726 Long Meadow Dr. CDA 83815	208-635-2825
NR	Lori Singleton	Lori Singleton	4688 W. Long Meadow Dr. CDA 83815	208-964-2345
NR	JoAnn Hulbert	JoAnn Hulbert	4400 LONG MEADOW D 83815	208 464 8100
NR	PATTI STRASSER	Patti Strasser	4432 Long Meadow Dr. 83815	818 1096
OK	Judy Hammontree	Judy Hammontree	4352 W. Long Meadow Dr 83815	762-2286
NR	Jared Prevost	[illegible]	4332 LONG MEADOW Dr 83815	292 4460
NR	Joyce Y. Covey	Joyce Y Covey	4332 Long Meadow Dr. 83815	208-819-6577
RDA	Ashley Johnson	Ashley Johnson	4370 Bardwell Dr. 83815	208-292-4680
OK	BERNADINE KINNEY	Bernadine Kinney	4390 Bardwell Dr. 83815	208-215-1918
				208-771-2303

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeurd'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
NR	Amanda Stearns	[illegible]	4426 Bardwell Dr	801-425-1291
NR	Enrique del Castillo	[illegible]	4444 Bardwell Dr	208-818-2107
NR	Peter Wiemes	[illegible]	7774 Balta Dr	208-755-4915
NR	Tim Mongar	[illegible]	7848 Balta	208 819-7671
OK	Yolanda Peak	Yolanda Peak	7900 Banning Ln	208-661 8634
NR	Dannielle Wright	[illegible]	7842 Banning Ln	(208) 659-5427
NR	Chantel Hudson	[illegible]	4066 Trafford Ln #206	(541) 645-0253
NR	Brittany Holt	[illegible]	4066 Trafford Ln. #200	(208) 608-3381
NR	Kathryn Thrasher	Kathryn Thrasher	7565 Denton Ln #102	208 635-5785
NR	Kenneth L Nelson	[illegible]	7656-Denton L. #101	208/219/4059
NR	Whitney Burney	Whitney Burney	7656-Denton Ln # 206	208-660-8857
NR	Walter Galdamez	[illegible]	7692 N. Denton Ln # 203	208-889-9213
RDA	Janet Gage	Janet Gage	7692 N Denton Ln # 204	208-761-6862

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Fall/Coeurd'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 8 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer
County Clerk or Deputy

County Seal

CLERK OF THE 1ST DISTRICT
FIRST JUDICIAL DISTRICT - KOOTENAI COUNTY
OFFICE AUDITOR AND RECORDER
STATE OF IDAHO

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
RDA	Kimberley Seitz		7455 Fairborne Lane Cd'a ID 83815	661 9778
VR	Susan Anderson		7659 Fairborne CDA 83815	406 498 1495
NR	BRIAN MEIER		7773 N FAIRBORNE LN CDA 83815	208-651-2937
OK	Jaimi Curti		7801 N. Fairborne Ln CDA 83815	208-771-5880
OK	Russell Symbal		4765 W. Wirth Dr. CDA 83815	208-659-4185
OK	Theresa Symbal		" " " "	208 667-1466
RDA	Chris Lauri		7878 Fairborne Lane, CDA 83815	208-771-5240
NR	Angie Starkey		7854 Fairborne L. CDA 83815	208-277-8978
OK	Kelly Gill		7810 Fairborne Lane CDA 83815	208 691 4339
OK	Jim Moore		7768 Fairborne Lane CDA 83815	208 755-5946
O/C	Lorrie Fowler		7746 Fairborne Cda 83815	208 651-3470
OK	Penelope Davis		7722 N Fairborne Ln, CDA 83815	248 568-9964
O/C	Paul Jones		7723 Fairbourne Ln	208 610-6842
RDA	BRITTNEY WHITTAKER		4726 W Princetown Lane CDA, ID 83815	208 661-1154

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls / Coeur d'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone#
OK	Wyatta Woltz	Wyatta Woltz	4791 W Princetown Ln	208-660-1865
NR	Dan Bowles	D. Bowles	4723 Princetown LN	208-660-1865
NR	Judy Shoemaker	Judy Shoemaker	7522 N Downing Lane	208-964-5416
NR	Milissa Noonan	Milissa Noonan	7456 N. Downing lane	208-215-1911
NR	Amanda Bayard	Amanda Bayard	7414 N. Downing Ln	530-410-9439
NR	Ann Myers	Ann Myers	7312 N Downing LN	208-437-8223
RDA	Gregg Haddick	[illegible]	1949 Freeland Dr	360-333-9571
RDA	Novelli Haddick	Novelli Haddick	" "	208-901-0599
OK	Brian Kuchik	Brian Kuchik	1995 Freeland DR	208-762-7861
OK	Ben McGaughey	[illegible]	2135 W Freeland Dr	208-659-7016 -Rom-
NR	Clayton Burkhamer	C. Bu	2179 W Freeland Dr	208-691-2407
OK	Linda Northrop	Linda Northrop	2192 Freeland Dr.	208 699-1181
RDA	Ada Rouse	A Rouse	2104 Freeland Dr.	208-755-4285
NR	Jocelyn Janshen	[illegible]	4461 W long meadow Dr.	210-509-7290
NR	Randi Spry	Randi Spry	8713 N Freshwater Loop	254-371-0394

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/ Coeur d'Alene School Dist taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: Grace A Studer

County Clerk or Deputy

County Seal

CLERK OF THE 1ST DISTRICT
FIRST JUDICIAL DISTRICT - KOOTENAI COUNTY
OFFICE
AUDITOR
AND
RECORDER
STATE OF
IDAHO

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
RDA	Sandra Gibson	Sandra Gibson	8011 N. Goodwater Loop	772-4624
RDA	WILLIAM GIBSON	Wm Gibson	8011 N GOODWATER LOOP CDA	772-4624
NR	ELVIRA COMER	Elvira Comer	7995 N. Goodwater Loop CDA	635-5224
NR	Qorvmah Soz	[illegible]	7967 N. Goodwater Loop CDA	415(585-2465)
NR	Becky Powers	Rebecca Powers	7953 N. Goodwater Lp CdA	208-772-4524
NR	Jessica Giesbrecht	Jessica Giesbrecht	7907 N. Goodwater Loop, CDA	208-446-7435
NR	Danny Giesbrecht	[illegible]	7907 N Goodwater Loop CdA	509-850-0119
NR	Stacey Mills	STACEY MILLS	7895 N. Goodwater Loop Coeur d'Alene, ID.	(208) 704-2425
RDA	TRAVIS GEORGIUS	[illegible]	7920 Goodwater Loop CDA, ID	208-661-3519
RDA	Dione Froderberg	Dione [illegible]	7940 Goodwater Loop, CDA, ID	(801)953-5288
OK	Karen Lacher	Karen Lacher	8004 N. Goodwater Loop CDA ID	(916)279-3342
RDA	JON FRODERBERG	Jon Froderberg	7940 GOODWATER LP CDA, ID 83815	801 940 0576
OK	DAISY GLEAVES	Daisy Gleaves	8080 N. GOODWATER LP, CDA 83815	208-660-7170

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls + Coeur d'Alene School District taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 4 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: ____________________
County Clerk or Deputy

County Seal

CLERK OF THE 1ST DISTRICT
FIRST JUDICIAL DISTRICT - KOOTENAI COUNTY
OFFICE AUDITOR AND RECORDER
STATE OF IDAHO

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Heidi Day	Heidi D Day	7905 Balta ln. Cda Id 83815	208-446-6256
Treig Wood	[illegible]	7901 Balta LN CDA, ID 83815	208-651-3589
Heather Wood	Heather Wood	7904 Balta lane CdA, ID 83815	208-651-4017
Denise Miller	Denise M Miller	4464 Long Meadow Dr. Coeur d'Alene, ID 83815	208-215-8885
Anna Brundige	Ann Brundige	4440 W Long meadow Dr Coeur d' Alene ID 83815	(608) 661 3876
Brett Fink	Brett Fink	4374 Long Meadow Dr. CDA, Id 83815	208 640-9543
Joe NOONAN	[illegible]	4333 Long Meadow	—
Randall Bradshaw	Randall Bradshaw	4351 Long Meadow	775-304 2738
Catherine Bradshaw	Catherine Bradshaw	" "	" "
Cynthia Henz	Cynthia Henz	4445 long meadow dr	479-244-6715
Chris Culnane	[illegible]	4465 Long meadow dr	509-768-7878
Alexis VanSlyke	A. VanSlyke	4465 Long Meadow Dr	(509) 481-8253
Mike Miles	Mike [illegible]	~~7443~~ N Dawning LN 7877	(208) 916-5759

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeur d'Alene School District taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 17 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Tess Garcia	Tess G[illegible]	4306 Long meadow Drive	208-771-4813
Paul Rutherford	[illegible]	4690 Magrath Dr CDA	208-818-6085
HANNAH PREVOST	Hannah Prevost	4332 LONG MEADOW DR	208 819-6797
Eric Paull	[illegible]	4554 BARDWELL DR.	208-819-2120
SETH BISHOP	SB	4704 BARDWELL DR	206-617-7143
Drisana McPhi[illegible]	D. McPhe[illegible]	4650 W. Bardwell Dr	208-277-5773
Carri Kruenegel	[illegible]	4634 Bardwell Dr.	208-512-4118
Adam Shanley	[illegible]	4612 Bardwell Dr.	208-772-7344
Angela Sundstrom	Angela Sundstrom	7877 Balta Ln Cda	(208) 659-9356
Pams Jim Squire	D. Meadows	7903 Banning Ln.	
Jon Creekison	[illegible]	7831 Banning Ln CDA	(208) 691-9536
Shirley Miller	Shirley Miller	7805 Banning Lane, CDA	(208) 659-8706
NICK SAND	[illegible]	7753 BANNING LANE	208 755 1100
Travis Atkinson	Travis Atkinson	7781 Banning Lane CDA	208-661-2736
Amy K. Adkinson	Amy K A[illegible]	7781 Banning Lane CDA	208-661-2376

C School

CDA School

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeur d'Alene School District taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2 signatures on this petition are those of qualified electors. Certified on this 2 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Karen Robinson	Karen Robinson	7878 N Leverett Ct	208 659-6231
Abigail Theobald	A T [illegible]	7872 " "	208 771 5515
Byron Cosby	[illegible]	7869 N Leverett Ct	208-209-3116
Mitchell Lucero	[illegible]	7853 N Levevrett CT	208-659-5761
[illegible]	[illegible]	7817 N Leverett Ct	830 998 5500
Teri Martin	[illegible]	7816 N. Leverett Ct.	208-819-3724
Kylie Patterson	[illegible]	7804 N. Leverett Ct	208 651-4473
Jeremy [illegible]	[illegible]	7919 N. Holyoke Lp	—
Paige Smith	Paige Smith	7895 N. Holyoke Lp.	208 651-6492
Kirt Smith	[illegible]	7895 N. Holyoke LP	208 651-6492
Natasha Stephens	[illegible]	7881 Holyoke lp	208-416-1528
Richard Moiceno	[illegible]	7863 Holyoke Id	208-446-7946
Stephanie McAlister	Stephanie McAlister	7851 N Holyoke Loop CDA ID 83815	208 691-1342

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeur d'Alene School Districts taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 5 signatures on this petition are those of qualified electors. Certified on this 3 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Neal Sway	[illegible]	7841 N Holyoke Loop	541-5701821
Mindy Jones	[illegible]	7831 N Holyoke Loop	—
Jessica McClintock	[illegible]	7821 Holyoke Lp	(208)699-3197
GREG W. KAIN	[illegible]	7805 N. MATHER CT.	208-819-3341
Janene Bittle	[illegible]	7805 N. Mather Ct.	509 449 7633
Montana Reini	[illegible]	7838 N. Mather Ct	208-691-2104
Steve Close	[illegible]	7830 N. Mather Ct.	616-510-8589
Scott Fraser	[illegible]	7804 N. Mather CT.	208-818-5627
Marvin Coleman	[illegible]	7821 Hilliard Ct	208-661-5870
JENA BARLEY	[illegible]	7821 N. Hilliard Ct	208 762 3716
JEFF GREGORY	[illegible]	7833 N. HILLIARD CT.	208-209-2871
Jared Smith	[illegible]	7852 N. Hilliard Ct.	509-844-5547
Lauren Smith	Lauren McSmith	7852 N. Hilliard Ct	509-844-5547
Jon Hall	[illegible]	7846 N. Hilliard Ct	208 755-0447
RYAN Wanaka	[illegible]	4705 Long Meadow Dr	208 202-2222

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeur d'Alene School Districts taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1 signatures on this petition are those of qualified electors. Certified on this 3 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Shila'a Lucas	Shila Lucas	4704 w. Princetown ln CDA, Id. 83815	208-755-8969
Justin Reis	Justin Reis	4814 w Princetown Ln 83814	307-286-2192
Arlene Piddington	Arlene Piddington	4768 W. Princetown Ln 83815	818-482-0926
Grace Piddington	G Piddington	4768 N. Princetown Ln 83815	626-831-8257
Whitney Dudley	Whitney Dudley	4646 Princetown Ln 83815	208-651-9742
Lisa Goodson	[illegible]	4630 w Princetown Ln 83815	208 762 2784
Shirley Chandler	Shirley Chandler	4470 w PrinceTown Ln 83815	208-635 5589
Bill Dawkins	Wm. Dawkins	4450 w. Princetown Ln 83815	208-762-6989
Matt Hill	[illegible]	4424 w Princetown Ln 83815	208-[illegible]
Justin Lunde	[illegible]	4505 w Princetown Ln 83815	208-699-1893
A Brown	[illegible]	4615 w Princetown 83815	208 660-9900
Linda Appel	Linda Appel	4681 W. PrinceTown Ln.	772-0579
Ariana Gravelle	Ariana Gravelle	4769 w Princetown LN	704-9490
Thomas Hagen	Thomas L Hagen	7561 Fairborne LN.	916-5594
Seth Soky	Seth [illegible]	7591 Fairborne Ln.	406-334-3740

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of Post Falls/Coeur d'Alene School Districts taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 1 signatures on this petition are those of qualified electors. Certified on this 3 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
RONALD Buck	Ronald Buck	7696 GLAZEBROOK LN #101 CDA	772-8533
Alyssa Borke	[illegible]	7696 Glazebrook Ln #203 CDA 83815	406 381-8809

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of CdA/ Post Falls School District taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 14 signatures on this petition are those of qualified electors. Certified on this 14 day of October, 2014.

Signed: Carrie Phillips

County Clerk or Deputy

West Landings Annexation into CDA School District 271

	Printed Name	Signature	Address	Phone
ok	Paul Gillilan	[illegible]	4746 w. Princetown ln.	755-1988
ok	Natalie Gillilan	[illegible]	4746 W. Princetown Ln.	208-640-9897
	~~[illegible]~~			
ok	Mike Goodson	[illegible]	4630 w. princetown	208-964-6680
ok	Craig Ochalkowski	[illegible]	7837 W. Mather Ct	208 699-9492
ok	(PATRICIA) Patti Smith	[illegible]	7857 N Hilliard Ct	818-1572
ok	Cheryl Mitchell	[illegible]	7853 N. Hilliard Ct.	771.4033
ok	Zt ...	[illegible]	//	771.4080
ok	Steve Jones	[illegible]	7821 Quincy Court	530-276-4368
ok	Lisa Traxler	[illegible]	7821 Quincy Ct	
ok	Carol Johnson	Carol Johnson	7845 Quincy Ct.	208 661-6336
ok	James Ashworth	[illegible]	7620 Quincy Ct	208-762-0362
ok	Meghan Melvin	[illegible]	2017 W. Freeland Dr.	208.755.7288
ok	Lori Montgomery	[illegible]	2276 W Freeland Dr	208 290.1474
ok	Kris Cederberg	[illegible]	2230 Freeland Dr.	208.661.7749

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of CdA/ Post Falls School District taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 5 signatures on this petition are those of qualified electors. Certified on this 14 day of October, 2014.

Signed: Carrie Phillips

County Clerk or Deputy

Lacrosse Health & Rehab Ctr

West Landings Annexation into CDA School District 271 [illegible] Health & Rehab Ctr

	Printed Name	Signature	Address	Phone
ok	Jon Froderberg	Jon Froderberg	7940 N Goodwater Lp CDA, ID 83815	801.946.0576
ok	Dione Froderberg	Dione [illegible]	7940 N Goodwater Lp CDA, ID 83815	801.953.5288
ok	James Squier	James Squier	7903 Banning Ln	[illegible]-541-556-[illegible]
ok	Darlene G. Meadows	Darlene G. Meadows	7903 Banning Ln	
ok	Jacqueline Montgomery	Jackie Montgomery	2276 W Freeland Drive, 83815	208-661-5402

STATE OF IDAHO)
) ss
County of Kootenai County)

To the clerk of CDA/Post Falls School Districts taxing district, I, Jim Brannon, County Clerk of Kootenai County, hereby certify that 2 signatures on this petition are those of qualified electors. Certified on this 15 day of October, 2014.

Signed: ______________________
County Clerk or Deputy

County Seal

CLERK OF THE 1ST DISTRICT
FIRST JUDICIAL DISTRICT - KOOTENAI COUNTY
OFFICE AUDITOR AND RECORDER
STATE OF IDAHO

Ivy Court

West Landings Annexation into CDA School District 271

Printed Name	Signature	Address	Phone
Jessica Giesbrecht	Jessica Giesbrecht	7907 N Goodwater Loop, CDA, 83815	208-446-1435
Bryan Daniel Giesbrecht	[illegible]	7907 N. Goodwater Loop, CDA, 83815	208-449-8821

Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

RECEIVED

OFFICE OF THE BOARD OF EDUCATION

February 26, 2015

Idaho State Board of Education
PO Box 83720
Boise, ID 83720-0037

Dear Board Members,

At an upcoming meeting, you will address a request for annexation of property from Post Falls School District 273 into Coeur d'Alene School District 271. The area is more commonly known as West Landings Subdivision. The public hearing on this matter was skillfully conducted by Edwin Litteneker on January 15. The Findings of Fact, Conclusions of Law and Recommendations were forwarded or will be forwarded to you.

The Coeur d'Alene Board of Trustees, by unanimous vote at their November meeting, approved the petitioners request for annexation. I attended the public hearing and made some statements on behalf of the district that I believe were not fully stated in the hearing officer's recommendation. I would like to take this opportunity to clarify.

I stated that the Coeur d'Alene School District will indeed accept the students who will reside within the area. However, the issue of sufficient capacity is questionable. The area requested to be annexed lies in the Northwest portion of our district which is an area of rapid growth. The schools there are currently at or above capacity. As I reiterated at the meeting, we will ultimately accommodate all students entering our district. I do want to make clear, however, that this will add pressure to possibly shift current attendance zones; students (including in the West Landings) ultimately may have to be bussed to schools that have adequate space.

Thank you for this opportunity to clarify my statements made at the public hearing on this matter. We look forward to hearing the State Board's decision as the process continues to move forward.

Sincerely,

Matthew J. Handelman
Superintendent of Schools

MH/lt

SUBJECT

Idaho State University; Proposed K-12 Mathematics Consulting Teacher Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Mathematics Consulting Teacher Endorsement

The field of mathematics teaching and learning is currently experiencing a tremendous shift toward more rigorous standards, use of assessments that measure conceptual understanding of mathematics, and implementation of research-based instructional practices to help students develop appropriate cognitive and process skills to become creative and efficient mathematical problem solvers. The K-12 Mathematics Consulting Teacher Endorsement prepares teachers to reflect upon and improve their pedagogical and content knowledge skills in mathematics instruction and provides districts with individuals who are trained to assist others in this work.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the K-12 Mathematics Consulting Teacher Endorsement program proposed by Idaho State University (ISU). Through the comprehensive proposal, the Standards Committee gained a clear understanding that all of the requirements of the Mathematics Consulting Teacher endorsement would be met and/or surpassed through the proposed program.

During its January 2015 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed K-12 Mathematics Consulting Teacher Endorsement program offered through Idaho State University. With the conditionally approved status, ISU may admit candidates to the K-12 Mathematics Consulting Teacher Endorsement program, and will undergo full approval once there are program completers.

IMPACT

Adoption of the Professional Standards Commission recommendation and approval of Idaho State Universities Mathematics Consulting Teacher Endorsement program as a pathway for earning the Mathematics Consulting Teacher Endorsement will allow the candidates from the program to apply for the endorsement at the successful completion of the program.

ATTACHMENTS

Attachment 1 – Mathematics Consulting Teacher Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Completers of the program will be eligible for the state Consulting Teacher Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial Certification of Professional School Personnel. All conditionally approved programs will go through a full review of the program to determine effectiveness and compliance with the state standards once there are sufficient completers to review.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve the K-12 Mathematics Consulting Teacher Endorsement program offered through Idaho State University.

Moved by __________ Seconded by __________ Carried Yes _____ No ____

Idaho State University
Mathematics Consulting Teacher Endorsement
Submitted to the Professional Standards Commission for Approval
January 22, 2015

Overview

Idaho State University (ISU) proposes to create a new self-supporting academic program that will prepare students for the Mathematics Consulting Teacher Endorsement (MCTE). This graduate-level endorsement is intended for practicing teachers who wish to develop the professional skills as well as pedagogical and content knowledge skills necessary to support K-12 teachers and schools in developing students' and teachers' mathematical understanding. The intended goals and outcome for the MCTE are improved pedagogical content knowledge and mathematical knowledge for teaching so that teachers are better positioned to be school or district-based leaders in mathematics education. The field of mathematics teaching and learning is currently experiencing a tremendous shift towards more rigorous standards (i.e, Idaho Core/Common Core Standards), use of assessments that measure conceptual understanding of mathematics (i.e., Idaho State Assessment Test/Smarter Balanced Assessment), and implementation of research-based instructional practices to help students develop appropriate cognitive and process skills to become creative and efficient mathematical problem solvers. As such, Idaho's schools need mathematics teacher leaders who can provide localized and internal support for teachers, schools, and districts in a meaningful manner. ISU's MCTE program will help address this need in the regional areas served by ISU.

The proposed program has its origins in the Idaho State University Regional Mathematics Center, which is charged by the Idaho State Department of Education to provide high-quality professional development in the teaching and learning of mathematics to teachers, schools, and districts in Regions IV, V, and VI; all the regions served by ISU. The roots of the MCTE also go back to the legislation set forth by Idaho, the Idaho Mathematics Initiative, which was also the foundation upon which the Idaho State Department of Education and ISU co-developed the ISU Regional Mathematics Center. The MCTE graduate certificate will provide qualifying K-12 teachers with the skills and knowledge for improving their mathematics instruction as well as the skills necessary to help other teachers further develop effective mathematical teaching practices. As a result, the MCTE certificate program will also provide schools and districts with individuals who have received high quality professional development and mentoring to build the internal capacity of their respective schools and districts.

The design of the ISU MCTE is based on feedback and requests from numerous local school districts in the regions SU serves, including Twin Falls, Idaho Falls, and other districts in south and east Idaho, as well as the Idaho State Department of Education. Even though the ISU Regional Mathematics Centers' Mathematics Specialists have provided substantial support for teachers, schools, and districts across south and east Idaho, they are unable to meet all the needs of these groups; the sheer number of requests, the various levels, and the complexity of mathematics support far exceeds what can be provided by ISU's Regional Mathematics Centers. While the support provided by the ISU Regional Mathematics Centers have proven to be a valuable resource for Idaho's public schools, a more systematic school and district-based coaching approach is needed to ensure timely mathematics support can be available. Teachers, administrators, and superintendents have been asking for highly trained individuals who can assist in the implementation and continued support around the Idaho Core Standards for mathematics. These standards were adopted across Idaho during the 2013-2014 school year and the new Idaho State Assessment Test (ISAT 2.0), based on the work done by the Smarter Balanced Assessment Consortium, and will officially be administered for the first time this year (2014-2015 school year). Idaho's professional educators need further assistance in understanding and implementing these core shifts, with respect to instruction and assessing students understanding of mathematics, in order to appropriately meet the demands and expectations of these new standards and the varied assessment practices needed to sufficiently measure growth in students mathematical thinking and understanding.

To be eligible for the Mathematics Consulting Teacher Endorsement, individuals must demonstrate the competencies specified in the institutional recommendation form required by the Idaho State Department of Education and meet the minimum requirements set forth by the Idaho State Board of Education (IDAPA Rule 08.029.02).

ISU faculty and the staff at the ISU Regional Mathematics Center have worked with the Idaho State Department of Education to provide a state mandated three credit professional development course, Teaching Mathematical Thinking (TMT), for K-12 teachers and administrators in the regional areas serviced by ISU. Recent offerings of this courses have highlighted the need for focused support in the teaching and learning of mathematics and have also created substantial interest in further developing the internal capacity of schools and districts to provide meaningful mathematics support. The ISU graduate certificate/endorsement in the MCTE will provide teachers in south and east Idaho the opportunity to further develop the necessary skills and practices to support other mathematics teachers and will provide teachers the next step in developing their own practice in mathematics through reflection and applied practice. In turn, candidates newly developed, or further refined, skills and understandings of teaching and learning mathematics will provide them the ability to assist colleagues within their schools and districts to further develop their own instructional practices and professional growth. Principles of teaching adult learners and methods for coaching and developing reflective practice will not only be addressed in coursework, but also modeled throughout the program to ensure that each of the teacher leader standards are addressed and assessed.

The coursework (see below for complete list of courses and course descriptions) of the MCTE includes 21 credits of courses work in:
a) Number and Operations
b) Algebraic Thinking
c) Geometry
d) Measurement & Data Analysis, Probability and Statistics
e) Action Research
f) Mathematics coaching and high-leverage mathematics teaching practices
g) Understanding and supporting change with adult learners

In addition, the coursework for the MCTE can serve as 21 of the 30 credits required to earn a Master's degree from the College of Education at Idaho State University. Local school districts have been quite vocal in expressing their desire for such an endorsement but especially if the MCTE coursework can be applied to an advanced degree.

Courses and Course Descriptions

Course Prefix & Number	Course Title	Credits
EDMT 5570	Teaching Mathematical Thinking—Geometry & Measurement (GM)	3
EDMT 5571	Teaching Mathematical Thinking—Number & Operations (NO)	3
EDMT 5572	Teaching Mathematical Thinking—Data Analysis and Statistics (DAS)	3
EDMT 5573	Teaching Mathematical Thinking—Algebraic Reasoning (AR)	3
OLP 5510	Principles of Change	3
EDUC 6614	Pedagogy and Content Knowledge (*Mathematical Knowledge for Teaching* requirement)	3
EDUC 6651	Field Project in Education	3
	Total	21

EDMT 5570 Teaching Mathematical Thinking-Data Analysis

This course provides an opportunity to study fundamental mathematical theory underlying the content area of data analysis and statistics and student reasoning of data analysis and statistics topics. Topics will include the nature and uses of data, categorical data and measurement data, appropriate representations of data, basic concepts of probability, and how to draw conclusions from data. Emphasis will be given to developing ideas of student mathematical development, increasing participants' content knowledge, and instructional practices that promote student understanding.

EDMT 5571 Teaching Mathematical Thinking-Geometry & Measurement

This course provides an opportunity to study fundamental mathematical theory underlying the content area of geometry and measurement and student reasoning of geometrical topics. Topics will include geometric visualization, composing and decomposing, congruency and similarity, geometric measurement, common units in geometry, basic geometric figures in different dimensions, plane coordinates, transformations, and geometric constructions. Emphasis will be given to developing ideas of student mathematical development, increasing participants' content knowledge, and instructional practices that promote student understanding of mathematics.

EDMT 5572 Teaching Mathematical Thinking- Algebraic Thinking

This course provides an opportunity to study fundamental mathematical theory underlying the teaching and learning of number and operation as a foundation for algebra as well as structures of algebraic reasoning. Topics will include meanings of operations and how they relate to one another, computation within the number system as a foundation for algebra, the use of mathematical models, and focusing on student thinking. Emphasis will be given to further developing ideas about teaching multiplicative thinking, proportional reasoning, and algebraic reasoning.

EDMT 5573 Teaching Mathematical Thinking-Numbers and Operations

This course provides an opportunity to study fundamental mathematical theory underlying the content area of number and operation and student reasoning of number and operation topics within a framework of a student-centered, problem-based classroom. Topics will include number systems, ways of representing numbers, meanings of operations and how they relate to one another, and computation within the number system. Pedagogical topics will focus on attending to student thinking and reasoning through the use of discourse and questioning, professional noticing, and the effective use of manipulatives or other mathematical tools.**OLP 5510 Principles of Change** Critical analysis and discussion of change management theory, principles of leadership and change, and an in-depth review of principles related to personal change. Includes a review of current issues in managing transitions, leading change. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus

EDUC 6614 Pedagogy and Content Knowledge
Investigation of the structure of subject matter knowledge and how it determines pedagogical content. The course will examine philosophical perspectives, models of teaching, and develop contemporary applications.

EDUC 6630 Advanced Elementary Methods*
Advanced study of the subject content and teaching methods in grade K-8 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment, and application of technology for information acquisition, analysis, and presentation by students and teacher

EDUC 6631 Advanced Secondary Methods*
Advanced study of the subject content and teaching methods in grade 6-12 programs. The course includes emphasis on development of materials, lesson planning, instructional strategies, assessment and application of technology for information acquisition, analysis, and presentation by students and teacher

EDUC 6651 Field Project or Case Study in Education
A field project or case study is completed in conjunction with a field practicum/internship in an educational setting. Written report and oral explication of the project or case study required.

Alignment to Standards

The following alignment documents represent the connection between coursework, standards and the types of performance evidence that can be expected at the time of a program approval visit:

- ***Core Teacher Standards*** are addressed to emphasize the further development and mastery of strong foundational skills necessary to a successful consulting teacher/ teacher leader;
- ***Teacher Leader Standards*** follow to address the specifics of this endorsement.

University Contact

For more information or clarification, please contact:

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NBCT Mathematics, Early Adolescence
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Institution: Idaho State University **Program:** Mathematics Consulting Teacher Endorsement

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#1: Knowledge of Learner Development (Insert appropriate language from content area "Knowledge" standards) 1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning. 2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. 3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3)	**The candidate knows and is able to:** 1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. 2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. 3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	ID teaching certificate & classroom experience (08.029.02.a)		include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course Reflections** based on assigned and candidate-identified scholarly readings **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#2: Knowledge of Learning Differences: 1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. 2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. 3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition. 4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values. 5. The teacher knows how to access information about the values of diverse	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. 2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. 3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. 4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. 5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2)

cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.		6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

- 2a: Creating an Environment of Respect and Rapport
- 3c: Engaging Students in Learning

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#3: Learning Environments: 1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. 2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals. 3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. 4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments. 5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. 3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. 4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. 5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical

		6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1e: Designing Coherent instruction
- 3c: Engaging Students in Learning

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#4: Content Knowledge: 1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. 2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding. 3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners. 4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge. 5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1)

		6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. 7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. 8. The teacher creates opportunities for students to learn, practice, and master academic language in their content. 9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

(CONTINUED) **_Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content._**			
Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)

#4a: Knowledge of Subject Matter, Content Specific Requirements According to IDAPA 08.02.02.021: "An official statement of competency in a teaching area or field is acceptable in lieu of courses for a teaching major or minor if such statements originate in the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university." Content area expertise primarily verified through state testing requirement, but should include content competencies from the following areas: (Insert content/ endorsement area language from Administrative Rule):	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:**	**Primary Performance Assessments** **Video recording of teaching/professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components

			of mathematics; and knowledge of learners’ mathematical development

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with Students
- 3c: Engaging Students in Learning
- 3f: Demonstrating Flexibility and Responsiveness

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#5: Application of Content: 1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns. 2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences. 3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use. 4. The teacher understands how to use digital and interactive technologies for	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). 2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.

efficiently and effectively achieving specific learning goals. 5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning. 7. The teacher understands creative thinking processes and how to engage learners in producing original work. 8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.		5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes. 6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work. 7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems. 8. The teacher develops and implements supports for learner literacy development across content areas.	**Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction

- 1f: Designing Student Assessments
- 3d: Using Assessment in Instruction

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#6: Assessment: 1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each. 2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias. 3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. 4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning. 5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning. 2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. 3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning. 4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work. 5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. 6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical

strategies for communicating this feedback. 6. The teacher knows when and how to evaluate and report learner progress against standards. 7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.		7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. 8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. 9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating knowledge of students
- 1e: Designing coherent instruction

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#7: Planning for Instruction: 1. The teacher understands content and content standards and how these are organized in the curriculum. 2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge. 3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning. 4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. 5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. 2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. 3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. 4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. 5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses. 7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).		jointly deliver as appropriate learning experiences to meet unique learning needs. 6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	**Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#8: Instructional Strategies: 1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated. 2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. 4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) ID teaching certificate & classroom experience (08.029.02.a)	**The candidate knows and is able to:** 1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. 2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. 3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest. 4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners. 5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. 6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.		knowledge through a variety of products and performances. 6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes. 7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. 8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. 9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	**Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Additional Course Assessment used to document candidate performance:** **Course quizzes and tests** **Course reflections on readings** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#9: Professional Learning and Ethical Practice: 1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. 2. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. 3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others. 4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners,	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3)	**The candidate knows and is able to:** 1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. 2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. 3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	**Primary Assessments:** Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the **reflection papers**, **Course papers** and **Instructional Sequence Plan** **Self-assessment/reflection Paper** using Danielson Framework as evaluation instrument **NOTE:** Participation in the Teaching Mathematical Thinking courses (EDMT series) provides candidates with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction.

reporting in situations related to possible child abuse). 5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.	ID teaching certificate & classroom experience (08.029.02.a)	4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. 5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. 6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4f: Showing Professionalism

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration: 1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. 2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning. 3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts. 4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3)	**The candidate knows and is able to:** 1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. 2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 3. The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. 4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 5. Working with school colleagues, the teacher builds ongoing connections with	**Primary Assessments:** Classroom level issues of equity and accessibility (but not necessarily policies) are specifically addressed in the **reflection papers**, **Course papers** and **Instructional Sequence Unit Creation** **NOTE**: Participation in the Teaching Mathematical Thinking courses (EDMT series) provides candidates with extensive opportunities to discuss policy issues around equity and accessibility to mathematics instruction.

		community resources to enhance student learning and wellbeing. 6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. 8. The teacher uses and generates meaningful research on education issues and policies. 9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. 10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change. 11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#10: Leadership and Collaboration:	EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, & 7)	**The candidate knows and is able to:**	**Primary Performance Assessments** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Framework for Teaching: Additional Standards (Correlated to Idaho Content Area Standards)			
***Standard #11: Safe Learning Environment** – (Where Applicable)*			
Idaho Content Area Standards **For: Core Teacher Standards** (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 for the Portfolio** (List the artifacts and/or performance assessments that show a clear correlation between each key indicator)
#11: Safe Learning Environment:		**The candidate knows and is able to:**	

Institution: Idaho State University **Program:** Mathematics Consulting Endorsement			
Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.			
Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#1: Adults as Learners ***The teacher leader has knowledge of:*** 1. The differences in knowledge acquisition and transfer for children and adults 2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development 3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution 4. Effective listening, oral communication, presentation skills, and expression in written communication	OLP 5510 (08.029.02.c.ii.1, 2, & 3) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 (08.029.02. c.ii.2, 3, 4, 5, & 7)	**The candidate knows and is able to:** 1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning 2. Improves colleagues' acquisition and application of knowledge and skills 3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives 4. Uses effective communication skills and processes 5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process 6. Facilitates development of a responsive	**Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Course Reflections** based on assigned and candidate-identified scholarly readings **Course Presentations and Papers** based on topics related to, but not limited to, coaching adults, organizing and planning professional development for adults, and .

5. Research and exemplary practice on "organizational change and innovation" 6. The process of development of group goals and objectives		culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice	

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -
The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#2: Using Research to Improve Practice and Student Achievement ***The teacher leader has knowledge of:*** 1. Action research methodology 2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor 3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3)	**The candidate knows and is able to:** 1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes 2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability 3. Assists with application and supports dissemination of action research findings to improve educational outcomes	**Culminating Action Research Project** **Instructional Sequence Plan** (ISP) which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners **Course Reflections** based on assigned and candidate-identified scholarly readings **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#3: Professional Learning for Continuous Improvement ***The teacher leader has knowledge of:*** 1. The standards of high quality professional development and their relevance to improved learning 2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum. 3. The role of 21st century skills and technologies in educational practice 4. The role of shifting cultural demographics in educational practice	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7)	**The candidate knows and is able to:** 1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education 2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school development aligned with school improvement goals 3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate 4. Continually assesses the effectiveness of professional development activities and adjusts appropriately	**Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project**

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#4: Facilitating Improvements in Instruction and Student Learning: ***The teacher leader has knowledge of:*** 1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes 2. The Framework for Teaching, effective observation and strategies for providing instructional feedback 3. Role and use of critical reflection in improving professional practice	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7)	**The candidate knows and is able to:** 1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices 2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment 3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment 4. Develops, leads and promotes a culture of self-reflection and reflective dialogue	**Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers **Reflective Journal of Teacher Observations & Coaching Experiences** **Culminating Action Research Project** **Standards-based Learning Progressions** which has candidates construct and evaluate a standards progression for the specific mathematical content of the EDMT course series. The progression would include things such as; (1) models and strategies, (2) standards, and (3) potential student misconceptions. **Course quizzes and tests** **Course Reflections** based on assigned and candidate-identified scholarly readings **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge

			for Teaching; Modeling, justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#5: Using Data for School/District Improvement: ***The teacher leader has knowledge of:*** 1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes 2. Use of formative and summative data to inform the continuous improvement process 4. Analysis and interpretation of data from multiple sources	EDMT 5570 (08.029.02.a.i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5571 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5572 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDMT 5573 (08.029.02.a i.ii.iii & 08.029.02. c.ii.2, 3, 4, 5, 6, & 7) EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7)	**The candidate knows and is able to:** 1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement 2. Models use of formative and summative data to inform the continuous improvement process 3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other .	**Instructional Sequence Plan (ISP)** which will include such things as; (1) literature review on ISP's mathematical content and practice standards, (2) develop unit sequential unit plan with pre and post assessments, and (3) modifications for diverse learners\ **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers (examining improvements in instruction and formative assessments) or when sharing effective teaching practices with community members or other stakeholders. **Course quizzes and tests** **Course Reflections** based on assigned and candidate-identified scholarly readings **Course Presentations and Papers** based on topics related to, but not limited to, Mathematical Knowledge for Teaching; Modeling,

			justifying/reasoning, proving, and generalizing; the structural components of mathematics; and knowledge of learners' mathematical development, and use of assessment to improve instruction

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families,

cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#6: Improving Outreach and Collaboration with Families and Community ***The teacher leader has knowledge of:*** 1. Child development and conditions in the home, culture and community and their influence on educational processes 2. Contextual considerations of the family, school, and community and their interaction with educational processes 4. Effective strategies for involvement of families and other stakeholders as part of a responsive culture	EDUC 6614 or 6630/1 (08.029.02. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.02. c.ii.2, 3, 4, 5, 6, & 7) OLP 5510 (08.029.02.c.ii.1, 2, & 3)	**The candidate knows and is able to:** 1. Develops colleagues' abilities to form effective relationships with families and other stakeholders 2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools 3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process	**Culminating Action Research Project** **Video recording of teaching/ professional practice** will be used by the program to document candidates' mastery of this standard. Those same video recordings will later be used by candidates as models when coaching other mathematics teachers or when sharing effective teaching practices with community members or other stakeholders.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Idaho Content Area Standards **For: Teacher Leader Standards** (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)
#7: Advocating for Student Learning and the Profession: ***The teacher leader has knowledge of:*** 1. Effective identification and interpretation of data, research findings, and exemplary practices 2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement 4. Local, state and national policy decisions and their influence on instruction 3. The process to impact policy and to advocate on behalf of students and the community	EDUC 6614 or 6630/1 (08.029.2. c.ii.2, 3, 4, 5, & 7) EDUC 6651 (08.029.2. c.ii.2, 3, 4, 5, 6, & 7)	**The candidate knows and is able to:** 1. Identifies and evaluates needs and opportunities 2. Generates ideas to effectively address solutions/needs 4. Analyzes feasibility of potential solutions and relevant policy context 3. Advocates effectively and responsibly to relevant audiences for realization of opportunities	**Culminating Action Research Project** **Reflective Journal of Teacher Observations & Coaching Experiences** **Course Reflections** based on assigned and candidate-identified scholarly readings

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SUBJECT

Lewis-Clark State College; Proposed Online Teaching Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 section 100- Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Online Teaching Endorsement

The field of online teaching and learning is showing a dramatic annual increase creating a need for teachers having hands-on experience in the online environment as both student and teacher. The State of Idaho, recognizing this demand and desiring to assure qualified teachers in online programs, has implemented an Online Teaching Endorsement to support teacher certification in the content areas. This endorsement includes both coursework and internship in the online environment, identifying ten widely accepted state standards that must be met.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Online Teaching Endorsement program proposed by Lewis-Clark State College (LCSC). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Online Teachers would be met and/or surpassed through the proposed program.

During its January 2015 meeting, the Professional Standards Commission voted to recommend conditional approval of the proposed Online Teaching Endorsement program offered through LCSC. With the conditionally approved status, LCSC may admit candidates to the Online Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

Adoption of the Professional Standards Commission recommendation and approval of Lewis-Clark State College's Online Teacher Endorsement program as a pathway for earning the Online Teacher Endorsement will allow the candidates of the program to apply for the endorsement at the successful completion of the program.

ATTACHMENTS

Attachment 1 – Online Teacher Program Proposal Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Completers of the program will be eligible for the state Online Teacher Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial

Certification of Professional School Personnel. All conditionally approved programs will go through a full review of the program to determine effectiveness and compliance with the state standards once there are sufficient completers to review.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Online Teaching Endorsement program offered through Lewis-Clark State College.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

Lewis-Clark
STATE
COLLEGE

Connecting Learning to Life

Division of Education and Kinesiology

Proposed K-12 Online Teaching Minor/Endorsement Program of Study

The Teacher Education Program at Lewis-Clark State College seeks approval to implement an Online Teaching Endorsement program of study. This program of study will consist of two (2) existing and five (5) new undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study design, required course descriptions, syllabi, and standards alignment document.

Thank you for your consideration of our proposal,

Heather Van Mullem

Heather Van Mullem, PhD
Chair, Division of Education and Kinesiology
Lewis-Clark State College

Proposed K-12 Online Teaching Endorsement Program of Study

Lewis-Clark State College Teacher Education Program

Contents **Pg Number**

Mission

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

Conceptual Framework

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is "to prepare caring professionals who teach for understanding in communities of learning." The Conceptual Framework communicates the unit's shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program's conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

- **Caring Professionals**

The term "caring" emphasizes LCSC’s commitment to preparing teachers who recognize the importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

- **Teaching for Understanding**

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Communities of Learning**

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults -- teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom settings. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

Program Professional Standards for Teaching

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of *Professional Standards for Teaching*. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills and dispositions related to eight main areas of professional competence. Successful candidates must be:

- **A Dedicated Professional**

  The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- **A Knowledgeable Professional**

  The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

- **A Content Specialist**

  The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- **An Educational Designer**

  The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

- **An Educational Facilitator**

  The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **An Educational Evaluator**

  The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

- **A Culturally Responsive Educator**

  The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

- **A Reflective Professional**

  The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

Programmatic Details – Online Teaching Endorsement

The program in Online Teaching (20crs) enables the teacher candidate to develop the knowledge and skills related to the strategic integration of media and technologies into teaching and learning. Through the program curriculum, the candidate becomes knowledgeable of a wide range of current and emerging strategies and techniques that reflect best practices for teaching with technologies. Candidates develop the skills to design, develop, implement, and evaluate learning experiences that incorporate effective media, productive technologies, and innovative instructional strategies to create, maintain, and enhance multiple forms of learning environments. The program curriculum is built upon two fundamental values. One, that the effective integration of media and technologies can enhance the quality of teaching and learning and expand the dimensions of how, when, and where learning occurs. And, that the teacher and each learner can be empowered by the design, development, and implementation of tools and resources that nurture strengths, address individual needs, and enrich their respective teaching and learning experiences.

Course Descriptions

ED 323: Professional Strategies for Teaching (6crs). This course provides formal experiences in the development of a repertoire of knowledge, skills, and attitudes necessary to design, develop, deliver, and evaluate units of instruction. It focuses on the integration of methods and strategies, media and technologies, and discipline and motivation to produce effective learning environments, including those that meet the needs of a culturally and intellectually diverse classroom population.

ED 411: Digital Citizenship & Mobile and Remote Learning Technologies (3crs). This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices.

ED 412: Instructional Technology Strategies (3crs). This course is designed to give you, the teacher candidate, formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into teaching and learning. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments.

ED 413: Designing Online Instruction (3crs). This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences.

ED 414: Professional Internship in Online Teaching (5crs). This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment.

ED 415: Teaching Online (3crs). This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching.

ED 453: Media & Technologies for Teaching (3crs). This course provides formal experiences in the development of a repertoire of pedagogical knowledge, skills, and dispositions necessary for the effective integration of media and technologies into learning environments. Course content and activities address the purposeful design, development, and implementation of current and relevant instructional media and technologies that would enhance learning environments in secondary education.

Student Name | ID Number

MINOR
Instructional Technologies
2014 - 2015

REQUIREMENTS	REQ	COMP	NEED
ED 411 Digital Citizenship/Remote Learning Tech	3		
ED 413 Designing Online Instruction	3		
ED 414 Professional Internship/Online Teach	5		
ED 415 Teaching Online	3		
Select one of the following options:			
ED 323 Pro Strats Teaching	6		
OR			
ED 453 Media & Tech for Teaching	3		
ED 412 Instructional Techn Strats	3		
TOTAL	**20**		

This program is for individuals who wish to obtain an Instructional Technologies Minor. The program is designed to prepare regular classroom teachers to effectively deliver online instruction and to successfully integrate media and technology into their classrooms.

When combined with an approved teacher education program this minor qualifies for a State of Idaho "Online Teacher" endorsement.

NOTES, SUBSTITUTIONS & WAIVERS

Division Chair **Date**

Advisor **Date**

Notes:

revised 6/02/14

LEWIS-CLARK STATE COLLEGE · TEACHER EDUCATION
PREPARING CARING PROFESSIONALS WHO TEACH FOR UNDERSTANDING IN COMMUNITIES OF LEARNING.

Course Syllabus

Professional Strategies for Teaching (ED323)

Description and Purpose of the Course

*Professional Strategies for Teachin*g is a required element of the Professional Studies Phase of the LCSC Elementary Teacher Education Program.

This course is designed to give you, the teacher candidate, formal experiences in the development of a repertoire of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, learning environments. Course content and activities address two specific themes – 1) **instructional strategies and methods** and 2) i**nstructional media and technologies**.

Through microteaching and other performance-based activities, you will demonstrate your knowledge and skills in the three principle activities of teaching, - design, facilitation, and evaluation. Special attention will be given to the application of the primary models of instruction, to the effective integration of instructional media and technologies into teaching and learning, and to issues related to the development of a community of learners and quality environments for learning.

Credit Hours: 6 credit hours

Class Times and Location

TBD

Prerequisites

This is a Phase II course for the Elementary Teacher Education Program. Students enrolling in this course must be admitted to the Elementary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

Course Themes and Goals

Methods and Strategies Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction.

The following topics are among those that will be explored in the course.

- The creation and nurture of productive classroom environments
- Establishment of norms, rules, and protocols for productive learning environments

Methods and Strategies Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods.

The topics listed here (and the issues associated with them) are among those that will be explored in the course.

- Methods of instruction
    - Direct instructional models
    - Inquiry-based (indirect) instructional models
- Analyzing the instructional methods spectrum

Methods and Strategies Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods.

The following topics are among those that will be explored in the course.

- The cycle of instruction
    - Design of instruction
        - The outcomes of learning
        - Specification of performance-based, learning objectives
        - Coordination of objectives with the assessment of performance
        - Selection of a proper method of instruction
        - Construction of the lesson plan
        - Design, development and/or selection of media and technologies
    - Facilitation of instruction
    - Evaluation of instruction

Media and Technology Goal #1: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- **Professional standards** for the strategic integration of media and technologies into teaching and learning, including the International Society for Technology in Education Standards for Students (ISTE Standards•S) and Standards for Teachers

(ISTE Standards•T)

- The model for transactional communication and the **functions of media**
- Media, learning and the Cone of Experience (Dale)
- The **instructional functions of media**, including benefits to both teachers and students, and *Universal Design for Learning*

Media and Technology Goal #2: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

The following topics are among those that will be explored in the course.

- The **design and development of quality media**, incorporating the principles of graphic design
- ***Universal Design for Learning*** as it relates to the design of instruction

Through course activities, you will develop a variety of technical skills related to the design, development, and/or selection of following types of media:

- **Print and display media**
- **Projected, instructional media**, including:
  - Transparencies and overhead projection
  - Computer-based slide shows
- **Portable, instructional media (for mobile technologies)**, including:
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networking, and other asynchronous communications
  - Videoconferencing and related technologies
  - Podcasts and audio media
  - Digital video (production, post-production, and instructional implementation)

Other technical skills, developed and practiced in conjunction with course activities, include:

- Computer operations and file management
- Digital image processing
- Digital photography

Media and Technology Goal #3: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

The following topics are among those that will be explored in the course.

- Flipping, blending, e-learning and other instructional practices served by technologies and their potentials for transforming instruction and learning
- The development of a ***Focus for Media Interaction*** (NTTI) to enhance learning via

media
- **Visual literacy** in conjunction with teaching and learning

Media and Technology Goal #4: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- **Digital citizenship** and the rights, responsibilities, and issues associated with functioning productively in a digital world, including
  - *CyberSafety*,
  - *Internetiquette*,
  - Changing modes of communication and communication protocols, in a digital age, and
  - Copyrights, intellectual property, and the responsible use of media
- **Strategic planning** for the integration of media and technologies into teaching and learning

Resources: Media, Supplies, Services, and Technologies

In lieu of a required textbook, various articles and other writings will be assigned and made available as needed.

To assist you in developing the technological skills required for the course and to help you to become an active and fluent user of a wide variety of technologies for teaching and learning, a computer system will be made available to you during the course. Details about the conditions of the loan will be addressed prior to equipment distribution. Among the conditions of use is your compliance with the Lewis-Clark State College Appropriate Use Policy for Technology [PDF: http://www.lcsc.edu/media/1436012/1202.pdf].

In this course you will address the design, development, and application of a variety of instructional media and technologies. Various supplies and electronic services (i.e., access to the Internet and the World Wide Web) will be necessary to complete assignments. Under normal circumstances, the lab fee will cover the cost of the supplies necessary to complete assignments. Please record materials charged to your lab fee account at https://education.lcsc.edu/lab_use/index.lasso.

To help you to learn how to teach with the wide array of technologies introduced in this course, the Technology for Teachers Laboratory (SGC127) offers access to a variety of equipment as well as assistance by its qualified staff. Many of the tools that you will use during the course may be found in the lab. Several items will also be available for check out on short-term loan. The lab is open to you during all class times as well as during regular lab hours (beyond class times).

An online library of tutorials about using computer applications is made available to you through an institutional subscription to *Atomic Learning*. Your instructor will provide your login and password to gain access to this valuable resource.

Professional Conduct

It is important to stay on pace with the calendar of activities for the course. Professional behavior begins with attitudes about class participation. Participation in all aspects of course activities is important to enhance personal understanding of the course content. Topics and activities are scheduled with discrete beginning and ending dates. It is important that you complete specified activities and assignments within the topic window in order to take full advantage of the collaborative aspects of the course and to maintain an appropriate pace to complete all activities successfully. Notifying the instructor (preferably via electronic mail) when the prescribed pace of activities cannot be met, is highly advised. Communication with your instructor (about your progress in activities) will contribute to your success and his ability to help you achieve it.

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

Do your own work and give others credit when/if you use their ideas. As a student in this course, you are encouraged to consider and exercise the ideas of other people who have published works as well as those of LCSC Faculty and other students. However, it is imperative that the use of any such creative/scholarly property in any item produced for this class be clearly accompanied by proper citation of its source. Similarly, the unauthorized viewing, alteration, or deletion of the work of others is inappropriate. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college.

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. If you suspect another student has committed an act of academic dishonesty, document the incident and notify your instructor and the Judicial Affairs Officer, phone (208) 792-2211.

If you need course adaptations or accommodations because of a disability, please notify the instructor as soon as possible to discuss your situation and needs.

Production and Performance Activities

Each course activity will focus on knowledge and skills related to one or more of two course themes. These themes represent the development of professional competence with regard to:

- Instructional Strategies & Methods
- Instructional Media & Technologies

Aspects of both themes are present in all formal assignments of the course.

Each required product must be submitted on or before the completion date designated. However, partial credit may be given for assignments submitted up to one week after the designated completion date. Special consideration will be given to students who, due to an unforeseen event or illness, are unable to submit the product by the indicated date and have made explicit arrangements with the instructor.

The following descriptions provide an overview of course activities. Detailed specifications will be given at Activities/Assignments as each activity occurs.

Methods & Strategies: Demonstration of Skills to Design, Facilitate, and Evaluate Instruction: Microteaching.

Two microteaching activities will give you opportunities to explore two major models of instruction and to develop and to practice the skills necessary to successfully design, facilitate, and evaluate lessons for each model. Each microteaching experience will focus on a different model of instruction. You will be given guidance about the topic, method, and media for each microteaching experience and then perform the necessary tasks to design, facilitate, and evaluate an instructional lesson. You and your colleagues will share the responsibilities of teaching, being the student, and serving as evaluator for each of the two microteaching activities. Thorough reflection about the process and performances of each microteaching will be a key element of this laboratory experience to help you to evaluate the quality of performances.

- Specification of performance-based, learning objectives
- Microteaching I, The Direct Model of Instruction
    - Design of instruction: lesson plan and media development
    - Facilitation of instruction: conducting the lesson and media implementation
    - Evaluation of instruction: constructive reflections about the lesson and method

- Microteaching II, The Inquiry Model of Instruction (Indirect)
  - Design of instruction: lesson plan and media development
  - Facilitation of instruction: conducting the lesson and media implementation
  - Evaluation of instruction: constructive reflections about the lesson and method
- The effective implementation of instructional media and technologies
- Strategies for integrating media and technologies into teaching and learning, including
- Universal Design for Learning
- An analysis of the instructional methods spectrum

Media & Technologies: Demonstration of Skills to Effectively Integrate Media & Technologies into Teaching and Learning.

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products.

The Technology Integration Portfolio (TIP). You will create a portfolio of your works in a product called the Technology Integration Portfolio (TIP). The TIP will be developed and presented in the form of a published site on the World Wide Web. In the TIP, you will document your capacity to meet the National Educational Technology Standards for Teachers (NETS•T), [www.iste.org/standards/nets-for-teachers.aspx] as defined by the International Society for Technology in Education (ISTE) [www.iste.org]. The NETS•T define the actions of the highly qualified teacher who successfully integrates media and technologies into teaching and learning. The creation and development of the TIP will provide opportunities for you to demonstrate your skills to design and manage a fully featured, World Wide Web site and a variety of other instructional media. The TIP will also enable you to communicate your progress in meeting the NETS•T.

Instructional Media & Technologies: Key Concepts, Strategies, and Issues. You will demonstrate your knowledge of how media and technologies can best serve teaching and learning. Your insights, along with the products that you will create, will be presented as in your Technology Integration Portfolio. They will address:

- The functions of media and technologies in teaching and learning
- The design and development of quality media
- Teaching and learning via Internet-based resources

- Portable media and technologies and mobile learning environments
- The effective implementation of instructional media and technologies
- Digital citizenship: CyberSafety and Internetiquette
- Digital citizenship: Digital communication and responsibilities
- Strategic planning of the integration of media and technologies into teaching and learning

Instructional Media & Technologies: Design, Development, and Implementation. In addition to the design, development, and publication of the World Wide Web site (Technology Integration Portfolio), you will engage in the design and development of a variety of other current media types relevant to teaching and learning. For each medium, you will explore its instructional functions and characteristics, its special design considerations for quality production, and techniques for implementing it successfully in the contexts of learning and communication. You will provide access to the media you create (or representations of them) and your insights about their design, development, and purpose in your TIP (website).

- **Projected, instructional media: digital slide shows and overhead transparencies.** You will design and develop a computer-based slide show that demonstrates your design and development skills to utilize this popular presentation tool. Your product will represent your competence in using a full range of features of the software for generating computer-based slides as well as in employing appropriate graphic design strategies for instructional visuals. In addition, you will produce a set of instructional overhead transparencies that demonstrates your media design and development skills.

- **Internet-based, instructional media: resource ports.** Teachers often help students to search and to review valuable resources that support learning. The Resource Port represents the development of a WWW-based, learning tool to help your students gain access to current and appropriate, Internet-based resources. This activity will promote Internet search and retrieval skills as well as provide you with an exercise in developing an important type of instructional/learning tool.

- **Portable, instructional media: podcasts and digital video**. The learning experiences associated with these media will engage you in the design and development of instructional audio and video resources. Activities associated with these media will enable you to develop the skills to manipulate the digital audio and video editing software tools and hardware devices that make the production and distribution of these emerging forms of digital communication possible.

Final Examination. The final examination will assess knowledge and skills from all units of the course.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations

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Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

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Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (http://www.lcsc.edu/studentservices/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.
http://www.lcsc.edu/culturaldiversity/

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Course Syllabus

Digital Citizenship & Mobile and Remote Learning Technologies (ED411)

Description and Purpose of the Course

Digital Citizenship & Mobile and Remote Learning Technologies is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge, skills, and dispositions supporting the strategic integration of mobile and remote technologies into teaching and learning and the related issues and responsibilities of digital citizenship that accompany these practices.

Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of ways that learners are served by technologies that enable mobility of learning environment and the utilization of remote delivery systems. Special attention will be given to the issues, rights, and responsibilities presented by our presence in the digital world and becoming a productive digital citizen.

Credit Hours: 3 credit hours

Class Times and Location

TBD.

Prerequisites

This is a Phase I or II course for candidates in either the Elementary Teacher Education Program or Secondary Teacher Education Program.

Students enrolling in this course should have completed at least one course delivered online or be concurrently enrolled in an online course.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

Course Goals and Major Topics

This course involves an exploration of the current technologies and trends that make mobile and remote systems for teaching and learning accessible and effective and the issues, rights, and responsibilities of digital citizenship that accompany these practices.

Goal #1: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #2: To help teacher candidates to develop the skills to select quality media for teaching and learning

Goal #3: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- Technology Standards for Students (Standards•S) and Standards for Teachers (Standards•T) as described by the International Society for Technology in Education (ISTE)

- Defining media and technologies
  - Instructional forms of media and technologies
  - The model for transactional communication and the **functions of media**
  - Media, learning and the Cone of Experience (Dale)
  - The principles and application of *Universal Design for Learning*
- The Internet and digital connectivity
- Social networks, weblogs, and other forms of online communications

- Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a digital world, including
  - *CyberSafety*,
  - *Internetiquette*,
  - Changing modes of communication and communication protocols in a digital age, and
  - Copyrights, intellectual property, and the responsible use of media

- Portable instructional technologies and their instructional functions
  - Portable, instructional media (for mobile technologies), including:
    - Resource ports and Webquests
    - Blogs, social networking, and other asynchronous communications

- Videoconferencing and related technologies
- Podcasts and audio media
- Digital video (production, post-production, and instructional implementation)

- The identification and selection of instructional software and online learning resources
  - Digital media discovery, review, and selection techniques
  - Instructional software discovery, review, and selection techniques

Production and Performance Activities

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products.

The following descriptions provide an overview of course activities.

- Written tests of knowledge and insights related to key concepts, strategies, and issues**.** You will demonstrate your knowledge of how media and technologies can best serve teaching and learning.
  - The functions of media and technologies in teaching and learning
  - The design and development of quality media
  - Teaching and learning via Internet-based resources
  - Portable media and technologies and mobile learning environments
  - The effective implementation of instructional media and technologies
  - Digital citizenship: CyberSafety and Internetiquette
  - Digital citizenship: Digital communication and responsibilties
- Portable, instructional media product development: podcasts.
- Portable, instructional media product development: digital video.
- Final Examination. The final examination will assess knowledge and skills from all units of the course.

Consumer Information

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Disability Accommodations

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Enrollment Verification/Attendance

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Course Syllabus

Instructional Technology Strategies (ED412)

Description and Purpose of the Course

Instructional Technology Strategies is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of the knowledge, skills, and dispositions supporting the strategic integration of technologies into teaching and learning. This includes an exploration of best practices in instructional methods and strategies for technology-enriched learning environments.

Through literature review and discussion/exploration activities, you will develop your knowledge and skills in the variety of strategies and facilitation techniques that best serve teachers and learners in technology-enriched and digital learning environments. Special attention will be given to the instructional functions of current strategies and their relation to the primary models of instruction and their implementation.

Credit Hours: 3 credit hours

Class Times and Location

TBD.

Prerequisites

This is a Phase II course for the Secondary Teacher Education Program. Students enrolling in this course must be admitted to the Secondary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

Course Goals and Major Topics

This course connects best practices in instructional strategies and theories of learning with the special opportunities and challenges afforded by mobile technologies and remote learning systems.

Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction in a technology-enriched learning environment.

Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods and techniques related to the integration of technologies in a learning environment.

Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods.

Topics addressed include:

- Models of learning and instructional design
  - The *Events of Instruction* (Gagné)
  - Media, learning, and the *Cone of Experience* (Dale)
  - Analyzing the instructional methods spectrum
  - The instructional functions of media and technologies

- Current, best practices for the integration of media and technologies into teaching and learning, including, but not limited to:
  - The *Flipped Classroom*
  - Instructional technologies and blended learning environments
  - Instructional technologies and *Universal Design for Learning*
  - The creation and nurture of productive classroom environments
  - Establishment of norms, rules, and protocols for productive learning environments
  - The development of a *Focus for Media Interaction* (NTTI) to enhance learning via media
  - Visual literacy in conjunction with teaching and learning

- Models for determining impact of technologies on the instructional process, including, but not limited to:
  - SAMR Model (Puentedura)
  - Technology Implementation Matrix (TIM)

- Levels of Technology Integration Scale (LoTI)

- Strategic planning for the integration of media and technologies into teaching and learning

Production and Performance Activities

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of instructional products.

The following descriptions provide an overview of course activities.

- A plan for the establishment of norms, rules, and protocols for a productive, technology-enriched learning environment.
- Plans for lessons to be implemented in a technology-enriched, learning environment.
- A plan for an instructional unit to be implemented in a technology-enriched, learning environment.
- Critiques of instructional plan samples
- An analysis of the instructional methods spectrum related to current strategies for teaching with technologies.

- Final Examination. The final examination will assess knowledge and skills from all units of the course.

Consumer Information

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Disability Accommodations

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Student Rights and Responsibilities

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Enrollment Verification/Attendance

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Course Syllabus

Designing Online Instruction (ED413)

Description and Purpose of the Course

Designing Online Instruction is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the development of pedagogical knowledge, skills, and attitudes necessary to design and develop effective, online learning experiences.

Through microteaching and other performance-based activities, you will demonstrate your knowledge and skills in the three principle activities of teaching, - design, facilitation, and evaluation. The focus of these activities will be on the design and development of instructional activities implemented in an online learning environment, especially through a learning management system.

Credit Hours: 3 credit hours

Class Times and Location

TBD.

Prerequisites

This is a Phase II or III course for candidates in either the Elementary Teacher Education Program or Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.

Previous experience participating in coursework implementing an online, learning management system is also expected.

Course Goals and Major Topics

This course provides experiences in developing skills to use learning management systems and their component tools purposefully and effectively to design and develop instruction.

Goal #1: To help teacher candidates to recognize the key variables in the effective design, implementation, and evaluation of instruction.

Goal #2: To help teacher candidates to recognize the qualities and operational structures of a spectrum of instructional methods as these relate to online, learning management systems.

Goal #3: To help teacher candidates to build the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online, learning management system.

Goal #4: To help teacher candidates to recognize the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The following topics are among those that will be explored in the course.

- Learning management systems in the context of best practices for teaching
  - Instructional technologies and blended learning environments
  - The representation of the spectrum of instructional methods and strategies in online learning environments
  - Media, learning, and the *Cone of Experience* (Dale)
  - Instructional functions of the LMS and the *Events of Instruction* (Gagné)
  - Instructional technologies and *Universal Design for Learning*
  - Instructional practices of flipping, blending, e-learning and other instructional approaches served by technologies and their effective implementation in online, learning management systems

- The establishment and nurture of productive learning environments in online, remote, and mobile settings

- Participation in the entire cycle of instruction in an online environment
  - Design of instruction
    - Specification and communication of the outcomes of learning
    - Specification and communication of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection and development of a proper method of instruction
    - Design, development and/or selection of media and technologies

- Provision for proper facilitation of instruction (and duty to the targeted events of instruction)
  - Effective implementation of presentation of content
  - Effective implementation and monitoring of performance practice activities and feedback
  - Effective implementation of communication mechanisms that support student and teacher interactions
- Provision for proper evaluation of instruction
  - Effective formative assessment of student performance
  - Effective summative assessment of student performance
  - Effective assessment of the efficacy of course elements with capacity to prescribe instructional improvements

Production and Performance Activities

You will demonstrate your knowledge and skills to effectively design instruction via a learning management system by reporting your knowledge and insights and by creating a variety of instructional products.

The following descriptions provide an overview of course activities.

- A plan for an instructional course to be implemented in an online, learning management system.
- The development of various learning management systems elements that support the goals and objectives specified in the course plan.
- Critiques of instructional plan samples.
- Critiques of elements of learning management system examples.
- Final Examination.

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LEWIS-CLARK STATE COLLEGE · TEACHER EDUCATION
PREPARING CARING PROFESSIONALS WHO TEACH FOR UNDERSTANDING IN COMMUNITIES OF LEARNING.

Course Syllabus

Professional Internship in Online Teaching (ED414)

Description and Purpose of the Course

Professional Internship in Online Teaching is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, formal experiences in the practice of skills to design, develop, implement, and evaluate effective teaching in an authentic, online instructional environment.

Through a field-based, practicum experience, you will demonstrate your capacity to design, facilitate, and evaluate one or more online courses to designated students within the Kindergarten to Twelfth Grade range.

Credit Hours: 5 credit hours

Class Times and Location

TBD.

Prerequisites

This is a Phase IV course for candidates in the Elementary Teacher Education Program or a Phase III course for candidates in the Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program and must have met the requirements of the internship by the time the course begins.

This course is to be taken concurrently with ED415, Teaching Online, the companion seminar to the internship experience.

Course Themes and Goals

This is a student teaching experience that provides the teacher candidate opportunities to practice skills to design, develop, implement, and evaluate online teaching in an authentic setting for learning.

Goal #1: To help teacher candidates to manage the key variables in the effective design, implementation, and evaluation of online instruction

Goal #2: To help teacher candidates to build and to practice the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online learning environment

Goal #3: To help teacher candidates to exercise the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #4: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

Goal #5: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

Goal #6: To help teacher candidates to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the integration of media and technologies into teaching and learning

The following topics and associated practices are among those that will be demonstrated in the internship experience.

- The establishment and nurture of productive online learning environments
- Establishment of norms, rules, and protocols for productive learning environments
- The cycle of instruction
  - Design of instruction
    - The outcomes of learning
    - Specification of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection of a proper method of instruction
    - Construction of the lesson plan
    - Design, development and/or selection of media and technologies
  - Facilitation of instruction
    - Effective implementation of presentation of content
    - Effective implementation and monitoring of performance practice activities and feedback
    - Effective implementation of communication mechanisms that support student and teacher interactions
  - Evaluation of instruction and productive reflective practice

Production and Performance Activities

As this internship is a field-based opportunity to demonstrate teaching performance skills, assessments will focus on performance of the professional actions of teaching via technology-enhanced systems and your documentation of your capacity to meet certain professional standards of practice in authentic, meaningful settings.

Overall assessment will be made based upon scores from performance evaluations (50%, addressing instructional design, development, facilitation, and evaluation skills exhibited while working with assigned K-12 students) and required entries to your professional portfolio (50%, addressing professional standards of Knowledgeable Professional, Educational Designer, Educational Facilitator, Educational Evaluator, and Reflective Professional).

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/studentconsumerinformation/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructor and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

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Accidents/Student Insurance

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Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (http://www.lcsc.edu/studentservices/).

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Course Syllabus

Teaching Online (ED415)

Description and Purpose of the Course

Teaching Online is an element of the Instructional Technologies Minor of the LCSC Teacher Education Program. It is a required course for candidates seeking this minor while pursuing either the elementary or secondary teacher preparation programs and is also required for candidates wishing to seek endorsement in Online Teaching.

This course is designed to give you, the teacher candidate, opportunities to engage in productive reflective practices about the design, development, implementation, and evaluation activities of your professional internship in online teaching.

In this seminar, you and your colleagues will reflect on your internship experiences and the development of your skills to design, facilitate, and evaluate instruction of an online course.

Credit Hours: 3 credit hours

Class Times and Location

TBD.

Prerequisites

This is a Phase IV course for candidates in the Elementary Teacher Education Program or a Phase III course for candidates in the Secondary Teacher Education Program. Students enrolling in this course must be admitted to their respective teacher education program and must have met the requirements of the internship by the time the course begins.

This course is to be taken concurrently with ED414, Professional Internship in Online Teaching, K-12, the companion internship to the seminar experience.

Course Themes and Goals

This is a seminar that provides the teacher candidate opportunities to inspect and to refine the processes of teaching online coursework, including design, development, implementation, and evaluation activities.

Goal #1: To help teacher candidates to manage the key variables in the effective design, implementation, and evaluation of online instruction

Goal #2: To help teacher candidates to build and to practice the skills necessary to effectively plan, implement and assess instruction representative of the spectrum of commonly-accepted methods in an online learning environment

Goal #3: To help teacher candidates to exercise the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

Goal #4: To help teacher candidates to develop the skills to design, develop, and select quality media for teaching and learning

Goal #5: To help teacher candidates to develop the strategies and skills to implement media and technologies effectively in teaching and learning

Goal #6: To help teacher candidates to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the integration of media and technologies into teaching and learning

The following topics and associated practices are among those that will be discussed:

- The establishment and nurture of productive online learning environments
- Establishment of norms, rules, and protocols for productive learning environments
- The cycle of instruction
  - Design of instruction
    - The outcomes of learning
    - Specification of performance-based, learning objectives
    - Coordination of objectives with the assessment of performance
    - Selection of a proper method of instruction
    - Construction of the lesson plan
    - Design, development and/or selection of media and technologies
  - Facilitation of instruction
    - Effective implementation of presentation of content
    - Effective implementation and monitoring of performance practice activities and feedback
    - Effective implementation of communication mechanisms that support student and teacher interactions
  - Evaluation of instruction and productive reflective practice

Production and Performance Activities

As an intern, you will reflect on all of the duties and responsibilities of a teacher in the delivery of an online course through a learning management system.

Seminar activities will include reflection exercises and discussions of the internship experience. Reflections will address your performances in the design, development, implementation, and evaluation of online instruction as well as the performances of other seminar participants.

In addition to the reflection exercises, you will be able to receive constructive feedback in the development of the special section of your professional portfolio that documents your capacity to teach in an online learning environment. This section of your portfolio will include evidence from your internship and supports your achievement in meeting five of the LCSC professional standards for teachers in terms of teaching via online and technology-enriched learning environments. The five standards are:

- Knowledgeable Professional
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

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LEWIS-CLARK STATE COLLEGE · DIVISION OF EDUCATION
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Course Syllabus

Media & Technologies for Teaching (ED453)

Description and Purpose of the Course

Media & Technologies for Teaching is a required course of the LCSC Secondary Teacher Education Program curriculum.

This course is designed to give you, the teacher candidate, formal experiences in the development of a repertoire of knowledge and skills that will enable you to effectively integrate media and technologies into teaching and learning in secondary education. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies that would enhance learning environments.

Through successful participation in this course, you will develop your knowledge and skills to effectively integrate media and technologies into the activities of teaching and learning.

Credit Hours: 3 credit hours

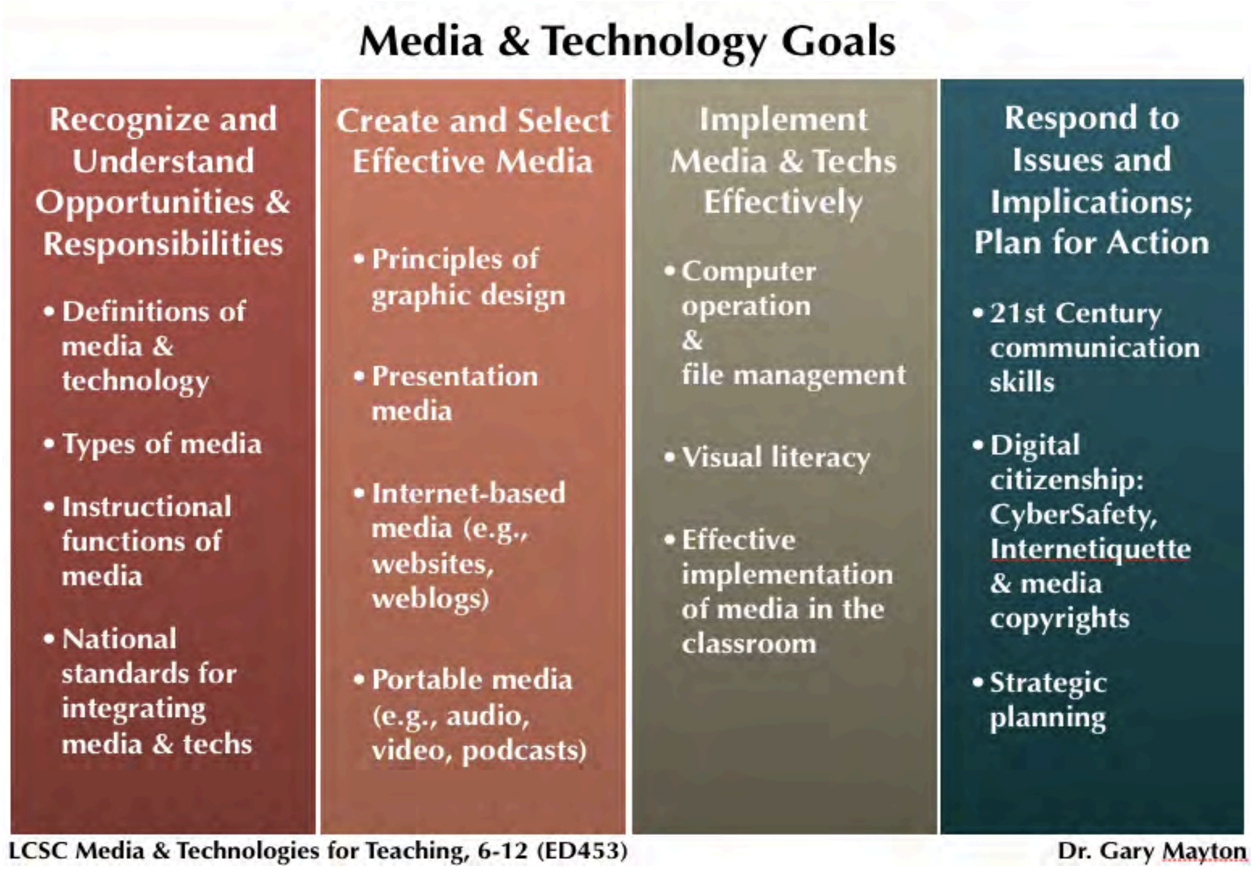
Class Times and Location

TBD

Prerequisites

This is a Phase II course for the Secondary Teacher Education Program. Students enrolling in this course must be admitted to the Secondary Teacher Education Program by the time the course begins.

It is expected that students who begin this course already have some experience performing fundamental operations with a microcomputer including the use of word processing software, World Wide Web browsing software, and electronic mail software.



Course Goal #1: To help teacher candidates to recognize and to understand the opportunities, potentials, and responsibilities related to the effective integration of media and technologies into teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

- **Professional standards** for the strategic integration of media and technologies into teaching and learning, including ISTE National Educational Technology Standards for Students (NETS•S) and ISTE National Educational Technology Standards for Teachers (NETS•T)
- The transactional model of communication and **definitions of media and technologies**
- Contemporary **types and forms of instructional media and technologies**
- The **instructional functions of media**, including benefits to both teachers and students
- **Strategies for teaching and learning via technology-enriched learning environments**, including:
  - Blended instruction
  - Flipped instruction
  - *Universal Design for Learning*

Course Goal #2: To help teacher candidates to develop the skills to select, design, and/or develop quality media to enhance teaching and learning

Through course activities, you will explore and develop a range of technical skills for the design, development, and/or selection of a variety of media and resource types. These include:

- Projected, instructional presentation media
  - Overhead transparencies
  - Computer-based slide shows

- Internet-based, instructional media
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networking, and other asynchronous communications media
  - Videoconferencing and related technologies
  - The strategic selection of Internet-based instructional resources

- Portable, instructional media for mobile learning environments
  - Podcasts and audio media
  - Digital video
  - The strategic selection of instructional apps for mobile technologies

- *Universal Design for Learning* as it relates to the design of instruction

Other technical skills developed and practiced in conjunction with course activities, include:
- Computer operations and file management
- Digital image processing skills, including the application of image (graphics) processing software

Course Goal #3: To help teacher candidates to develop the skills to implement media and technologies effectively in teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

- The practice of a *Focus for Media Interaction* (NTTI) to enhance learning via media
- Visual literacy in conjunction with teaching and learning
- *Universal Design for Learning* as it relates to the facilitation of instruction
- Teaching and learning via Internet-based resources
  - World Wide Web sites
  - Resource ports and Webquests
  - Blogs, social networks, and other asynchronous communications media
  - Videoconferencing and related technologies

• Teaching and learning in mobile learning environments with portable media and mobile technologies
  • Mobile technologies, instructional apps, and portable media
  • Podcasts and audio media
  • Digital video

Course Goal #4: To help teacher candidates to recognize and to respond to the issues and implications related to being a citizen in a digital world and to become skilled in the strategic planning for the integration of media and technologies into teaching and learning

The topics listed here (and the issues associated with them) will be explored in the course.

• Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a *digital world*, including
  • CyberSafety,
  • Internetiquette,
  • Copyrights, intellectual property, and the responsible use of media,
  • Digital communication and social media

• Strategic planning for the integration of media and technologies into teaching and learning

In addition to course objectives and activities that address the goals cited above, you will apply your media production skills to generate the foundation of your Professional Portfolio, an electronic collection of evidence which formally documents your capacity to teach. The Professional Portfolio is a program requirement for all LCSC secondary teacher education candidates.

Required Materials

In lieu of a textbook, various articles and other writings will be assigned and made available as needed.

An online library of tutorials about using computer applications is made available to you through an institutional subscription to *Atomic Learning*. Your instructor will provide your login and password to gain access to this valuable resource.

In this course you will address the design, development, and application of a variety instructional media and technologies. Various supplies and electronic services will be necessary to complete assignments. Under normal circumstances, the cost of the supplies necessary will be covered by the required lab fee that you have paid upon registration to the course. In certain instances, you may need to or wish to purchase additional items to complete assignments.

To help you to learn how to teach with the wide array of technologies introduced in this course, the Technology for Teachers Laboratory (RCH215) offers the use of a variety of equipment as well as assistance by its qualified staff. Many of the tools that you will use may be found in the lab. Several will also be available for check out on short term loan. The lab is open to you during all class times as well as during regular lab hours (beyond class times).

To assist you in developing the technological skills required for the course and to help you to become an active and fluent user of a wide variety of technologies for teaching and learning, the loan of a computer system will be made available to you during the course. Details about the conditions of the loan will be addressed prior to equipment distribution. Among the conditions of use is your compliance with the Lewis-Clark State College Appropriate Use Policy for Technology.

An online library of tutorials about using computer applications is made available to you through an institutional subscription to Atomic Learning. Your instructor will provide your login and password to gain access to this valuable resource.

A weblog, Techsplorations, will be utilized as an enhancement to in-class discussions. Your instructor will provide your login and password to gain access to this valuable resource.

The Recording, Redirection, Publication, or Redistribution of Course Materials or Course Events

Audio and/or video recording (by any electronic or digital means) of any session (in full or in part) of this course is prohibited without the express written consent of the instructor. In the event that permission has been granted, you may not redirect, publish, redistribute, transmit, or otherwise share any of the recorded or captured content, in any form, other than to share it in an unedited form and only with other students who are currently enrolled in the same section of this course in the same semester. Once the semester for which you are registered in the course has ended, you may not keep any recordings, as described here. Similarly, you may not redirect, transmit, publish, redistribute, or otherwise share any of the instructional media and materials of the course, in any form or at any time.

Professional Conduct

It is important to stay on pace with the calendar of activities for the course. Professional behavior begins with attitudes about class attendance and participation. The instructional methods and learning activities of this course often depend on your interactions and collaborations with the instructor and other students. Participation in all aspects of course activities is important to enhance your understanding of the course content and the development of targeted skills. Sterling attendance is expected. Notifying the instructor of an unavoidable absence is required as soon as is reasonably possible. It is expected that when your absence is unavoidable you will accomplish the objectives of the class session missed in a timely fashion. Communication with your instructor (about your progress in activities and attendance in class sessions) will contribute to your success and his ability to help you achieve it.

Do your own work and give others credit when/if you use the ideas of others. As a student in this course, you are encouraged to consider and exercise the ideas of other people who have published works as well as those of LCSC Faculty and other students. However, it is imperative that the use of any such creative/scholarly property in any item produced for this class be clearly accompanied by proper citation of its source. Similarly, the unauthorized viewing, alteration, or deletion of the work of others is inappropriate. Violations of the principles of integrity and honesty in course work can result in forfeiture of course credit and/or further disciplinary action taken by the college.

Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding. If you suspect another student has committed an act of academic dishonesty, document the incident and notify your instructor and the Judicial Affairs Officer, phone (208) 792-2211.

If you need course adaptations or accommodations because of a disability, please notify the instructor as soon as possible to discuss your situation and needs.

Production and Performance Activities

You will demonstrate your knowledge and skills to effectively integrate media and technologies into teaching and learning by reporting your knowledge and insights and by creating a variety of media products that demonstrate your skills.

The Technology Integration Portfolio (TIP). You will create a portfolio of your works in a product called the Technology Integration Portfolio (TIP). The TIP will be developed and presented in the form of a site published to the World Wide Web.

In the TIP, you will document your capacity to meet the National Educational Technology Standards for Teachers (NETS•T), [www.iste.org/standards/nets-for-teachers.aspx] as defined by the International Society for Technology in Education (ISTE) [www.iste.org]. The NETS•T define the actions of the highly qualified teacher who successfully integrates media and technologies into teaching and learning.

You will provide evidence of your progress to meet each standard of the NETS•T by demonstrating your knowledge of how media and technologies can best serve teaching and learning and your skills to make that happen. The development of your TIP will also provide opportunities for you to demonstrate your skills to build and manage a fully-featured, World Wide Web site and a variety of other instructional media and technologies.

The evidence that you present in your Technology Integration Portfolio will include the knowledge and skills that you develop in this course. Your evidence will address:

- The functions of media and technologies in teaching and learning
- Strategies for teaching and learning via technology-enriched learning environments
- The design, development, and selection of projected, instructional presentation media
- The design, development, and selection of Internet-based, instructional media

- The design, development, and selection of portable, instructional media for mobile learning environments
- The effective implementation of instructional media and technologies
- Digital citizenship and the issues and actions associated with functioning safely and appropriately in a *digital world*: CyberSafety and Internetiquette,
- Digital citizenship and the rights, responsibilities, and issues associated with functioning productively in a *digital world*: Digital communication, social media, copyrights, intellectual property, and the responsible use of media
- Strategic planning for the integration of media and technologies into teaching and learning

Instructional media design and development products. Your skills to design and develop instructional media will be demonstrated by production of:

- Internet-based media: World Wide Website
- Internet-based media: resource port
- Portable media: podcast
- Portable media: digital video

A Professional Portfolio of Your Capacity to Teach. As another production activity of this course, you will construct the foundation of a second, electronic portfolio, the Professional Portfolio for Teaching, an electronic collection of evidence which formally documents your capacity to teach.. This second portfolio, like the TIP, will be developed and published as a World Wide Web site. The Professional Portfolio is a program requirement for all LCSC secondary teacher education candidates.

Eventually, your Professional Portfolio for Teaching will document your capacity to meet the professional standards for a highly-qualified teacher as defined by the LCSC Division of Education. In ED453, you will create and publish the framework of this portfolio as a functioning website. Much of the evidence that demonstrates your capacity to teach will be added to the portfolio during the remainder of your teacher education program, mostly from your experiences in your teaching internship.

The development of this product will provide valuable practice of your webpage development and website management skills and will serve to prepare you for this important, teacher education program requirement.

Final Examination. The course will conclude with a final examination. The final examination will assess your knowledge and skills from all units of the course.

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Idaho Standards for Online Teachers			
As Addressed by the LCSC Endorsement for Instructional Technology			
Standard 1: *Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.*			
Idaho Content Areas Standards Knowledge	Coursework and/or Equivalent Experience	Key Indicators Specific to Content Competencies Performance	Artifacts and Performance Assessments
1. The online teacher understands the current standards for best practices in online teaching and learning. 2. The online teacher understands the role of online teaching in preparing students for the global community of the future. 3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning. 4. The online teacher understands the relationship between online education and other subject areas and real life situations.	• ED411: Digital Citizenship and Mobile & Remote Learning Technologies (2,5,6) • ED323: Professional Strategies for Teaching (1,2,3,4,5,6,7) • ED453: Media & Technologies for Teaching (1,2,3,6) • ED412: Instructional Technology Strategies (1,2,3,4,5,7) • ED413: Designing Online Instruction (2,3,5,7) • ED414: Professional Internship in Online Teaching, PreK-12 (2,3,4,5,6)	1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies. 2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools). 3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation	• Instructional media development project: podcasts and screencasts (ED411; 2,3,4) • Instructional media development project: digital video (ED411; 2,3,4) • Digital citizenship planning: Cybersafety (ED411; 6) • Digital citizenship planning: Internetiquette and communications protocols (ED411; 2,3,6) • Media and technologies: instructional functions review (ED323; 2) • Instructional media design: graphic design principles review (ED323; 1,2,5) • Instructional media design: Universal Design for Learning principles review (ED323;

5. The online teacher understands the relationship between online teaching and advancing technologies. 6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content. 7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).		tools, mobile technologies, virtual worlds). 4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications). 5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery. 6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.	1,5,6) • Instructional media selection: resource selection standards review (ED323; 5,6) • Instructional media implementation: facilitation techniques review (ED323; 1,2) • Instructional media development project: WWW site development and publishing (ED323; 2,3,4,5) • Instructional media development project: resource ports and webquests (ED323; 2,3,4) • Digital citizenship planning: Cybersafety (ED323; 6) • Digital citizenship planning: Internetiquette (ED323; 6) • Digital citizenship planning: communications protocols (ED323; 1,2,6) • Digital citizenship planning: responsible use of media (ED323; 6) • Strategic plan project (ED323; 1,6) • Development of the Technology Integration Portfolio (TIP) (ED323;

			1,2,3,4,5,6) • Media and technologies: instructional functions review (ED453; 2) • Instructional media design: graphic design principles review (ED453; 2) • Instructional media implementation: facilitation techniques review (ED453; 2) • Instructional media development project: WWW site development and publishing (ED453; 2,3,4) • Instructional media development project: resource ports and webquests (ED453; 2,3,4) • Digital citizenship planning: communications protocols (ED453; 2) Development of the Technology Integration Portfolio (TIP) (ED453; 1,2,4) • Tests of knowledge of key concepts (ED412; 1) • Tech-enriched learning environment planning project (ED412; 1) • Lesson plan development for tech-enriched learning

			environments (ED412; 1) • Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 1) • Tests of knowledge of key concepts (ED413; 1) • Learning Management Systems element development assignments (ED413; 1,4) • Course plan and syllabus design and development project (ED413; 1) • Professional portfolio entries: The Knowledgeable Professional (ED414; 1) • Professional portfolio entries: The Educational Designer (ED414; 1) • Professional portfolio entries: The Educational Facilitator (ED414; 1) • Professional portfolio entries: The Educational Evaluator (ED414; 1) • Professional portfolio entries: The Reflective Professional (ED414; 1)

<table>
<tr><td colspan="4">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.</td></tr>
<tr><td></td><td>• ED411: Digital Citizenship and Mobile & Remote Learning Technologies

• ED323: Professional Strategies for Teaching, K-8

• ED453: Media & Technologies for Teaching, 6-12

• ED412: Instructional Technology Strategies, 6-12

• ED413: Designing Online Instruction

• ED414: Professional Internship in Online Teaching, PreK-12

• ED415: Teaching Online</td><td>1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and</td><td>• Instructional media development project: podcasts and screencasts (ED411; 2)
• Instructional media development project: digital video (ED411; 2)
• Digital citizenship planning: Internetiquette and communications protocols (ED411; 2)
• Media and technologies: instructional functions review (ED323; 2,3)
• Instructional media design: graphic design principles review (ED323; 2)
• Instructional media design: Universal Design for Learning principles review (ED323; 2,4)
• Instructional media implementation: facilitation techniques review (ED323; 1,3)
• Instructional media development project: resource ports and webquests (ED323; 2)</td></tr>
</table>

		instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.	• Digital citizenship planning: communications protocols (ED323; 1,2) • Strategic plan project (ED323; 3) • Analysis of the instructional methods spectrum related to teaching with technologies (ED323: 1) • Development of the Technology Integration Portfolio (TIP) (ED323; 2) • Media and technologies: instructional functions review (ED453; 2,3) • Instructional media design: graphic design principles review (ED453; 2) • Instructional media design: Universal Design for Learning principles review (ED453; 2,4) • Instructional media implementation: facilitation techniques review (ED453; 1,3) • Instructional media development project: resource ports and webquests (ED453; 2) • Digital citizenship planning: communications protocols

			(ED453; 2) • Strategic plan project (ED453; 3) • Development of the Technology Integration Portfolio (TIP) (ED453; 2) • Tests of knowledge of key concepts (ED412; 1,3) • Tech-enriched learning environment planning project (ED412; 1,2,3) • Lesson plan development for tech-enriched learning environments (ED412; 1,2,3) • Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 1) • Tests of knowledge of key concepts (ED413; 1,3,4) • Learning Management Systems element development assignments (ED413; 1,4) • Course plan and syllabus design and development project (ED413; 1,3,4) • Performance evaluations: online course design (ED414; 1,2,3,4) • Performance evaluations:

			online course facilitation (ED414; 2,3) • Professional portfolio entries: The Knowledgeable Professional (ED414; 1,2,3,4) • Professional portfolio entries: The Educational Designer (ED414; 1,2,3,4) • Professional portfolio entries: The Educational Facilitator (ED414; 2,3) • Reflective exercises: online course design (ED415; 1,2,3,4) • Reflective exercises: online course facilitation (ED415; 2,3)
Standard 3: *Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*			
1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.	• ED411: Digital Citizenship and Mobile & Remote Learning Technologies (1) • ED323: Professional Strategies for Teaching (1) • ED453: Media & Technologies for Teaching (1)	1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible. 2. The online teacher modifies, customizes and/or personalizes activities to address diverse	• Tests of knowledge of key concepts (ED411; 1) • Media and technologies: instructional functions review (ED323; 1) • Instructional media design: Universal Design for Learning principles review (ED323; 1) • Instructional media selection: resource selection

	• ED412: Instructional Technology Strategies (1) • ED413: Designing Online Instruction (1) • ED414: Professional Internship in Online Teaching, PreK-12 (1) • ED415: Teaching Online (1)	learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers). 3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).	standards review (ED323; 1) • Strategic plan project (ED323; 2) • Development of the Technology Integration Portfolio (TIP) (ED323; 1,2) • Media and technologies: instructional functions review (ED453; 1) • Instructional media design: Universal Design for Learning principles review (ED453; 1) • Development of the Technology Integration Portfolio (TIP) (ED453; 1) • Tests of knowledge of key concepts (ED412; 1) • Tech-enriched learning environment planning project (ED412; 2) • Lesson plan development for tech-enriched learning environments (ED412; 2) • Tests of knowledge of key concepts (ED413; 1) • Learning Management Systems element development assignments (ED413; 2) • Course plan and syllabus design and development

			project (ED413; 2) • Performance evaluations: online course design (ED414; 2) • Performance evaluations: online course facilitation (ED414; 3) • Performance evaluations: online course evaluation (ED414; 3) • Professional portfolio entries: The Knowledgeable Professional (ED414; 1) • Professional portfolio entries: The Educational Designer (ED414; 2,3) • Professional portfolio entries: The Educational Facilitator (ED414; 3) • Professional portfolio entries: The Educational Evaluator (ED414; 3) • Professional portfolio entries: The Reflective Professional (ED414; 3) • Reflective exercises: online course design (ED415; 2,3) • Reflective exercises: online course facilitation (ED415; 3) • Reflective exercises: online course evaluation (ED415; 3)

Standard 4: *Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*			
1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work). 2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.	• ED323: Professional Strategies for Teaching (1,2) • ED453: Media & Technologies for Teaching (1,2) • ED412: Instructional Technology Strategies (1,2) • ED413: Designing Online Instruction (1,2) • ED414: Professional Internship in Online Teaching, PreK-12 (1,2) • ED415: Teaching Online (1,2)	1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback). 2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design) 3. The online teacher uses a	• Media and technologies: instructional functions review (ED323; 1) • Instructional media implementation: facilitation techniques review (ED323; 2) • Instructional media development project: WWW site development and publishing (ED323; 3) • Instructional media development project: resource ports and webquests (ED323; 3) • Development of the Technology Integration Portfolio (TIP) (ED323; 2,3) • Media and technologies: instructional functions review (ED453; 1) • Instructional media implementation: facilitation techniques review (ED453; 2) • Instructional media development project: WWW site development and

		variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).	publishing (ED453; 3) • Instructional media development project: resource ports and webquests (ED453; 3) • Development of the Technology Integration Portfolio (TIP) (ED453; 2,3) • Tech-enriched learning environment planning project (ED412; 1) • Lesson plan development for tech-enriched learning environments (ED412; 1,3) • Learning Management Systems element development assignments (ED413; 1,2,3) • Course plan and syllabus design and development project (ED413; 1,2,3) • Performance evaluations: online course design (ED414; 1,2,3) • Performance evaluations: online course facilitation (ED414; 2,3) • Performance evaluations: online course evaluation (ED414; 1) • Professional portfolio

			entries: The Educational Designer (ED414; 1,2,3) • Professional portfolio entries: The Educational Facilitator (ED414; 2,3) • Professional portfolio entries: The Educational Evaluator (ED414; 1) • Reflective exercises: online course design (ED415; 1) • Reflective exercises: online course evaluation (ED415; 1)
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.*			
	• ED323: Professional Strategies for Teaching, K-8 • ED453: Media & Technologies for Teaching, 6-12 • ED412: Instructional Technology Strategies, 6-12 • ED413: Designing Online Instruction • ED414: Professional Internship in Online Teaching,	1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]). 2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).	• Digital citizenship planning: Cybersafety (ED323; 1) • Digital citizenship planning: Internetiquette (ED323; 1) • Digital citizenship planning: communications protocols (ED323; 1) • Digital citizenship planning: responsible use of media (ED323; 1) • Strategic plan project (ED323; 1) • Development of the Technology Integration

	PreK-12	3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).	Portfolio (TIP) (ED323; 1) • Digital citizenship planning: Cybersafety (ED453; 1) • Digital citizenship planning: Internetiquette (ED453; 1) • Digital citizenship planning: communications protocols (ED453; 1) • Digital citizenship planning: responsible use of media (ED453; 1) • Strategic plan project (ED453; 1) • Development of the Technology Integration Portfolio (TIP) (ED453; 1) • Tech-enriched learning environment planning project (ED412; 1) • Lesson plan development for tech-enriched learning environments (ED412; 1) • Learning Management Systems element development assignments (ED413; 1,2) • Course plan and syllabus design and development project (ED413; 1) • Performance evaluations: online course design (ED414;

			1) • Performance evaluations: online course facilitation (ED414; 1,2) • Performance evaluations: online course evaluation (ED414; 3) • Professional portfolio entries: The Educational Designer (ED414; 1) • Professional portfolio entries: The Educational Facilitator (ED414; 2,3) • Professional portfolio entries: The Educational Evaluator (ED414; 3) • Professional portfolio entries: The Reflective Professional (ED414; 3)
Standard 6: *Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*			
1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.	• ED411: Digital Citizenship and Mobile & Remote Learning Technologies (1) • ED323: Professional Strategies for Teaching (1)	1. The online teacher is a thoughtful and responsive communicator. 2. The online teacher models effective communication strategies in conveying ideas and information and in asking	• Instructional media development project: podcasts and screencasts (ED411; 1,2,3) • Instructional media development project: digital video (ED411; 1,3)

	• ED453: Media & Technologies for Teaching (1) • ED412: Instructional Technology Strategies (1) • ED413: Designing Online Instruction (1) • ED414: Professional Internship in Online Teaching, PreK-12 (1) • ED415: Teaching Online (1)	questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing). 3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums. 4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).	• Digital citizenship planning: Internetiquette and communications protocols (ED411; 1,2) • Instructional media implementation: facilitation techniques review (ED323; 1) • Instructional media development project: WWW site development and publishing (ED323; 1,3) • Instructional media development project: resource ports and webquests (ED323; 1,3) • Digital citizenship planning: communications protocols (ED323; 1) • Strategic plan project (ED323; 1) • Development of the Technology Integration Portfolio (TIP) (ED323; 1,3) • Instructional media implementation: facilitation techniques review (ED453; 1) • Instructional media development project: WWW site development and publishing (ED453; 1,3) • Instructional media

			development project: resource ports and webquests (ED453; 1,3) • Strategic plan project (ED453; 1) • Development of the Technology Integration Portfolio (TIP) (ED453; 1,3) • Analysis of the instructional methods spectrum related to teaching with technologies (ED412: 2) • Learning Management Systems element development assignments (ED413; 2,3) • Course plan and syllabus design and development project (ED413; 2) • Performance evaluations: online course facilitation (ED414; 1,2,3,4) • Professional portfolio entries: The Knowledgeable Professional (ED414; 1) • Professional portfolio entries: The Educational Designer (ED414; 1,2) • Professional portfolio entries: The Educational Facilitator (ED414; 1,3,4)

			• Professional portfolio entries: The Reflective Professional (ED414; 1) • Reflective exercises: online course design (ED415; 1) • Reflective exercises: online course facilitation (ED415; 1) • Reflective exercises: online course evaluation (ED415; 1)
Standard 7: *Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*			
	• ED323: Professional Strategies for Teaching, K-8 • ED453: Media & Technologies for Teaching, 6-12 • ED412: Instructional Technology Strategies • ED413: Designing Online Instruction • ED414: Professional Internship in Online Teaching, PreK-12	1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations. 2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities. 3. The online teacher designs and develops subject-specific online content.	• Instructional media development project: WWW site development and publishing (ED323; 3,4,5) • Instructional media development project: resource ports and webquests (ED323; 3,4,5) • Digital citizenship planning: responsible use of media (ED323; 6) • Strategic plan project (ED323; 1,6) • Development of the Technology Integration Portfolio (TIP) (ED323; 1,3,4,5)

		4. The online teacher uses multiple forms of media to design course content. 5. The online teacher designs course content to facilitate interaction and discussion. 6. The online teacher designs course content that complies with intellectual property rights and fair use standards.	• Instructional media development project: WWW site development and publishing (ED453; 3,4,5) • Instructional media development project: resource ports and webquests (ED453; 3,4,5) • Digital citizenship planning: responsible use of media (ED453; 6) • Strategic plan project (ED453; 1) • Development of the Technology Integration Portfolio (TIP) (ED453; 1,3,4,5) • Tech-enriched learning environment planning project (ED412; 2,3,4,5,6) • Lesson plan development for tech-enriched learning environments (ED412; 2,3,4,5) • Learning Management Systems element development assignments (ED413; 1,2,3,4,5,6) • Course plan and syllabus design and development project (ED413; 1,2,3,4,5,6)

			• Performance evaluations: online course design (ED414; 1,2,3,4,5,6) • Performance evaluations: online course facilitation (ED414; 1,2) • Professional portfolio entries: The Educational Designer (ED414; 1,2,3,4,5,6) • Professional portfolio entries: The Educational Facilitator (ED414; 1,2)
Standard 8: *Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*			
	• ED323: Professional Strategies for Teaching, K-8 • ED453: Media & Technologies for Teaching, 6-12 • ED413: Designing Online Instruction • ED414: Professional Internship in Online Teaching, PreK-12	1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate	• Digital citizenship planning: Cybersafety (ED323; 2) • Strategic plan project (ED323; 2) • Development of the Technology Integration Portfolio (TIP) (ED323; 1) • Digital citizenship planning: Cybersafety (ED453; 2) • Digital citizenship planning: Internetiquette (ED453; 2) • Strategic plan project (ED453; 2)

		student performance and progress, and modify teaching and learning strategies. 2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.	• Development of the Technology Integration Portfolio (TIP) (ED453; 1) • Course plan and syllabus design and development project (ED413; 1,2) • Performance evaluations: online course evaluation (ED414; 1,2) • Professional portfolio entries: The Educational Evaluator (ED414; 1,2)
Standard 9: *Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.*			
1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities). 2. The online teacher knows how educational standards and curriculum align with 21st century skills.	• ED323: Professional Strategies for Teaching (1,2) • ED453: Media & Technologies for Teaching (1,2) • ED414: Professional Internship in Online Teaching, PreK-12 (1,2) • ED415: Teaching Online (1,2)	1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's). 2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments. 3. The online teacher	• Digital citizenship planning: responsible use of media (ED323; 1,2) • Strategic plan project (ED323; 1,2) • Development of the Technology Integration Portfolio (TIP) (ED323; 1,2,3) • Digital citizenship planning: responsible use of media (ED453; 1) • Strategic plan project (ED453; 1,2)

		demonstrates alignment of educational standards and curriculum with 21st century technology skills.	• Development of the Technology Integration Portfolio (TIP) (ED453; 1,2,3) • Performance evaluations: online course design (ED414; 1,2,3) • Performance evaluations: online course facilitation (ED414; 1,2,3) • Performance evaluations: online course evaluation (ED414; 1,2,3) • Professional portfolio entries: The Knowledgeable Professional (ED414; 1,2,3) • Professional portfolio entries: The Educational Designer (ED414; 1,2,3) • Professional portfolio entries: The Educational Facilitator (ED414; 1,2,3) • Professional portfolio entries: The Educational Evaluator (ED414; 1,2,3) • Professional portfolio entries: The Reflective Professional (ED414; 1,3) • Reflective exercises: online course design (ED415; 1,2,3) • Reflective exercises: online course facilitation (ED415;

			1,2,3) • Reflective exercises: online course evaluation (ED415; 1,2,3)
Standard 10: *Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*			

SUBJECT

Boise State University; Proposed Master in Teaching Special Education Endorsement Program.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Special Education Teaching Endorsement

The field of special education has an increasing need for qualified teachers. In order to help meet the current demand, Boise State University (BSU) has submitted a proposal to offer a Masters in Teaching (MIT) program that will lead to Generalist K-12 teaching certification and endorsement.

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Generalist K-12 Endorsement program proposed by BSU. Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Standards for Generalist K-12 teachers would be met and/or surpassed through the proposed program.

During its October 2014 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Generalist K-12 Teaching Endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the MIT Generalist K-12 Teaching Endorsement program, and will undergo full approval once there are program completers.

IMPACT

Adoption of the Professional Standards Commission recommendation and approval of Boise State University's Master in Teaching Special Education program as a pathway for earing the Special Education Generalist K-12 Teaching Endorsement will allow the candidates from the program to apply for the endorsement at the successful completion of the program.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Completers of the program will be eligible for the state Special Education Generalist K-12 Teaching Endorsement on their teaching certificate. All approved teacher preparation programs must be aligned to the applicable Idaho Standards for Initial Certification of Professional School Personnel.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to approve the Masters of Teaching in Special Education for the Special Education Generalist K-12 Teaching Endorsement offered through Boise State University.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

BOISE STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Special Education
and Early Childhood Studies

Table of Contents

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Conceptual Framework
Boise State College of Education

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Special Education and Early Childhood Studies
Mission & Vision Statement

The Department of Special Education and Early Childhood Studies at Boise State University is committed to preparing highly-qualified, expert special education and early childhood educators. The teacher training programs within the department are grounded in an experiential learning model that has at its core, the integration of evidence-based practices.

Guiding the special education programs is the understanding that special educators must be able to understand the unique needs of the individual with exceptionalities; design an individualized instructional plan grounded in research-based methods to support those unique needs; learn to teach diagnostically to ensure that students with exceptionalities are benefitting from the instruction; and to create a safe and positive learning environment.

Department Goals

1. To increase the number of Special Education Teachers and Early Childhood Interventionists in Idaho who are able to provide high-quality instruction and evidenced-based interventions for children with disabilities
2. To prepare high quality scholars, with a particular focus on increasing the diversity of the work force.
3. To provide teacher candidates with a training program that reflects current research and evidence-based practices to ensure graduates attain the required competencies
4. To collaborate with school and community partners to provide experiential learning opportunities and to provide a service to high needs schools and communities.
5. To integrate the current and appropriate use of technology to promote learning.

Guiding Principles of our Teacher Training Programs

Our goal in the Department of Special Education and Early Childhood Studies is to prepare special educators *to be active collaborators, reflective and skilled practitioners, effective leaders and change agents in high needs areas, and advocates for children with disabilities and their families*. Our program provides an opportunity for scholars to integrate theory and practice in diverse settings through the study and application of evidence-based practices.

Active Collaborators develop and sustain collaborative relationships among teachers, students and their families, administrators, and other community stakeholders. Educators understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and model professional behaviors appropriate for those entrusted with educating today's children and young people.

Reflective and Skilled Practitioners are prepared to analyze situations, set goals, plan and monitor actions, and assess outcomes. They are committed to culturally responsive and evidence-based practices that engage students in their learning. They demonstrate proficiency in the selection and differentiation of appropriate supports, accommodations, curriculum modifications, strategies, and assessment practices that are appropriate for the diverse populations they serve. They use formative and summative data as evidence for decision-making.

Effective Leaders and Change Agents have a vision. They articulate a personal philosophy of education that includes a belief in every student they serve. Effective change agents collaborate with a variety of colleagues to develop individualized supports and strategies for students and families, especially in Idaho's high need rural schools and schools with a growing percentage of children with limited English proficiency. They see themselves as part of a team working towards a common goal. Effective leaders lead by example, not by directive.

Advocates for Children with Disabilities and their Families act as a voice for children and youth, demonstrating a commitment to the success of all. Advocates are well versed in research-based strategies that have been proven effective for delivering and adapting curriculum, teaching social skills, designing communication systems, and increasing personal independence.

Programmatic Details:

The Master in Teaching in Special Education or Early Childhood Studies are housed within the College of Education at Boise State University. The MIT program provides candidates the option of earning a graduate degree and their teaching certificate in either special education or in birth-grade 3, and consists of 37 graduate-level credits. The program prepares people with a bachelor's degree to effectively educate students with disabilities or young children with exceptionalities in a variety of classroom contexts. Successful completion of the MIT in SPED program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Generalist Endorsement (K-12); completion of the MIT in ECS program fulfills the Idaho State Department of Education requirements for an Exceptional Child Certificate, Early Childhood Special Education Endorsement.

Requirements for Admission to the MIT in SPED or ECS Program:

- Official transcripts from all institutions of higher education attended
- 3.0 or high GPA in undergraduate program
- Completed Boise State University Graduate College Application
- GRE

Requirements for MIT Graduation and Institutional Recommendation:

- Graduate coursework must be completed with a grade of B or better
- Graduates must complete the coursework within five years of matriculation into the program
- Candidates must be continually enrolled while completing the program
- Candidates must receive a passing score on the appropriate Praxis exam

MIT in Special Education Required Course Cycle:

Semester	Course	Credit hours
Summer 1	ECS 510 Foundations of Practice SPED 556 Evidence Based Practices SPED 540 Law Seminar (1)	10
Fall	SPED 558 Data Based Decision Making SPED 554 Behavior SPED 541 Transition Seminar (1)	10
Spring	SPED 552 Language Arts SPED 533 Math 500+ Elective (3) Seminar (1)	10
Summer 2	SPED 557 Universal Design ECS 513 Families (3) Seminar (1)	7
Total		37

The following pages provide a brief description of the courses offered in the MIT programs:

ED-ECS 510 FOUNDATIONS OF PRACTICE IN ECSE (3-0-3)(SU). Both typical and atypical development of children across the domains from birth through age 8. Focus on Developmentally Appropriate Practices and curriculum models. Fieldwork required.

ED-ECS 511 EI/ECSE ASSESSMENT AND EVALUATION (3-0-3)(F). Assessment and ongoing evaluation in EI/ECSE. Focus on screening, eligibility, curriculum-based measurement, progress monitoring, and data-based decision making. Fieldwork required.

ED-ECS 512 POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS IN EARLY CHILDHOOD (3-0-3)(F). Implementation of positive behavioral interventions and supports at program, classroom and individual-student levels. Focus on implementing positive, preventive and function-based interventions in school, home and community environments. Fieldwork required.

ED-ECS 513 FAMILY SYSTEMS AND COLLABORATION (3-0-3)(SU). Early intervention models, service delivery, family systems, and collaboration with parents and educators. Fieldwork required.

ED-ECS 514 ECSE METHODS (3-0-3)(S). Application of a linked system of assessment, goal development, intervention and evaluation to provide services across developmental domains. Fieldwork required.

ED-ECS 515 EARLY INTERVENTION, BIRTH TO THREE: ECE/ECSE (3-0-3)(F). Development of infants, both typically developing and those with delays and disabilities. Focus on learning in naturalistic environments, coaching families, and designing and implementing interventions. Fieldwork required.

ED-SPED 540 DISABILITY/SPECIAL EDUCATION AND THE LAW (3-0-3)(SU). Advanced coverage of the American legal system as relevant to individuals with disability (P-age 21), using the six principles of P.L. 94-142 as a framework. Fieldwork required. PRE/COREQ: ED-SPED 550 or PERM/INST.

ED-SPED 541 SECONDARY TRANSITION (3-0-3)(F). Essential components of career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements, comprehensive transition assessment, person centered planning, and issues and trends in transition education and services. Fieldwork required.

ED-SPED 550 TEACHING STUDENTS WITH EXCEPTIONAL NEEDS (3-0-3)(SU). Education of students with exceptional needs. Characteristics of students with disabilities, relevant legislation, assessment techniques, curricular adaptations and accommodations, and collaboration. Fieldwork required.

ED-SPED 552 LANGUAGE ARTS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced professional knowledge and skills in developing and implementing programs for students with disabilities, including data analysis in programmatic decision-making. Fieldwork required.

ED-SPED 554 POSITIVE BEHAVIOR PROGRAMS (3-0-3)(F). Current best practices in development and implementation of instructional and behavioral programs for students with challenging behaviors. Fieldwork required.

ED-SPED 556 EVIDENCE-BASED PRACTICES AND STUDENTS WITH SUPPORT NEEDS (3-0-3)(SU). The role of educators in identifying, understanding and implementing evidence-based practices is examined, with focus on the characteristics of learners with significant support needs. Fieldwork required.

ED-SPED 557 UNIVERSAL DESIGN AND ASSISTIVE TECHNOLOGY (3-0-3)(SU). Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities. Fieldwork required.

ED-SPED 558 ASSESSMENT IN SPECIAL EDUCATION (3-0-3)(F). Various types of assessment that inform the screening, diagnosis, evaluation and program planning for students with disabilities are reviewed. Interpret and analyze assessment data to inform instruction and behavior interventions. Fieldwork required.

ED-SPED 570 MATHEMATICS FOR SPECIAL EDUCATORS (3-0-3)(S). Advanced research-based instruction and teaching strategies in mathematics for students with disabilities. Response to Intervention (RTI), integrated formative assessment and interventions in mathematics. Fieldwork required.

ED-SPED 598 SEMINAR IN SPECIAL EDUCATION (1-3)(F/S/SU). Seminar topics directly relate to fieldwork experiences and focus on collaboration, instructional strategies and management of the classroom environment. May be repeated for credit.

Institution: Boise State University Program: Master in Teaching in Special Education

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction	3c: Engaging Students in Learning

Idaho Core Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Correlated to Idaho Special Education Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
1. Understands how the learning patterns of students with disabilities may differ from the norm	ECS 510 SPED 552 SPED 533 SPED 556	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.	During field placement in Spring semester, candidates will plan, implement, assess and reflect on instructional lessons they deliver in language arts and math that incorporate the instructional approaches taught in their coursework. Candidates will be required to video tape a minimum of 3 lessons throughout the semester that they will debrief with their cohort and their supervisor

Framework for Teaching Domain # 1: Planning and Preparation

- 1b: Demonstrating Knowledge of Students

Idaho Core Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Correlated to Idaho Standards for Special Education Generalist Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
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).	SPED 552, 533, 557, 554 ECS 510, SPED 556, SPED 540 SPED 540, ECS 513	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.	Candidates will be required to plan, implement, assess and reflect on lessons in language arts and math, as well as implement behavior plans. Video recordings of these assignments will be submitted. Candidates will develop IEPs in their coursework where they create appropriate instructional plans based on the student's disability type Candidates will have to connect with a service agency to obtain information related to the special health care needs of students with disabilities and prepare a written summary within a student's IEP of the potential effects/concerns on learning

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction			
• 2a: Creating an Environment of Respect and Rapport		• 3c: Engaging Students in Learning	
Idaho Core Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.			
Correlated to Idaho Special Education Generalist Standard #5, Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation			
Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
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,	SPED 554, SPED 540 SPED 554, SPED 558 SPED 554	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	During the Fall semester, candidates in this program will take the Behavior course, along with the Data-based decision making course. During this semester, candidates will be in a field placement and will be required to carry out a functional behavior assessment, develop goals for a specific student's behavioral concerns, implement an instructional/behavior plan to support the student in achieving those goals, collect and monitor data on the plan's effect, make changes as the data may or may not warrant, and conclude with a written summary of the student's performance. The candidate

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.	SPED 554 SPED 554	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.	will be required to submit the FBA, the plan, the data collection graph, along with notes about any instructional modifications made, and a summary statement of the overall effect on student performance. In this way, the candidate will have provided evidence of meeting all five of the key indicators of these competencies.

Framework for Teaching Domain # 1: Planning and Preparation # 3 Instruction			
• 1a. Demonstrating knowledge of content and pedagogy • 1e. Designing coherent instruction		• 3c. Engaging Students in Learning	
Idaho Core Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.			
Correlated to Idaho Special Education Generalist Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students			
Idaho Content Area Standards **For: Generalist K-12, Special Ed** (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)
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.	SPED 556, SPED 540 SPED 552 SPED 533	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.	In the first summer semester, candidates will take SPED 556 and SPED 540 along with a seminar course. Candidates will be required to view video taped instructional lessons and assess them using criteria aligned with evidence-based practices, providing a critique of the lesson and indicating how/what would need to be improved and or changed to meet the standards of EBP. In the spring of their program, candidates will work with small groups of students and will be

			required to plan a series of lessons for language arts and a series of lessons for math instruction that meets the needs of the students they are serving and that relies on the use of EBP. Candidates will also be required to monitor progress of their student groups using progress monitoring tools. At the end of the semester, candidates will turn in their lesson plans, student progress monitoring data along with indications of where they made instructional changes, and an overall summary of student performance relative to their individualized goals. Candidates will also submit a minimum of 3 videos that will be assessed using the EBP tools they use in 556.

Framework for Teaching Domain #3: Instruction

- 3a: Communicating with students
- 3c: engaging students in learning
- 3f: demonstrating flexibility and responsiveness

Idaho Core Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Correlated to Idaho Special Education Generalist Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
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.	SPED 556 SPED 557 SPED 541 ECS513 SPED 556 SPED 557 SPED 541 ECS513	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.	Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In SPED 553 and 533, candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Spring. In the second summer semester, during the Universal Design course, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to

			participate meaningfully in their lessons – using speech to text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans and notes on progress of their students who are using them to engage more meaningful in their instruction.

Framework for Teaching Domain #1: Planning and Preparation #3 Instruction

• 1f: designing student assessments	• 3d: Using assessment in instruction

Idaho Core Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Correlated to Idaho Special Education Generalist 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

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
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. 159	SPED 540 SPED 558 SPED 558, ECS 513 SPED 558, SPED 557	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	Candidates in fall and spring will be in field placements and will be required to review assessment data to conduct an FBA and plan a behavior intervention, and use assessment data to plan an instructional program in language arts and math in the spring using, formal, informal and progress monitoring data. They will submit their instructional plans and formative assessment data as evidence of meeting this competency. Candidates will be required to participate in an IEP meeting and gather information on students performance to inform their instructional planning. They will

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	SPED 558 SPED 558 SPED 558	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.	submit a written summary of the IEP to include how they addressed the family's input Candidates will develop IEPs and implement lesson plans in language arts, math, behavior and will submit the results of these plans, along with PM data and summaries of student performance. In fall, candidates will be required to prepare a transition plan for a student with disabilities aged 14 or older. Candidates will submit the transition plan, including summary results of the assessments they used to inform the plan. Candidates will administer assessments during fall that will be used to initially develop a student's IEP. In the final summer of the program, candidates will administer a needs assessment to determine appropriate use of assistive technology for students with disabilities.

Framework for Teaching Domain # 1: Planning and Preparation			
• 1b: Demonstrating knowledge of students • 1e: designing coherent instruction			
Idaho Core Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
Correlated to Idaho Special Education Generalist Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.			
Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
1. Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K). 2. Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K). 3. Understands the general education curriculum and state standards	SPED 558, 540, 552, 533, 556 SPED 558, 540, 552, 533, 556, 541 SPED 552, 533	**1.** Develops comprehensive, outcome-oriented IEPs in collaboration with IEP team members 2. Conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress 3. Evaluates and links the student's skill development to the general education curriculum	Candidates will submit an IEP in both fall and spring semester through their field placements. Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556. Candidates will develop standards based IEPs in 552 and 533 courses

developed for student achievement (K). 4. Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D).	 SPED 541, 556	4. Develops and uses procedures for monitoring student progress toward individual learning goals 5. Uses strategies for facilitating maintenance and generalization of skills across learning environments 6. In collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings 7. Develops opportunities for career exploration and skill development in community-based settings 8. Designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities 9. Considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly	Candidates will submit their instructional plans with student PM data Candidates will develop plans for the use of universal design and assistive technology across the student's multiple course settings Candidates will participate in a team meeting for transition planning and will submit a transition plan in 541 The candidate's transition plan they submit for their student will include a focus on career exploration and accessing the community, developing independent skills. Where relevant, the candidate will include information about integrating resources accordingly.

Framework for Teaching Domain #3: Instruction

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging students in learning

Idaho Core Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Correlated to Idaho Special Education Generalist Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
1. Understand individualized skills and strategies necessary for positive support of academic success	SPED 556, 552, 533, 557	1. Demonstrate ability to teach students with disabilities in a variety of educational settings	Candidate will submit videos of their instruction during fall and spring semester, from a variety of settings, including the general class, resource and extended resource rooms.
2. Understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community	SPED 554, ECS 513	2. Designs, implements, and evaluates instructional programs that enhance a student's participation in the family, school & community activities	Candidate will submit IEPs and lesson plans and video instruction that includes an emphasis on participation in family school and community activities.
3. Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions	SPED 552, 557	3. Advocates for and models the use of appropriate social skills	Video reflection of instruction, specifically in SPED 554 that includes a focus on social skills instruction.

4. Recognizes that appropriate social skills facilitate student success in all environments	SPED 554	4. Provides social skills instruction that enhances student success 5. Creates an accessible learning environment through the use of assistive technology 6. Demonstrates the ability to implement strategies that enhance students' expressive and receptive communication	Candidates will submit a lesson plan designed according to the principles of Universal Design, and will integrate the use of assistive technology into their instruction for language arts and math for students.

Framework for Teaching Domain #4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Idaho Core Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Correlates with Idaho Special Education Standard #9: Reflection and Professional Development. 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

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
1. 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	SPED 540, ECS 513	1. Practices within the CEC code of ethics and other standards and policies of the profession	Candidates will submit an IEP, video reflections, lesson plans, assessments, that will all be assessed through the lens of the professional standards.

Framework for Teaching Domain #4: Professional Responsibilities

- 4c: Communicating with families
- 4d: Participating in a Professional community
- 4f: Showing Professionalism

Idaho Core Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Correlates to Idaho Special Education Standard #10: Partnerships. The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being

Idaho Content Area Standards **For: Generalist K-12 Special Ed** (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)
1. Understand current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement 2. Understand 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. Knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with	SPED 540, SPED 558 ECS 513 SPED 540, ECS 513	1. Facilitates communication between the educational team, students, their families, and other caregivers 2. Trains or access training for paraprofessionals 3. Collaborates with team members to develop effective student schedules 4. Communicates the benefits, strengths, and constraints of special education services	Candidates will be required to participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work. In their field placement, candidates will integrate the use of paraprofessionals in their instructional planning and implementation – video recordings and documentation of lesson plans (to include the use of paraprofessionals and effective scheduling) will be included. Candidates will be required to

disabilities 4. Aware of factors that promote effective communication and collaboration with students, prarents/guardians, colleagues, and the community in a culturally responsive manner 5. 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. 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. Knows how to train or access training for paraprofessionals 8. Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support 9. Recognizes the importance of the relationship between school and family 10. Appreciates the dignity and privacy of students and families	ECS 513 ECS 513 ECS 513, SPED 540, SPED 558, SPED 554 ECS 510, SPED 540 SPED 541 ECS 513, SPED 541 ECS 513 ECS 513, SPED 540 SPED 540, SPED 541, SPED 558	5. Creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws 6. Encourages and assists families to become active participants in the educational team 7. 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. Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities 9. Participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels	participate in an IEP meeting and to communicate with stakeholders. They will submit written documentation of their work Candidates will submit their IEP documentation that they prepare with their field placement's software system. Candidates will demonstrate to their field supervisor that they have effectively use that system. Candidates will prepare tools/information to share with parents about their students' instructional program and deliver that information to parents/families. Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g. notes, phone call logs, general education modifications etc…) Candidates will develop a tiered approach to behavior supports and submit that plan as an assignment during their SPED 554 course.

11. Respects the unique contribution of family knowledge regarding the child's abilities and needs 12. Commits to the role of problem solver as part of the building team			

***Legend for Course Numbers:**

Course Number	Course Titles	Credit Hours
510	Foundations of Practice in ECSE	3
556	**Evidence-Based Practices**	3
540	Special Education Law	3
558	Data-based Decision Making	3
554	**Behavior**	3
541	Transition	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
	Elective	3
598	Seminar	4
		37 Credit Hours

Institution: Boise State University
Program: Master of Teaching in Early Childhood Intervention

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction	3c: Engaging Students in Learning

Standard 1: Knowledge of Subject Matter: The student understands the central concepts, tools of inquiry, and structures of the content areas taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
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. 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.	ECS 510, ECS 514 ECS 510, SPED 540, SPED 556 ECS 512	1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices. 2. The educator applies fundamental knowledge of English language arts, science, math, social studies, the arts, health, safety, nutrition and physical education for children from birth through age 2, ages 3-5 and grades K-3.	In the first summer semester, candidates will take ECS 510, SPED 556 and SPED 540 along with a seminar course. Candidates will be required to view video taped instructional lessons and assess them using criteria aligned with evidence-based practices across domains of development, providing a critique of the lesson and indicating how/what would need to be improved and or changed to meet the standards of EBP. Candidates will also be required to describe their teaching philosophy as it pertains to early childhood curricular models and to design an early childhood program that meets the needs of children across developmental domains applying best practices provided by NAEYC and DEC.

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 that acquisition of self-help skills 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.	ECS 514 ECS 510, ECS 515 ECS 515 ECS 512 ECS 514, ECS 515 ECS 514, ECS 515		In the fall semester, candidates will demonstrate knowledge of social emotional development and interpersonal interactions in the development of lesson plans and targeted interventions for teaching social skills and self-regulation. In the series of early childhood intervention methods courses (ECS 514 and 515), candidates will demonstrate knowledge of content areas through the demonstration of applied field-based activities and assignments including developing goals/objectives based on assessment results, intervention and lesson planning, and progress monitoring.

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction			
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction		• 3c: Engaging Students in Learning	
Standard 2: Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.			
Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
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.	ECS 513 ECS 513, ECS 515 ECS 510, ECS 515 ECS 515	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.	During the first summer session, candidates will explore child development and the impact of disability and environment on children's learning. In ECS 510 candidates will design a classroom environment to meet the needs of students with a variety of special education needs, paying attention to developmentally appropriate practices. Candidates will also assess home visiting practices and the impact of home environments on children's development. Finally, candidates will design an early childhood program to meet the needs of children with and without disabilities and their families. During the Fall semester, candidates in ECS 515 will participate in an Individualized Family Service Plan including building relationships with a family, conduct an assessment of children's development and family's needs, designing goals and targeted

5. The educator understands the development of consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.	ECS 515		learning opportunities, and evaluating progress in natural learning environments. In their final summer semester, candidates in ED-ECS 513 will explore the importance and impact of family involvement and effective collaboration through the completion of a series of collaboration projects that require them to research issues in collaboration as well as tools for supporting and guide a collaborative special education process.

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction			
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction		• 3c: Engaging Students in Learning	
Standard 3: Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.			
Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
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.	ECS 510	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 education, cognitive, physical, social and emotional behavior of children with disabilities.	Candidates will be required to plan, implement, assess and reflect on activity plans for infants, toddlers and young children with special education needs across developmental domains. Video recordings of these assignments will be submitted. Candidates will develop IFSPs and IEPs in their coursework where they create appropriate intervention plans based on the student's disability type and the family's priorities and needs. Candidates will have to connect with a service agency to obtain information related to the special health care needs of infants, toddlers and young children with disabilities and prepare a written summary within a student's IFSP/IEP of the potential impacts on learning.

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.	ECS 510, ECS 513		
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.	ECS 510, ECS 514, SPED 540, SPED 556		
4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g., medical, support and service delivery)	ECS 513, SPED 540		

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

2a: Creating an Environment of Respect and Rapport		3c: Engaging Students in Learning	
Standard 4: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.			
Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
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)	ECS 512, ECS 514, ECS 515	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.	Candidates will submit videos of their instruction during Fall and Spring semester, from a variety of settings, including infant-toddler environments, early head start, developmental preschool and K-3 special education programs. Candidates will be evaluated on both the classroom environment and instruction. Candidates will submit IFSPs and IEPS as well as activity plans and video instruction that includes an emphasis on participation in family, school and community activities. In ECS 512, candidates will submit video instruction and reflect specifically on social skills instruction.

Framework for Teaching Domain # 2: Classroom Environment and Domain # 3 Instruction

• 2a: Creating an Environment of Respect and Rapport	• 3c: Engaging Students in Learning

Standard 5: Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
1. The educator understands the importance of routines as a teaching strategy. 2. The educator knows that physically and psychologically safe and health learning environments promote security, trust, attachment and the 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.	ECS 512, ECS 514 ECS 512 ECS 512, SPED 540 ECS 512 ECS 512	1. The educator promotes opportunities for young children in natural and inclusive settings. 2. The educator embeds learning objectives within everyday routines and activities. 3. The educator creates an accessible learning environment, including the use of assistive technology. 4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer and peer tutor. 5. The educator creates an environment that encourages self-advocacy and increased independence. 6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.	During their first Summer semester, candidates will learn about special education laws, policies and procedures including rules and regulations regarding behavior management and implementation of behavior support plans. During the Fall semester candidates will be in a field placement and will be required to develop a universal classroom management plan including consistent schedules, routines and expectations, systems for acknowledging appropriate behavior and consistent methods for responding to challenging behavior. Candidates will also develop lesson plans for teaching social emotional skills, including targeted small-group instruction for students who need additional supports. Finally, candidates will complete a functional behavioral assessment (FBA) and develop a comprehensive, function-based Behavior Support Plan.

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.	ECS 512	7. The educator conducts functional behavior assessments and develops positive behavior supports.	During the Spring semester, candidates will continue field placement and will develop a series of intervention plans based on assessment data that embed learning opportunities within planned, routine and child-initiated activities.

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent instruction	• 3c: Engaging Students in Learning

Standard 6: Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (Insert appropriate language from content area "Knowledge" standards)	**Coursework and/or Equivalent Experience*** (List the required coursework and/or verified equivalent experience)	**Coursework and/or Equivalent Experience*** (List the required coursework and/or verified equivalent experience)	**Coursework and/or Equivalent Experience*** (List the required coursework and/or verified equivalent experience)
1. The educator adjusts language and communication strategies for the developmental age and stage of the child.	ECS 513, ECS 514, ECS 515, SPED 333, SPED 552, SPED 556, SPED 557	1. The student will use strategies to support and enhance communication skills of individuals with exceptionalities.	Throughout the program, candidates will learn a variety of techniques to engage students to participate in educational environments. In their instructional methods courses (ECS 514, ECS 515, SPED 533, SPED 552), candidates will be required to ensure students are engaged and have opportunities to respond during the lesson – this will be captured on the video files they submit during Fall and Spring. In the second summer session, during SPED 557, candidates will be required to develop an assistive technology plan for their students that facilitates their ability to participate meaningfully in their lessons – using speech-to-text and other assistive technology apps that are available for students with disabilities. Candidates will submit their AT plan, specific individual lesson plans, and notes on the student progress to reflect on how the AT plan has engaged the students more meaningfully in instruction.

<table>
<tr><th colspan="4">Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction</th></tr>
<tr><td colspan="2">• 1b: Demonstrating Knowledge of Students
• 1c: Setting Instructional Outcomes
• 1e: Designing Coherent instruction</td><td colspan="2">• 3c: Engaging Students in Learning</td></tr>
<tr><td colspan="4">Standard 7: Planning for Instruction: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies.</td></tr>
<tr><td>Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers
(Insert appropriate language from content area “Knowledge” standards)</td><td>Coursework and/or Equivalent Experience*
(List the required coursework and/or verified equivalent experience)</td><td>Key Indicators Specific to Content Competencies
(Insert language from content area “Performance” standards that demonstrate key indicators)</td><td>Artifacts & Performance Assessments
(List the artifacts and/or performance assessments that show a clear correlation between each key indicator)</td></tr>
<tr><td>1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (birth through grade 3)</td><td>ECS 513, ECS 514, ECS 515, SPED 533, SPED 552, SPED 556</td><td>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 the identified resources, priorities, and concerns through the use of the IEP.

3. The educator supports transitions for young children and their families (hospitals, home, ITP, HS, EHS, preschool and primary programs)</td><td>During their methods coursework (ECS 514, ECS 515, SPED 533,SPED 552), candidates will develop and submit IFSP/IEPs, including transition plans, which reflect family priorities and concerns as well as standards-based practices through their field placements.

Candidates will select a task/instructional objective and list the steps in a task analysis they submit during SPED 556.

Candidates will develop activity and instructional plans with accompanying progress-monitoring data.

Candidates will develop plans for the use of universal design and assistive technology across the students’ multiple course settings.</td></tr>
</table>

		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.	

Framework for Teaching Domain # 1: Planning and Preparation and Domain #3 Instruction

• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes	• 1e: Designing Coherent instruction • 3c: Engaging Students in 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.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
1. The educator understands the legal provisions, regulations and 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 interventions service for birth to three years.	ECS 511, SPED 540 ECS 511, ECS 514, SPED 552, SPED 533 ECS 511	1. The educator assesses all developmental domains. 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 used the information to modify various settings as needed and to integrate the children into those settings.	During their first Summer semester, candidates will learn about special education laws, policies and procedures including regulations and guidelines regarding assessment of young children. During the Fall semester candidates will be in a field placement and will be required to develop a comprehensive assessment portfolio on a target student with identified disabilities. The portfolio will include an initial screening, a diagnostic assessment, and a curriculum-based assessment on the whole child. Candidates will also design and implement progress monitoring tools to inform decision-making. In the Spring semester, candidates will continue field placement and will use assessment data to plan an instructional program in a developmental preschool and in K-3 language arts and math using

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.	ECS 511		formal, informal and progress monitoring data. Candidates will submit their instructional plans and formative assessment data as evidence of meeting this competency.

Framework for Teaching Domain # 4: Professional Responsibilities

- 4a: Reflecting on Teaching
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Standard 9: Reflection and Professional Development: 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.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
1. The educator understands NAEYC licensure and DEC personnel standards.	ECS 510, ECS 514, ECS 515, SPED 533, SPED 552	1. The educator practices behavior congruent with NAEYC licensure and DEC personnel standards.	In their first summer semester, candidates will develop a program manual for an Early Childhood program where they will incorporate NAEYC & DEC guidelines and standards. During the Fall and Spring semesters, during their field placement, candidates will submit videos of their instruction, which will be assessed by program faculty and reflected on by candidates through the lens of the professional standards.

Framework for Teaching Domain # 4: Professional Responsibilities

• 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally	4f: Showing 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.

Idaho Content Area Standards for: Blended Early Childhood Education/Early Childhood Special Education Teachers (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)
1. The educator knows the NAEYC and DEC code of ethics. 2. The educator knows family systems theory and its application to the dynamics, roles and relationships with 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).	ECS 510, ECS 513 ECS 513, ECS 515 ECS 513 ECS 513, ECS 514, ECS 515 ECS 510, ECS 513, ECS 514, ECS 515	1. The educator practices behavior congruent with the NAEYC code of ethics and the DEC code of ethics. 2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers to support he 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	Candidates will participate in the IFSP/IEP process as a collaborative team member, communicating with stakeholders and designing intervention goals reflecting family priorities and concerns. Candidates will also articulate parent rights and responsibilities in the IFSP/IEP process. They will submit written documentation of their work. During their field placements, candidates will work collaboratively with paraprofessionals and specialists (e.g., OT, PT, SLP). This collaboration includes participating in a team-based IFSP/IEP process, sharing classroom responsibilities and managing staff and volunteers. They will submit written reflections on their collaboration. Candidates will prepare tools/information to share with parents about their students' educational programs and deliver that information to parents/families.

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.	SPED 540 ECS 513	records for children. 6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for the 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.	Candidates will submit their instructional plans and documentation through written reports and videos – included in these assignments will be evidence of collaboration (e.g., notes, phone call logs, general education modifications, etc.). Candidates will identify community, state and national resources that can benefit students with disabilities and their families. They will submit written documentation of this work.

***Legend for Course Numbers:**

Course Number	Course Titles	Credit Hours
510	Introduction to Early Childhood Studies & Sped	3
556	**Evidence-Based Practices**	3
540	Special Education Law	3
511	Assessment	3
512	**Behavior**	3
515	Infant Toddler	3
552	Language Arts for Students with Disabilities	3
533	Mathematics for Students with Disabilities	3
557	Universal Design	3
513	Families	3
514	Methods	3
598	Seminar	4
		37 Credit Hours

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
Course #: ED-ECS 510	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course provides an introduction to early intervention and early childhood special education practices, theories and issues facing the field today. The focus of this course will include students from birth to age 8. Content will cover both typical and atypical development of children across social-emotional, language, cognitive, physical and aesthetic domains. Students will also begin discussing the importance of Developmentally Appropriate Practices (DAP) in early childhood programs. Approaches to early childhood education will also be addressed including High Scope, Creative Curriculum, Bank Street, The Project Approach, Reggio Emilia, Montessori and the Waldorf Approach. In an effort to prepare students for graduate level writing, this course will also address the basics of applying American Psychological Association (APA) standards to writing assignments including formatting and citing references.

Professional Development Standards

NAEYC Standards:
- Knowing and understanding young children's characteristics and needs, from birth through age 8 (1a)
- Knowing and understanding the multiple influences on development and learning (1b)

- Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology (4b)
- Understanding content knowledge and resources in academic disciplines (5a)
- Identifying and involving oneself with the early childhood field (6a)
- Knowing about and upholding ethical standards and other professional guidelines (6b)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for children and the profession (6e)

Idaho State Teaching Standards:

- The teacher understands how learners grow and develop, recognizing the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Standard 1: Learner Development)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)

DEC Standards:

Standard 1: Learner Development and Individual Learning Differences

- Typical and atypical human growth and development. (ISCI 1 K1)
- Similarities and differences among individuals with exceptional learning needs. (ISCI 1 K2)
- Educational implications of characteristics of various exceptionalities. (ISCI 1 K3)
- Similarities and differences of individuals with and without exceptional learning needs. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. (ISCI 1 K11)

- Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences. (ISCI 1 K12)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)
- Theories of typical and atypical early childhood development. (ECSE 1 K1)
- Biological and environmental factors that affect pre-, peri-, and postnatal development and learning. (ECSE 1 K2)
- Specific disabilities, including the etiology, characteristics, and classification of common disabilities in infants and young children, and specific implications for development and learning in the first years of life. (ECSE 1 K3)
- Impact of medical conditions and related care on development and learning. (ECSE 1 K4)
- Factors that affect the mental health and social-emotional development of infants and young children. (ECSE 1 K6)
- Infants and young children develop and learn at varying rates. (ECSE 1 K7)
- Impact of child's abilities, needs, and characteristics on development and learning. (ECSE 1 K8)
- Impact of language delays on cognitive, social-emotional, adaptive, play, temperament and motor development. (ECSE 1 K9)
- Impact of language delays on behavior. (ECSE 1 K10)

Standard 2: Learning Environments

- Ways specific cultures are negatively stereotyped. (ISCI 2 K9)
- Establish and maintain rapport with individuals with and without exceptionalities. (ISCI 2 S7)
- Teach self-advocacy. (ISCI 2 S8)
- Impact of social and physical environments on development and learning. (ECSE 2 K1)

Standard 3: Curricular Content Knowledge

- Theories and research that form the basis of curriculum development and instructional practice. (ISCI 3 K1)
- Scope and sequences of general and special curricula. (ISCI 3 K2)
- National, state or provincial, and local curricula standards. (ISCI K3)
- Theories and research that form the basis of development and academic curricula and instructional strategies for infants and young children. (ECSE 3 K2)
- Developmental and academic content. (ECSE 3 K3)
- Apply current research to the five developmental domains, play and temperament in learning situations. (ECSE 3 S1)
- Plan, implement, and evaluation developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community (ECSE 3 S2).

- Plan and implement developmentally and individually appropriate curriculum. (ECSE 3 S4)

Standard 4: Assessment

- Connection of curriculum to assessment and progress monitoring activities. (ECSE 4 K4)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S 12)
- Facilitate child-initiated development and learning. (ECSE 5 S1)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Models, theories, and philosophies that form the basis for special education practice. (ISCI 6 K1)
- Relationship of special education to the organization and function of educational agencies. (ISCI 6 K3)
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. (ISCI 6 K4)
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (ISCI 6 K5)
- Historical points of view and contribution of culturally diverse groups. (ISCI 6 K8)
- Impact of the dominant culture on shaping schools and the individuals who study and work in them. (ISCI 6 K9)
- Historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs. (ECSE 6 K1)
- Trends and issues in early childhood education, early childhood special education, and early intervention. (ECSE 6 K2)
- Legal, ethical, and policy issues related to educational, developmental, and medical services for infants and young children, and their families. (ECSE 6 K3)
- Advocacy for professional status and working conditions for those who serve infants and young children, and their families. (ECSE 6 K4)
- Act ethically in advocating for appropriate services. (ISCI 6 S3)
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptionalities. (ISCI 6 S5)
- Use verbal, nonverbal, and written language effectively. (ISCI 6 S8)
- Access information on exceptionalities. (ISCI 6 S10)
- Articulate personal philosophy of special education. (ISCI 6 S14)
- Participate in activities of professional organizations relevant to early childhood special education and early intervention. (ECSE 6 S4)

- Advocate on behalf of infants and young children and their families. (ECSE 6 S6)

CEC Standards

- **1.E:** Implements best practice instruction across academic and non-academic areas to improve student outcomes. (P)
- **2.A:** Understands how the learning patterns of students with disabilities may differ from the norm (K)
- **2.B:** Use 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. (K)
- **3.C:** Know how to access information regarding specific student needs and disability-related issues (K)
- **3.I:** 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 (P)
- **4.B:** Understands the developmental nature of social skills (K)
- **4.D:** Understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions. (K)
- **6.A:** Understands the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments (K)
- **7.A:** Understands curricular and instructional practices used in the development of academic, social, language, motor, cognitive, and affective skills for students with disabilities (K)
- **7.B:** Understands curriculum and instructional practices in self-advocacy and life skills relevant to personal living and participation in school, community, and employment (K)
- **7.D:** Recognizes the importance of the development of self-determination and self-advocacy skills for students with disabilities (D)
- **9.A:** Practices within the CEC code of ethics and other standards and policies of the profession (P)
- **9.G:** Knows how to train or access training for paraprofessionals (K)

Early Childhood Special Education

Required Texts

Roopnarine, J. L. & Johnson, J. E. (2013). *Approaches to Early Childhood Education* (6th ed.). Upper Saddle River, New Jersey: Pearson.

Trawick-Smith, J. (2014). *Early Childhood Development: A Multicultural Perspective* (6th ed.). Boston: Pearson.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

National Association for the Education of Young Children: http://www.naeyc.org/

The Division of Early Childhood: http://www.dec-sped.org/

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

A+	=	294 - 300
A	=	279 - 293
A-	=	270 - 278
B+	=	264 - 269
B	=	249 - 263
B-	=	240 - 248
C+	=	234 - 239
C	=	219 - 233
C-	=	210 - 218
D+	=	204 - 209
D	=	189 - 203

D-	=	180 - 188
F	=	< 180

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms.______”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center’s purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

Assignment	Points	Due Date
Discussion Board Posting and Participation	5 points each (x14)= 70 points	Refer to class schedule for due dates
Final Project: Program Design	95 points: **Power point for class presentation (30 pts) **Paper: 65 points	Due week 15
Online Activities	20 points each (x6)= 120 points	Refer to the class schedule for due dates
Professionalism and class participation	1 points each week = 15 points	NA
Total points for class:	300	

***** MINIMUM Technology Requirements*****

Software/Hardware	Description
Operating System	Windows XP (Home/Professional), Macintosh OS X
Processor	1.2 GHz or higher preferred
Memory	256 MB of RAM or higher
Multimedia Ready	Required
USB Port	Required
Monitor	15'' monitor with 800 x 600 resolution capability or larger
Plug-ins	Adobe Acrobat Reader – http://iuware.iu.edu Adobe Flash 9 - http://www.adobe.com/ Windows Media Player 10 or higher- http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx Real Player - http://www.real.com
Browser	Internet Explorer 6.0 or higher OR Firefox 2.0 or higher
Software	Microsoft Office 2003/2007
Internet Connection Speed	Broadband or DSL access is required. An example of possible plans can be found at http://www.att.com/gen/general?pid=10891.This is not an endorsement of AT&T.

COURSE SYLLABUS
ED ECS 513- Spring 2012
Family Systems & Collaboration

Location: Online
Office: Education 203
Instructor: Keith W. Allred
Office Hours: By Appointment
Phone: 426-1548 **Email:** keithallred1@boisestate.edu

Texts: Sileo, N.M. and Prater, M.A. (2012). Working with families of children with special needs. Upper Saddle River, NJ. Pearson.

Harry, B. (2010). Melanie-Bird with a broken wing-A mother's story. Baltimore, MD. Paul H. Brookes Pub.

**There will also be a number of articles to read. The article will either be handed out or accessed via Blackboard.

Course Description:
ED ECS 513
Early intervention models, service delivery, family systems, and collaboration with parents & educators.

Conceptual Framework
Boise State University's conceptual framework, "The Professional Educator," establishes our shared vision in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability.

The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Attendance/Participation
Attendance, including punctuality, along with cooperative, respectful interaction and discussion are considered in the final grade. Each student will carry out a self-evaluation regarding how well s/he assumed responsibility for learning in the course. Students are responsible for getting copies of notes and handouts of any class they miss.

Academic Dishonesty
Student Conduct Program: An excellent guide for students to learn how to avoid being charged with an academic dishonesty violation. Issues such as plagiarism, cheating, and fabrication are discussed as well as the implications students may face if they are found responsible for academic dishonesty.

http://www2.boisestate.edu/studentconduct/studentinformation.html

Performance Standards

NAEYC Standards

- Knowing about and understanding diverse family and community characteristics (2a)
- Supporting and engaging families and communities through respectful, reciprocal relationships (2b)
- Involving families and communities in young children's development and learning (2c)
- Understanding positive relationships and supportive interactions as the foundation of their work with young children (4a)
- Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource (6c)
- Integrating knowledgeable, reflective, and critical perspectives on early education (6d)
- Engaging in informed advocacy for young children and the early childhood profession (6e)

Idaho State Teaching Standards

- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Standard 2: Learning Differences)
- The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content (Standard 4: Content Knowledge)
- The teacher understands how to connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (Standard 5: Application of Content)
- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Standard 9: Professional Learning and Ethical Practice)
- The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Standard 10: Leadership and Collaboration)

DEC Standards
Standard 1: Learner Development and Individual Learning Differences

- Family systems and the role of families in supporting development. (ISCI 1 K4)
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (ISCI 1 K5)
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptionalities, family, and schooling. (ISCI 1 K6)
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptionalities and the family. (ISCI 1 K7)
- Similarities and differences of individuals with and without exceptionalities. (ISCI 1 K8)
- Effects an exceptional condition(s) can have on an individual's life. (ISCI 1 K10)
- Effects of cultural and linguistic differences on growth and development. (ISCI 1 K13)

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. (ISCI 1 K14)
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. (ISCI 1 K15)
- Impact of medical conditions on family concerns, resources, and priorities. (ECSE 1 K5)
- Develop, implement, and evaluate learning experiences and strategies that respect the diversity of infants and young children, and their families. (ECSE 1 S1)
- Support and facilitate family and child interactions as primary contexts for development and learning. (ECSE 1 S3)

Standard 2: Learning Environments

- Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities. (ISCI 2 K4)
- Strategies for crisis prevention and intervention. (ISCI 2 K6)
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. (ISCI 2 K7)
- Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage. (ISCI 2 K8)
- Ways cultures are negatively stereotyped. (ISCI 2 K9)
- Strategies used by diverse populations to cope with a legacy of former and continuing racism. (ISCI 2 K10)
- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued. (ISCI 2 S1)
- Mediate controversial intercultural issues among individuals with exceptionalities within the learning environment in ways that enhance any culture, group, or person. (ISCI 2 S14)

Standard 4: Assessment

- Role of the family in the assessment process. (ECSE 4 K1)
- Assist families in identifying their concerns, resources, and priorities. (ECSE 4 S1)

Standard 5: Instructional Planning and Strategies

- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. (ISCI 5 S12)
- Use strategies to teach social skills and conflict resolution. (ECSE 5 S5)

Standard 6: Professional Learning and Ethical Practice

- Practice within the CEC Code of Ethics and other standards of the profession. (ISCI 6 S1)
- Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional. (ISCI 6 S2)
- Family systems and the role of families in the educational process. (ISCI 6 K7)
- Potential impact of differences in values, languages, and customs that can exist between the home and school. (ISCI 6 K10)
- Personal cultural biases and differences that affect one's teaching. (ISCI 6 K11)
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals. (ISCI 6 S6)
- Engage in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. (ISCI 6 S12)
- Recognize signs of emotional distress, neglect, and abuse, and follow reporting procedures. (ECSE 6 S1)
- Integrate family systems theories and principles into professional practice. (ECSE 6 S2)
- Respect family choices and goals. (ECSE 6 S3)

- Implement family services consistent with due process safeguards. (ECSE 6 S7)

Standard 7: Collaboration

- Models and strategies of consultation and collaboration. (ISCI 7 K1)
- Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program. (ISCI 7 K2)
- Concerns of families of individuals with exceptionalities and strategies to help address these concerns. (ISCI 7 K3)
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members. (ISCI 7 K4)
- Structures supporting interagency collaboration, including interagency agreements, referral, and consultation. (ECSE 7 K1)
- Foster respectful and beneficial relationships between families and professionals. (ISCI 7 S3)
- Assist individuals with exceptionalities and their families in becoming active participants in the educational team. (ISCI 7 S4)
- Collaborate with school personnel and community members in integrating individuals with exceptionalities into various settings. (ISCI 7 S6)
- Use group problem-solving skills to develop, implement, and evaluate collaborative activities. (ISCI 7 S7)
- Apply models of team process in early childhood. (ECSE 7 S1)
- Collaborate with caregivers, professionals, and agencies to support children's development and learning. (ECSE 7 S2)
- Participate as a team member to identify and enhance team roles, communication, and problem-solving. (ESCE 7 S7)

<u>CEC Standards</u>

- **2.D:** Appreciate the strength and skills of each student and the student's relationships within the family, school, and community (D)
- **2.E:** Appreciates the individual development of students with various disabilities and the effect these disabilities have on their lives (D)
- **2.F:** Understand the contributions and life styles of the various racial, cultural and economic groups in our society
- **5.D:** Understands the theories and application of conflict resolution and crisis prevention/intervention (K)
- **8.K:** Collaborates with families and professionals involved in the assessment of students with disabilities (P)
- **10.B:** Understand variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school (K)
- **10.E:** Aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner (K)
- **10.F:** 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 (K).
- **10.H:** Knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support (K).
- **10.I:** Recognizes the importance of the relationship between school and family (D).
- **10.J:** Appreciates the dignity and privacy of students and families (D)

- **10.K:** Respects the unique contribution of family knowledge regarding the child's abilities and needs (D)
- **10.L:** Commits to the role of problem solver as part of the building team (D).
- **10.M:** Facilitates communication between the educational team, students, their families, and other caregivers (P).
- **10.0:** Collaborates with team members to develop effective student schedules (P)
- **10.P:** Communicates the benefits, strengths, and constraints of special education services (P)
- **10.R:** Encourages and assists families to become active participants in the educational team (P)
- **10.S:** 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 (P)
- **10.T:** Communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities (P)

Policy Information

Office of Disabilities
If you have a disability that requires accommodations, contact the Office of Disabilities.
http://www2.boisestate.edu/disabilityservices/index.html

Projects and Assignments

Multi-media Presentation (100 points)
Pairs of students will make a formal presentation near the end of the semester that is based upon an approved book, or other material(s), that focuses on some aspect of effective communication and/or collaboration. Your presentation must address the following issues:

- The history or origin of the approach/method.
- The philosophy of the approach/method
- The theoretical basis of the approach/method
- Primary goal(s) and/or objectives of the approach/method
- Thorough overview of strategies and/or techniques used in the approach/method
- Relevance to family-centered care & practices
- Effectiveness and/or limitations in meeting the needs of diverse families & young children
- Reflections on the approach/method. How does (or doesn't) this approach/method align with what you have learned in this course and your understanding of family-centered care?
- Effectiveness of collaboration [self-evaluation and instructor evaluation]

Each pair will do a 30-40 minute multi-media (Power point) presentation on the book/material you selected. A scoring rubric for the presentation will be provided. Please provide handouts for each member of the class (and instructor) and be prepared to answer questions at the end of your presentation. You are also expected to make your multi-media presentation available to class members.

Family Resource Kit (120 points)

You will develop an electronic portfolio that focuses on various aspects of effective collaboration with diverse families of young children with disabilities. At a minimum, your portfolio (resource kit) will contain three sections. The sections must address:

- Section I Foundational Knowledge of Diverse Families
  - Facts & figures about the diversity of families in Idaho, and the nation
  - Facts & figures about the number of diverse infants/toddlers in ID
  - Facts & figures about number of infants & toddlers receiving EI services in ID
  - Facts & figures about numbers of preschoolers on IEP's in ID
- Section II Effective Collaboration Skills & materials
  - Self-selected info from the Sileo text
  - Info from other relevant courses and/or trainings re collaboration with families
  - Info from multi-media presentations made in class
- Section III External resources
  - Internet sites of national organizations and/or agencies focusing on families
    - Synopsis of group purpose(s), types of resources & services provided
    - Brief description of material(s) available
  - Internet sites of state (ID) and/or regional orgs & agencies focusing on families
    - Synopsis of group purpose(s), types of resources & services provided
    - Brief description of material(s) available

A matrix of the Resource Kit evaluation will be provided. You will provide a paper copy of the kit to the instructor near the end of the semester. A brief reflection paper regarding what you learned regarding types of services & supports for families, and how to make use of such services & supports, will be submitted with your paper copy of the kit. While each kit will be evaluated individually, informal collaboration is encouraged. Grades will not be determined by the weight of the kit/paper submitted !!

Genogram (35 points)

Each student will complete a 3-generation diagram of their family. So, your grandparent's families, your parent's families, and your current family status will be portrayed via the genogram. Handouts with specific information on how to make a genogram will be provided. You will also write a reflection paper addressing the following points: 1) Identify 1-3 crucial events in each of your parent's lives while they were growing up; 2) briefly describe what type of influence(s) your grandparents had on your mother and on your father; 3) briefly describe the influence(s) your grandparents (both sides) have had on your life; and 4) what you have learned about the subtle, or not often talked about, influences in the development of our identity while we are growing up.

Reflection Papers-3 (15 pts each) 45 points

Each student will write a 2-3 page reflection paper on three topics. The first topic is assigned; the other two topics can be chosen from the list below and/or negotiated.

- Discuss what you have to do in order to move from a "secondary" knower to being a "primary" knower, in the context of this course. [Assigned topic]
- Describe what you have discovered about the challenges of becoming "culturally competent" when it comes to working with diverse families, and how you will continue to develop professionally.

- Discuss the need, or lack thereof, the EC professionals to be guided in their work by Family Systems Theory.

- While there is universal agreement that EI and ECSE professionals and parents should collaborate, it is easier said than done. Discuss 2 factors that could undermine your professional collaboration with parents and what you are doing to overcome or minimize those factors.

If you prefer to address a different topic(s) in your last two reflection paper(s), you may meet with me and propose one or more topics/issues that are class related that you will address.

Self-Evaluation (55 points)
The purpose of the self-evaluation is for each student to deliberately and consistently reflect on how much responsibility s/he is assuming for learning. A rubric to use in self-evaluation will be provided.

Grading Procedures
A total of 320 points can be earned. Points are converted to a letter grade in accordance with Boise State University's grading policy. A student can not receive an A in the course unless every assignment is completed.

355-342 = A+	341-331 = A	330-316 = A-
315-306 = B+	305-295 = B	294-281 = B-

Boise State University
ED-SPED 533 Course Syllabus

Course: Teaching Mathematics to Students with Disabilities
Course Number: ED-SPED 533 Section: 001 Schedule: Online
Instructor: Michael Humphrey, Ed. D. Office: E204
E-mail: michaelhumphrey@boisestate.edu Phone: (208) 426-2801
Office Hours: Monday 1:30-4:00 pm
Wednesday 1:30-4:00 pm

Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:
The purpose of this course is to learn about research-based, explicit instruction in mathematics for students with disabilities. Response to Intervention (RTI) and integrated formative assessment and interventions in mathematics are reviewed & practiced.

Texts:
Ma, Liping. (2009). *Knowing & teaching elementary mathematics: Teacher's understanding of fundamental mathematics in China and the United States.* New York: Routledge. ISBN: 9780415873840.

Sherman, H. J., Richardson, L. I., Yard, G. J., & Sherman, H. J. (2009). *Teaching learners who struggle with mathematics: Systematic intervention and remediation.* Upper Saddle River, NJ: Pearson/Merrill. ISBN: 9780136135777.

Idaho State Department of Education. (2007). *Idaho special education manual 2007*. Retrieved January 22, 2008 from, http://www.sde.idaho.gov/site/special_edu/manual_page.htm
"The *Idaho Special Education Manual, 2007*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act (IDEA 04) and meet the guidelines contained within the law."

Accreditation & State Standards	Assessment
Standard #4: Content Knowledge. The teacher understands the central concepts, tools and inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure her mastery of the content.	Content-Based Assessments
Standard #5: Application of Content. The teacher understands how to	Service-Learning

connect concepts and use of differing perspectives to engage learners and critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Reflections
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision-making	Mathematics Assessment Plan/Error Pattern Analysis
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners in the community context.	Lesson Plans
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Mathematics Assessment Plan/Error Pattern Analysis

Excerpt from the Boise State University Policy Manual. Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all candidates. Therefore, all work submitted by a candidate must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Accommodations. Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability. For more information on BSU Disability Resource Center (DRC) see the web site at http://drc.boisestate.edu/

Grading Procedures.

A+	= 97.5%	B	=82.5%	C-	=70.0%
A	=92.5%	B-	=80.0%	D+	=67.5%
A-	=90.0%	C+	=77.5%	D	=62.5%
B+	=87.5%	C	=72.5%	D-	=60.0%

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

Course: Special Education Policies and Procedures
Course Number: ED-SPED 540 Section: 001
Instructor: Jenny Allison, PhD
Office Hours: n/a
e-mail: jenniferallison®boisestate .edu
Phone: Phone conferences available if needed

Conceptual Framework:
The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can Learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
The purpose of this course is to expand students' knowledge of a wide range of legal issues concerning the provision of special education services to students with disabilities. Examination of special education Legislative history including relevant case law wilt provide the framework for understanding current special education policies and procedures according to the Idaho State Department of Education. Learning outcomes include increasing knowledge of the laws affecting special education in the U.S. and developing legally correct and educationally useful Individualized Education Programs (IEPs) for students with disabilities.

Required texts:

Latham, P. 5., Latham, P. H., a MandLawitz, M. R. (2008). Special Education Law. Boston: Pearson.

Idaho State Department of Education. (2007). Idaho Special Education Manual 2007.
Additional materials provided on the course website.

Standards
Standards/Indicators Addressed Assessment
Standard 7: Instructional Planning Skills TEP Case
P1. The teacher develops comprehensive, outcome-oriented Individual Education Study Plans (IEP) in collaboration with IEP team members. (SPED) Mock IEP

Standard 8: Assessment of Student Learning
Ki. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities. (SPED)

K4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery. (SPED) Case Law
K5. The teacher knows the ethical issues and identification procedures for students Briefs with disabilities, including students from culturally and linguistically diverse IEP Case backgrounds. (SPED) Study,
K6. The teacher knows the appropriate accommodations and adaptations for state Quizzes, and and district assessments. (SPED) Final Exam
Dl .The teacher recognizes the rights of students and parents/guardians in the assessment process. (SPED)
D3. The teacher appreciates the legal provisions and guidelines involved in student assessment. (SPED)
Standard 9: Professional Commitment and Responsibility
P2. The teacher adheres to local, state, and federal laws. (CORE)
Standard 10: Partnerships
K5. The teacher understands laws related to students' rights and teachers' Case Law responsibilities. (CORE) Briefs
Ki. The teacher understands current federal and state laws pertaining to students IEP Case with disabilities, including due process rights related to assessment, eligibility, and Study, placement. (SPED) Quizzes, and
K3. The teacher knows the rights and responsibilities of parents/guardians, Final Exam students, teachers, professionals, and schools as they relate to students with disabilities. (SPED)
K6. 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. (SPED)

Assignments
Case Law Briefs: You will select two cases from the Wrightslaw CaseLaw Library (see external Links). You may not choose the following cases, as we will cover these in class:
Board of Education of Henry Hudson Central School District v. Rowley
Timothy W. v. Rochester, New Hampshire School District
Shapiro v. Paradise Valley Unified School District No. 69
Grim v. Rhinebeck Central School District
Cedar Rapids Community School District v. Garret F.
GreenLand SchooL Dist v. Amy N. ex. Ret. Katie C.
N.L. by Ms. C. v. Knox County Schools
White v. Ascension Parish School Board
S.H. v. State-Operated School District of the City of Newark
Honig v. Doe
C.N. v. WiU.mar Public School
Couture v. Board of Ed. of Albuquerque

Rodriguez v. San Mateo Union High School Dist.
O.H. v. Volusia County School Board

Each Case Law Brief is worth 10 points for a total of 20 points.

Discussion Boards You will post to the Discussion Board as assigned. There are 7 Discussion Boards worth 10 points each for a total of 70 points.

Quizzes There will be three quizzes, each covering the material since the previous quiz. Quizzes will be true/false, multiple choice, or short answer. Each quiz is worth 10 points, for a total of 30 points.

Final exam There will be a comprehensive final exam on the last day of class. Questions wilt be drawn from readings and lectures. The exam will be open book and notes. The final exam is worth 50 points.

IEP Case Study You will read a case study and complete all relevant pages of an Idaho IEP. You will follow the procedures for writing measurable goals described in Lignugaris/Kraft, Marchand-Martetla, and MartelLa, 2001. You will be given feedback on each page (see schedule for due dates) so you can make adjustments for the final draft. IEP case study. The final draft is worth 100 points.

Grading
The final grade for this course will be based on the percentage of total points. The total number of points is 270.
100-97% A+
96-94% A
93-90% A
89-87% B+
86-84% B
83-80% B
79-77%
76-74% C
73-70% C-
69-67% D÷
66-64%- D
63-60% D
<60% F

Accommodations To request accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition wilt be regarded as confidential.

Academic Dishonesty
The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows: “Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of alt students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s).”
Violation of this policy will result in failing the assignment in this course.

Important disclaimer
Adjustments in the syllabus are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings and assignments. If changes are necessary, I wilt provide reasonable advance notice and the rationale for changes.

Boise State University
College of Education
Fall 2013

Course Name: Secondary Transition Planning	**Instructor:** Michael Humphrey
Course #: EDSPED 541	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** michaelhumphrey@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course is designed to provide students with knowledge, strategies and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to future careers, continuing education, and independent living. Students will develop knowledge and skills about the context within which adolescence occurs, transition assessment/planning strategies, transition-related content/instruction strategies (including student-focused skill development strategies), and strategies for interacting and collaborating with families and community-based agencies in the transition process.

Idaho State Teaching Standards:

- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional 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*

Course Objectives:
Course content, activities and assignments have been designed so that students will leave the course able to demonstrate:

1. Knowledge of the field of transition from a historical and theoretical perspective including transition delivery systems and models which have been implemented due to federal and state

initiatives.

2. Knowledge of adolescent development of all youth including youth with disabilities within the contexts of families, peer groups, schools, communities and broader society.

3. Understanding of the post-high school outcomes of adolescents with disabilities including how outcomes vary by disability status.

4. Knowledge of the transition-related knowledge and skills necessary for achieving successful postschool outcomes for adolescence with disabilities.

5. Understanding of and skills for administering and interpreting transition-related assessment tools.

6. Ability to use results of transition-related assessments for developing student goals and designing instruction.

7. Understanding of and skills for developing transition plans for students with disabilities

8. Ability to design and implement transition-related instruction to students with disabilities.

9. Understanding of how national, state, and community-based agencies and organizations can support the transition-related needs of students with disabilities.

10. Ability to develop transition-related materials to support collaboration among teachers, families and communities.

Required Texts
A set of required readings and teacher resources are assigned for each week. Readings are to be completed on or before the scheduled date. Students should be prepared to discuss the readings and resources in class. The weekly readings are outlined in the course schedule below and are available electronically through the course site. The readings and resources are organized by week and in the order in which they should be read.

Course Assignments:
Please note that all student-related materials must be written and presented in a confidential manner—making sure to protect the identity and privacy of the individual.

<u>Adolescent Interview</u> (20 points)
You will conduct an interview with one adolescent about different aspects of his or her development and experiences structured by a topic(s) from the first part of the course. We will work on topic choice and potential questions during class time. After completing the interview you will review and interpret the answers provided and relate them to concepts, theories, and research covered in the readings and course lectures on transition and adolescent development. Based on the interview and your interpretation, you will develop three recommendations you would give to adolescents, parents, teachers, and/or agency personnel given what you learned

from your interview. You may pick one audience or include recommendations that cover multiple audiences. You will provide a brief presentation about what you learned and your recommendations.

Your assignment must contain the following (5-7 pages)
1. A description of the person that you interviewed (e.g., basic demographic information).
2. Analysis of the interview that includes the following:
    a. A description/definition of the concept, issue that is illustrated by the interviewee's responses
    b. How your interviewee's responses relate to this concept.
    c. Consistencies and discrepancies between the interviewee's experiences and what research/theory states.
    d. A reflection on what you learned from the assignment (e.g., What surprised you? What did you learn that you didn't know?)
3. Your recommendations to your audience.

Transition Assessment Case Study (20 points)
You will choose a transition-related assessment that you will administer to a student with a disability or at risk for failure (ages 13-20). You will interpret the results of the assessment and develop appropriate postsecondary/instructional goals and accompanying objectives based on the results of the assessment. You will provide a short presentation of your case and reflection.

Your assignment must contain the following:
1. A review of the types, purpose(s), and uses of transition assessment, including issues that one should consider in selection, use, and interpretation. The review should include references to course readings/class content.
2. A description of the assessment you chose and a rationale for your choice.
3. A brief description of the student you are planning to assess (provide information relevant to the assessment).
4. A summary of the assessment results, a description of your interpretation, and the goals and objectives that were created based on the results.
5. A description of how the assessment results informed your development of goals and objectives.
6. A reflection on how the assessment, interpretation, and development of goals and objectives went (e.g., What do you need to learn more about? What might you do differently in the future? What new insights did you learn from the experience?).

Individual Transition Plan (20 points)
You will choose one student with disabilities (ages 13-20) and design or improve on his/her postsecondary transition plan. This can be a student with disabilities on whom you completed your transition assessment or a new student. The plan should include (a) measurable postsecondary goals, (b) documentation of student interests, preferences, and skills/needs, (c) one or more annuals goals or short-term objectives that support the student to achieve their postsecondary goals, (d) one or more transition services to support the student's postsecondary goals, and (d) one more course of study. You will provide a short

presentation on your student's plan and reflection.

Your assignment must contain the following:
1. A review of the purpose(s) of the IEP for transition-age youth and a description of the required components. In the review you will include best practices related to the development and implementation of the plan. The review should include references to course readings/class content.
2. A brief description of the student (e.g., the nature of the disability, educational placement, age, etc.)
3. The completed required IEP transition components for the student outlined in the assignment description.
4. A reflection on how the development of the plan went (e.g., What was difficult for you? What do you want to learn more about? What insights did you learn from doing the plan?)

Transition-related Lesson (20 points)
You will identify a transition-related skill, disposition, and/or knowledge area that you want to teach a group of students or an individual student. You will: (a) develop a lesson plan to teach your chosen skill, disposition and/or knowledge area, (b) identify or develop curricula to teach the skill, disposition, and/or knowledge area, (c) identify or develop an assessment to evaluate student understanding of the concepts being taught, (d) implement instruction of the lesson, and (e) evaluate the effects on student(s) using your assessment to evaluate student understanding. You will provide a brief presentation of your lesson and reflection.

Your assignment must include the following:
1. A review of the types, purposes, and uses of instructional strategies, curricula, and/or programs to promote the successful transition of students with disabilities from school to adult roles (e.g., employment). Include issues related to evidence-based practices, alignment with secondary education reform, and other issues related to incorporating these into the school/community context. The review should include references to course readings/class content.
2. A description of your rationale for your selected area.
3. Your lesson plan including goals, lesson objectives, standards addressed, lesson activities and your assessment of student understanding.
4. A description of the implementation of the lesson: (a) the student(s), (b) the context within which the lesson was taught, (c) instructional or teaching strategies that you used, and (d) summary of the results of the evaluation of student understanding.
5. A reflection on how the lesson went (e.g., What went well and why? What did not go well and why? What might you do differently in the future? What insights did you learn from the experience? What do you need to learn more about?)

Transition Resource Guide (DUE 5/13-20 points)
You will compile/create transition resources that will help you collaborate with families of youth with disabilities and community agencies and other community entities (e.g., employers) that work with this population. These resources should help you know how you can best collaborate with families and community agencies in your professional role. You may choose to focus your guide on a specific group of youth with disabilities (e.g., those

with Autism, ELL), or the guide can cut across youth with disabilities but must be related to transition-needs and issues. You should consult your readings, class content, websites, national, state, local agencies and other entities to gather and create the information and resources to be included in your guide. Be prepared to present an overview of your resource guide and sample materials the last day of class. Your resource guide should include the following parts:

1. A description of the particular focus of your resource guide, a rationale for the focus, and what you did to gather the information and materials for the guide.
2. Resources about and for families:
• A list of important things to consider when interacting with family members.
• A list and description of strategies for initiating and maintaining relationships with families.
• Resources that will help you to work with families in your role as a teacher or other professional.
• Resources that can be given to families that can support their participation in transition-related instruction, meetings, or activities within schools (e.g., information about participation in IEP meetings).
3. Resources about Communities:
• A list of important things to consider in collaborating with community-based agencies in your professional role.
• Identify and list state or community based agencies that can support the transition-related needs of students with disabilities. Describe the agency and the services/supports that each agency provides.
• Resources that will help you to work with state or community-based agencies in your role as a teacher or other professional.
• Resources that can be given to students or families that provide clear information about how to access and use various community supports/resources/agencies that can support the transition-related needs of students with disabilities.

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: "Dear Dr. Hampshire or Professor Hampshire". First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: "Dear Mr. or Ms.______". Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.

- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

ED-SPED 552: Instructional Strategies for Special Educators, Spring 2014

Created: December 10, 2013

Instructor: Dr. Evelyn Johnson
Office hours: by appointment
Phone: 208-426-2189
Email: evelynjohnson@boisestate.edu
Course Hours: on-line

Course Description and Objectives

This course has two primary objectives:

1) To help students learn about current research on instructional practices for students with disabilities
2) Conducting an action research project related to interventions/strategies.

As a result of completing this course, you will be able to:

- Apply the initial procedures of problem formulation and literature review
- Conduct online library research to find scholarly sources that will provide a context and foundation for the articulation of a research problem
- Know and apply research-based interventions to practice, and monitor student progress using research-based tools
- Identify sources that will provide data for their research
- Develop a plan for data collection
- Analyze data gathered from research, report results in written form, and develop an action plan based on those results

***Required Resources*:**
This course does not use a text. Reading materials are outlined on the course website.

Recommended Texts:
American Psychological Association (2009) *Publication Manual of the American Psychological Association.* 6th ed., Washington, DC: APA.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Outline of Activities

Please see the weekly modules for information about course assignments.

Discussion Board (DB) Postings: With the exception of your introductory post, DB posts consist of two primary types:

Initial post (5pts)-respond to DB topic including at least one reference to course readings. Reference in APA format

Response post (5pts)-substantive response to one or more peer comments that is written in response to someone else's initial post. It is generally a good idea to provide a reference here as well.

Due dates for DB posts are listed on the corresponding course module on Blackboard.

Assignments:
You will complete a sequence of tasks, including problem formulation, data collection, analysis, reporting of findings, and finally, action planning, toward completing your action research project. See course modules for guidelines and scoring rubrics for specific assignments.

Action Research project:
You will investigate (review in literature, implement, collect data, display findings) a research-based intervention in one of three academic areas: reading, writing or math. Researching available options, identifying potential solutions, implementing them and determining their effectiveness through the use of progress monitoring tools will provide new information that supports your contribution toward effective teaching. See "course project" link on blackboard for further detail.

Breakdown of Possible Points:

Discussion Board Posts	30 %
Assignments	35 %
Final Project	35 %

Course Schedule

Schedule: This is just an outline of course topics, please consult the Blackboard Course Site for a full list of weekly assignments.

Week	Topic
1	Introduction: What is evidence-based instruction?
2	Evidence-based, research-based, scientifically based instructional practices
3	Evidence-based Practices in Reading

4	Evidence-based Practices in Reading
5	Evidence-based Practices in Reading
6	Evidence-based Practices in Math
7	Evidence-based Practices in Math
8	Evidence-based Practices in Math
9	Evidence-based Practices in Writing
10	Evidence-based Practices in Writing
11	Evidence-based Practices in Writing
12	Final project

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. ***Late assignments are not accepted***.

Communication: Because this is an online course, checking email and blackboard is extremely important. ***If correspondence from the instructor regarding an individual student's work and/or grades is not followed up with within 3 days, the current state of the assignment or grade will be submitted as final*.**

Academic Integrity Policy. The official Boise State University policy on Academic Dishonesty is in effect in this course. That policy reads as follows:

"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)" (Student Policies and Procedures, Article 2, Section 16, April 2001).

Accommodations. To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+	< 60% = F
96 – 94% = A	76 – 74% = C	
93 – 90% = A-	73 – 70% = C-	
89 – 87% = B+	69 – 67% = D+	
86 – 84% = B	66 – 64% = D	
83 – 80% = B-	63 – 60% = D-	

Boise State University
Course Syllabus

Course: Positive Behavior Program
Course Number: ED-SPED 554 online **Section: 4146**
Instructor: Michael Humphrey, Ed. D. **Office: E204**
E-mail: michaelhumphrey@boisestate.edu **Phone: (208) 426-2801**
Office Hours: Tuesday 2:40-4:40 p.m. (online-chat room)
Thursday 3:00-6:00 p.m.
Or by appointment (via telephone or online)

Required Texts

Idaho State Department of Education. (2013). Idaho *Special Education Manual 2013*. Available on Course Blackboard website. Retrieved from, http://www.sde.state.id.us/SpecialEducation/manual.asp

"The *Idaho Special Education Manual, 2013*, is designed to help you understand the provisions of the Individuals with Disabilities Education Improvement Act and meet the guidelines contained within the law."

Additional reading materials will be made available through the course blackboard web site.

Recommended Reference

APA. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington D.C.: American Psychological Association.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description:

This course gives an in-depth indication of functional behavioral assessment and positive behavior intervention strategies, with special attention to behavioral issues with students who have emotional/behavioral disabilities (EBD) and behavior exceptionalities. This course is designed to present an insightful examination of the issues that are apparent when providing special education services to students with behavioral issues. Specifically, this course will focus on several main areas:

- Relevant litigation
- Characteristics of students with emotional disturbance and behavioral exceptionalities
- Positive behavior and intervention support systems (PBIS)
- Data collection, evaluation and instructional techniques for students with EBD
- Accommodations and modifications
- Teaching and management strategies/techniques
- Research in the field of special education and students with EBD.

Commitment to Diversity. ED-SPED 554 strives to fulfill Boise State University's Diversity Requirement. As such, it seeks to help students gain:

1. Knowledge about individuals with emotional/behavioral disabilities,
2. Self-awareness of their own perspectives on emotional/behavioral disability,
3. Skills in working more effectively with individuals who have emotional/behavioral disabilities,
4. Greater understanding of both the historical as well as contemporary functions of special education programs in the schools, and
5. A more complete understanding of the historical roles of individuals with emotional/behavioral disabilities in society.

Commitment to Technology. ED-SPED 554 also strives to fulfill Boise State University's commitment to technology. As such, it seeks to help students gain:

1. Knowledge about technology and its applications for students with disabilities,
2. Knowledge about technology and its application in the field of education
3. Greater understanding of advancements in technology and possible applications,
4. Skills in working with technology.

Standards/Indicators Addressed	**Assessment**
Standard 8: Social Development Accomplished teachers of students with exceptional needs cultivate a sense of efficacy and independence in their students as they develop students' character, sense of civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.	Discussion Board, FBA/BIP, Lesson Plans
Standard 9: Assessment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about students learning and development and to help students reflect on their own progress.	Discussion Board, FBA/BIP
Standard 10: Learning Environment Accomplished teachers of students with exceptional needs design and select a variety of assessment strategies to obtain useful and timely information about student learning and development and to help students reflect on their own progress.	Discussion Board, Research, Lesson Plans
Standard 12: Family Partnerships Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to understand their children and to achieve common educational goals.	Discussion Board, Research, Lesson Plans
Standard 13: Reflective Practice Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and strengthen the quality of their practice.	Discussion Board, Research, FBA.BIP

Grading Scale:

A+ = 97.5%
A =92.5%
A- =90.0%
B+ =87.5%
B =82.5%
B- =80.0%
C+ =77.5%
C =72.5%
C- =70.0%
D+ =67.5%
D =62.5%
D- =60.0%

Rubrics and work examples will be provided for each assignment.

All assignments must be handed in electronically:
Please do this through the course site in the assignments area located on the left-hand side of the screen, http://blackboard.boisestate.edu/.

Late Assignments:
Late/lost assignments/assessments will be penalized -5% per day being late. This is a stiff penalty I understand, but it is necessary in order for me to provide you with quality feedback given our time schedule.

Accommodations:
To request academic accommodations for a disability, contact the Disability Resource Center, Admin 114, (208) 426-1583. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential, http://drc.boisestate.edu/faculty/index.cfm?subsection_id=48.

Excerpt from the Boise State University Policy Manual:
Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent her/his own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s) (Student Policies and Procedures, Article 2, Section 16, April 2001), http://www.boisestate.edu/osrr/.

Blackboard Academic Suite:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Online Privacy:
Please read the Boise State University's policy on online privacy, http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm.

Technical Requirements:
If you have any questions regarding the use of Blackboard Academic Suite, please review the following, http://itc.boisestate.edu/BbSupport/BbDocs/general/WhatisBlackboard.htm.

Blackboard Assistance:
email: blackboard@boisestate.edu
phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)
location: Education Building - Room 420

I reserve the right to modify the syllabus and schedule at any time. Revisions to the course syllabus/schedule will be documented in an announcement on the Blackboard course site

Boise State University
College of Education
Fall 2013

Course Name: Foundations of Practice in ECSE	**Instructor:** Patricia Hampshire, PhD
Course #: ED-ECS 510	**Office Hours:** By appointment
Location: Online	**Phone:** 426-5464
Days: NA	**Office:** E205
Time: NA	**Email:** PatriciaHampshire@boisestate.edu

The Conceptual Framework: The Professional Educator
Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description
This course explores what constitutes evidenced-based practices in special education and targets the use of causal designs. We consider how programmatic lines of research develop and discuss what it means for an intervention to have the potential to significantly impact practice. We value theoretically based research as the gold standard for increasing the knowledge base in special education and education as a whole. We examine the unique contributions from meta-analyses, research syntheses, and literature reviews to deepen ones' understanding of a given topic. Throughout the course we critically read specific and exemplary interventions in special education that were designed for children, youth and adults with severe disabilities, individuals with special needs identified in early childhood, students whose needs include transition, as well as students with high incidence disabilities and students at-risk for negative school outcomes in order to illustrate important constructs that enhance the quality of intervention research. Students who successfully complete this course apply concepts involved in understanding evidence-based practices in special education in a field-based project that is personalized for the applicant's primary field within special education.

Idaho State Teaching Standards:

- *Standard #2: Knowledge of Human Development & Learning. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.*
- *Standard #3, Modifying Instruction for Individual Needs. The teacher understands how students differ in their approaches to learning and creates*

instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

- *Standard #1: Subject Matter. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students*
- *Standard #6: Communication Skills The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.*
- *Standard #7, Planning for Instruction: The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, curriculum goals and instructional strategies.*
- *Standard #4, Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Readings:

Boudah, D. (2011). *Conducting educational research: Guide to completing a major project*. Thousand Oaks, CA: Sage Publications, Inc. **Required**

American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.*). Washington, D.C.: Author. **Required**

Competencies:

By the end of the semester, each student will demonstrate:
l. Knowledge of the role of theory in special education research.

2. Knowledge of multiple quantitative methodologies, which might be used to expand the knowledge base in special education.

3. Knowledge of constructs that are critical to the development of credible intervention research including, but not limited to the following: robustness of independent variable, Hawthorne effects, treatment validity, inter-rater reliability, appropriateness of measurement strategy and design, non-equivalent dependent variables, etc.

4. The ability to describe and critique empirical research with respect to type of research, hypotheses, sampling, design, procedures, and statistical analysis.

5. An understanding of how research in special education can inform educational practices.

6. Awareness of how to develop and test modifications of evidence-based interventions based on presenting characteristics of particular populations

The course focuses on helping you understand how researchers develop and evaluate interventions and standards for deciding which forms of instruction should be considered best practice – and for whom, under which circumstances, and so on. It also is intended to teach you to decide when to invest your own time and energy into learning something new in a clinical or educational setting, as you hear claims about “innovative” methods or the latest approach.
Learning how to evaluate educational research requires a great deal of specialized knowledge – so much so, that there are generally several types of research methods courses available to graduate students.

Good research depends on more than the way participants are compared. It is important to understand other factors involved in intervention research, such as the way independent variables are conceptualized, the way dependent variables are measured, learning whether the intervention was delivered as planned, whether the intervention provided reliable, meaningful, and had lasting change and to whom.

As an educated consumer of research, you will want to be able to apply these skills in your professional life. You will want to do more than complete a series of exercised in a class for academic credit. You will want to decide for yourself, based on a careful read of selected published research accounts, whether to pursue what others recommend. You will be able to evaluate the research yourself, and then try out what seems reasonable to pursue.

Your final recommendations are likely to be informed by both theory and practice – which also means that you will have bridged this famous divide yourself.

Course Activities to Obtain Goals:
• _*Reading common articles*: We will use a small set of articles that have been chosen to illustrate important intervention research designs. You will be given questions to think about to guide your reading before class and are asked to come prepared to discuss the reading with peers.

• _*Learning from mini-lectures*: You are not expected to have an advanced understanding of statistics before taking this course. I will explain concepts such as effect sizes, percentage of non-overlapping data, significance levels, and other concepts *as they arise in articles we read* so that the content of the readings becomes more meaningful and to help you learn how to critique research. My hope is that you ask questions, as we explore these concepts, because you will need this knowledge to be successful on the midterm.

• _*Applying ideas from theory to practice*: You will each choose one intervention topic to explore for the semester. Some students choose a topic that has been the focus of a prior paper. The most important criteria for choosing the topic is that you believe it has potential to be valued as an evidence-based practice, and that you have not used this particular intervention before. This application should be an opportunity for personal growth – and you will have a chance to discuss many of your thoughts about how to develop your own modification for the intervention in class. Information for writing the results of this project are provided later in the syllabus and we will have ample time for questions.

• _*Critical abstracts*: You will complete two mini-writing assignments that have been created to help ensure you are comfortable with the formal requirements of critiquing published research. We will do this together in class before you attempt it on your own. Moreover, you will receive feedback the first time you try this task without penalty. In other words, I want you to learn how accomplish this rather than having you meet a standard set of expectations the first time you try this task. You are asked to learn from your mistakes, however, as well as class discussion.

Course Requirements:
1. Quality of class participation is essential (20%). You are to read all assigned material before class and discuss these readings, and ask questions, in class. See online rubric for how this portion of your grade is calculated. You are also expected to complete class work in a small group (2-3 students) to support each other as you work towards completion of the semester paper (see # 4 below). Your class participation grade will impact the grade you earn for this course.

2. Students will write two short papers using specific criteria, in the form of a critical abstract after reading empirical journal articles (10% each, total = 20%). We will draft one critical abstract collaboratively in class before the first assignment is due.

3. Midterm (25%). You will complete a take home exam consisting of a three-page paper on one research article (given 2 to choose from). You will be given one class session to start the exam (and ask questions as needed) and asked to finish it at home. The specific requirements of the exam will be provided at that time and will require application of course content up to that point.

4. Research-to-Practice Application on a selected topic in the field of education. This assignment is intended to teach skills that enable teachers, clinicians, and direct service providers in special education to bridge the "research-to-practice" gap. It is designed to allow the student to directly test knowledge gained from intervention research in a new area of interest. In essence, after reading, summarizing, and critiquing 4-6 primary research studies, each student will implement a modified intervention using children or youth with whom s/he works (See pages 10-11 for grading rubric). A 5-8 page paper will include a reaction to and reflection of the *process* and *intervention outcomes*. The paper is worth 35% of course grade and includes an informal presentation to peers on the last day of the semester.

Helpful Websites

APA formatting: http://owl.english.purdue.edu/owl/resource/560/01/

APA presentation: http://flash1r.apa.org/apastyle/basics/

Council for Exceptional Children:
http://www.cec.sped.org/AM/Template.cfm?Section=About_CEC

Additional Required Readings (available on Blackboard):

TBD

Grading Policy:

GRADING SCALE

A+	>98%		
A	94-97%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	68-69%
B-	80-83%	F	<67%

Student Expectations

Online Behavior**:** Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional online behaviors that are considered by the instructor to be unprofessional include: (a) providing in appropriate feedback to classmates that is critical and not constructive in nature, (b) posting last minute responses in the discussion board that does not allow for ample response time, and (c) not coming to the discussion board and collaborative activities prepared causing a lack of meaningful participation and/or effort on the part of the student.

Person-First Language:
It is important for each person to be recognized first as an individual, secondarily described by their area of disability. Person-first language should become a natural part of your conversations. For example, you are not working with an autistic child, but with a child who has autism. You are not working with a developmentally delayed child, but with a child who has developmental delays.

Professional Communication:
When emailing the professor for any course professionalism is essential. For example, begin your email with: “Dear Dr. Hampshire or Professor Hampshire”. First names are not appropriate unless the professor has clearly stated this preference. When communicating with collaborating teachers in the field or other site supervisors this same courtesy should be provided. In this case emails should begin with: “Dear Mr. or Ms.______”. Please remember that emails are a permanent record so please be clear, concise and respectful.

University and College Policies and Information

ADA**:** If there is any student who has special needs because of any disability, please go to the Office for Students with Disabilities to report your needs and provide documentation of your disability for certification. Please feel free to discuss this issue with me, in private, if you need more information.

Writing Center: The Writing Center provides free tutoring to any students interested in improving their writing abilities. The center tutors will assist you with all aspects of writing. For example, tutors will help you learn to identify paper topics and generate ideas for them, plan and organize drafts, and rewrite and edit your papers. The center's purpose is not to correct or proofread final drafts for you, but to help you learn strategies that good writers use during the process of writing. You may visit the center for assistance with any writing project for this class. Call 426-1298 or go to http://www.boisestate.edu/wcenter/

Boise State University Online Privacy Notice: Information for students regarding e-mail, personal disclosures, data retained about students, acceptable use, online behavior, academic honesty, and publication and distribution of student work. http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm

Library contact: For help with finding research articles or resources at the library, contact Margie Ruppel at 426-1323 or margieruppel@boisestate.edu. She is the reference librarian for education and can help with locating sources or research. She is the reference librarian for education and can help with locating sources or research.

Plagiarism and Intellectual Honesty

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another's work without documentation. It doesn't matter if the work is that of a published author, an unpublished co-worker, or another student. Plagiarism also occurs when a person passes off another person's ideas as his or her own; merely casting another writer's ideas in different words doesn't free one from the obligation to document one's source. Finally, plagiarism occurs when graphic images are borrowed without attribution.

A student who plagiarizes will be excluded from the course, will receive a final grade of F, and may be referred to the Office of Student Rights and Responsibilities for disciplinary action. Other penalties may include academic probation, suspension, or expulsion from school. With this in mind, keep all preliminary work you do for each assignment. For instance, you should print hard copies of each draft or make separate electronic files. Should you turn in an assignment that appears to me to have been plagiarized, you will want to be able to show evidence of your work: notes, outlines, drafts, and other such material. If you are unable to do so, then we have a serious problem.

If you have any questions about plagiarism, talk to me. You can also find further clarification in *A Manual for Writers of Term Papers, Theses, and Dissertations*; the *MLA Handbook for Writers of Research Papers*; the *Boise State Student Code of Conduct*; the Student Conduct Program; and the Student Online Privacy Notice.

Assignments, Evaluation Procedures, and Grading Policy:

Below is an explanation of assignments, activities, and assessments due throughout the term. Due dates for each item are listed in the course schedule. Policies for late assignments:

- Discussion posts must be posted in a timely manner according to the course's scheduled due dates. Discussions submitted late will not be graded. Students' discussions are enhanced and learning strengthened when postings and discussion are substantive and distributed throughout the week, with 2–4 days of participation per week as a minimum. Points may be deducted if a student does not follow these guidelines.
- Assignments submitted late due to agreements between student and instructor for preplanned absences and due to emergency absences do not receive any grade reduction for tardiness.
- Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive grade reduction for the assignment as follows: Activities submitted late will have a **10% penalty for the late submission if the paper is 1-2 days late**. **3-4 days late will result in a 20% penalty. 5-6 days late will result in 50% penalty. Papers seven or more days late will not be graded.**
- Late assignments may not receive the same level of written feedback as do assignments submitted on time. A pattern of chronic lateness in submitting assignments may result in a reduction in the course grade.

Discussion Board: Initial posts are due on Wed. by midnight each week. Two responses to classmates are then due by Sunday at midnight. Initial responses must be 2-3 paragraphs in length and must include at least one APA in-text citation to the readings for the week. In addition, you must include an end reference for that in-text citation. Responses to classmates should help to extend the conversation and you are expected to continue the conversation with the class as the week progresses. Two responses to classmates does not mean you only post twice. You should be engaging in discussion on the DB 2-4 days per week.

Activities: To expand our discussions and provide a forum for applying key course content, every module will have 1-2 activities. Details for these activities can be found in the module.

Participation and Professionalism: It is vitally important that you participate in the activities on a weekly basis. This course is designed to give you the same level of content and interaction that you would have in a traditional face-to-face class. Please remember that everyone comes to this class with a different background and it is important that we respect each other and make the classroom a safe place. If at any time, I see behavior that is working against this goal, I will contact you directly to set up a time to talk in person.

Final Paper: Directions for the final paper and presentation will be provided in week 9.

ED-SPED 557: Universal Design & Assistive Technology

Instructor: Lisa Beymer
Email: lisabeymer@boisestate.edu
Office Phone: (208) 426 ï 5424
Campus Office: Education Building #209
Office Hours: Tuesday, Wednesday, Friday 9am ï 1pm; Monday, Thursday 3pm ï 5pm
Available for phone call, video call, or additional office hours by request.
Course Hours: Online

Course Description and Objectives

Description: Principles of universal design for learning that promote inclusive learning. Focus on theoretical frameworks and practical applications of instructional design. Adaptive and assistive technology to support the specific needs of students with disabilities.

As a result of completing this course, you will be able to:

- Understand the initial features of Universal Design for Learning (UDL), as well as evidence-based support for UDL in instruction
- Gain knowledge and skills necessary to apply principles of UDL for supporting students with learning disabilities
- Explore ways to make existing technology approaches accessible for students with learning disabilities
- Research current issues and opinions of online learning within education in regards to students with learning disabilities
- Gain knowledge and skills necessary to identify appropriate assistive technology tools to aid in academic instruction and independent living skills
- Create online materials and activities for students with learning disabilities, using assistive technology tools
- Collect, evaluate, and synthesize information for specific areas of assistive technology available for use for students with disabilities

Required Text:
Bryan & Bryant (2012). *Assistive Technology for People with Disabilities, Second Edition.* New Jersey: Pearson Education, Inc.

Additional reading materials are outlined on the course Blackboard website.

Recommended Text:
American Psychological Association (2009) *Publication Manual of the American Psychological Association.* 6th ed., Washington, DC: APA.

Course – Department Standards Alignment

Key Element **Standard**	*Where Addressed*
Content Knowledge & Professional Foundations **Curricular Content Knowledge** 2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.	1.3. Discussion Board 1.4. Annotated Bib 2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.5. Accessible Document 4.3. Online Module 5.6. QIAT Matrix 8.2. Annotated Bib 8.3. Review of Research SL Project
Instructional Pedagogy **Programs, Services, and Outcomes** 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.	2.3. Curriculum Barriers 2.4. UDL Lesson Plan 3.3. Evaluating a Website 3.6. Mac Accessibility 4.3. Online Module 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project
Instructional Pedagogy **Research and Inquiry** 4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice. 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.	1.3. Discussion Board 1.4. Annotated Bib 8.2. Annotated Bib 8.3. Review of Research
Professionalism and Collaboration **Leadership and Policy** 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.	5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 6.6. AT Vendors 7.4. Virtual Tour SL Project

Professionalism and Collaboration **Professional and Ethical Practice** 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. 6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.	3.3. Evaluating a Website 3.6. Mac Accessibility 5.3. AT Product Matrix 5.6. QIAT Matrix 6.5. Instructional Software Checklist 7.4. Virtual Tour SL Project
Professionalism and Collaboration **Collaboration** 7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.	5.6. QIAT Matrix 6.5. Instructional Software Checklist SL Project

The Conceptual Framework

The Professional Educator: Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

BSU Shared Values: Our University core Values are academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness. I encourage and expect these shared Values from all students through all collaboration and discussion that occurs in our class.

- *Academic Excellence* ï engage in our own learning and participate fully in the academic communityôs pursuit of knowledge.
- *Caring* ï show concern for the welfare of others.
- *Citizenship* ï uphold civic virtues and duties that prescribe how we ought to behave in a self-governing community by obeying laws and policies, volunteering in the community, and staying informed on issues.
- *Fairness* ï expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.
- *Respect* ï treat people with dignity regardless of who they are and what they believe. A respectful person is attentive, listens well, treats others with consideration and doesnôt resort to intimidation, coercion or violence to persuade.
- *Responsibility* ï take charge of our choices and actions by showing accountability and not shifting blame or taking improper credit. We will pursue excellence with diligence, perseverance, and continued improvement.
- *Trustworthiness* ï demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

Grading and Assignments

Assignments: See the weekly modules on the course Blackboard site for detailed information about individual assignment grading. Assignments are due by 11:59pm the last day of the Module in which they are assigned as indicated in the course schedule, unless otherwise stated on the course Blackboard site under the specific assignment. *Please be sure to look closely at individual assignment due dates, as they may vary depending on purpose in the course*. See below for information regarding late assignments.

Late Policy: In education (particularly special education), being late to meetings or with deadlines can result in negative performance evaluation and/or failure to meet legal obligations. Being on-time is also a sign of respect to your colleagues, students, and student families.

Therefore, it is important to practice the skills of punctuality in person and with our work. Any assignment turned in after the due date/time will be docked 10 points for each day that it is late. A student is allowed 2 late assignments within the semester. *If more than 2 late assignments are submitted at any time in the semester, a student's Final Grade will automatically be dropped by an entire letter grade.* Late assignments on Final Projects will not be accepted or graded ï they will become an automatic 0 in the Gradebook.

Missing Assignment Cap: To ensure that each student in the course is provided the opportunities to learn and apply the concepts of the coursework, no student should be missing more than 1 assignments at any time throughout the semester. *If a student reaches more than 1 missing assignments, their Final Grade will automatically be dropped a letter grade. For every missing assignment above 1, their Final Grade will be dropped another letter grade.* (For example, a student with a Final Grade of an A who reaches 2 missing assignments will automatically be dropped to a Final Grade of a B. If this student is missing a 3rd assignment, their Final Grade will be dropped to a C. And so forth.)
Note: A late assignment can only be turned in a maximum of 2 days after it is no longer worth any points. (Refer to Late Policy for point value deductions.)

Assignment Redo/Resubmit: Students are permitted 1 redo/resubmit assignment per semester. If they are unsatisfied with a grade they received on an assignment, they must contact the Instructor no later than 1 week after the assignmentôs original due date to request the redo. From the time that the Instructor and Student agree to the redo, the Student has 1 week to resubmit the assignment for a final grade.

Instructor Availability: I am very quick to respond to emails. Any email sent to me Monday through Friday (before evening) will be answered within 48 hours, and typically sooner. Any email sent Saturday or Sunday is not guaranteed to be answered before Monday. I am available by office phone during my office hours. In order to get the timeliest help on coursework, please plan accordingly and ask questions early/often.

Semester grades will be calculated based on the following percentage breakdowns, which will combine to create your Final Grade:

Breakdown of Percentages towards Final Grade:

Discussion Board Posts	10 %
Assignments	55 %
SL Project	20 %
Quizzes	15 %

Final Grade Percentage Range

A+	= 97.5%	C+	= 77.5%
A	= 92.5%	C	= 72.5%
A-	= 90.0%	C-	= 70.0%
B+	= 87.5%	D+	= 67.5%
B	= 82.5%	D	= 62.5%
B-	= 80.0%	D-	= 60.0%

Course Policies

Attendance/Participation: This is an online course; therefore, there will be no live class meetings. By the end of each Module, students are expected to read and study all assigned materials as necessary to understand the information and complete assignments.

Disability Accommodations:
If you have a documented disability and need modifications, please contact the Disability Resource Center, Admin 114, (208) 426-1583 to request academic accommodations for a disability. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential. Please complete these steps before or at the start of the semester so that your instructor is aware and can provide any necessary accommodations.

Academic Integrity: The official Boise State University policy on Academic Integrity is in effect in this course. <u>Violation of this policy will result in failing this course.</u> That policy reads as follows: *"Cheating or plagiarism in any form is unacceptable. The University functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts, and current understanding. Academic dishonesty also includes submitting substantial portions of the same academic course work to more than one course for credit without prior permission of the instructor(s)."*

Syllabus Adjustments:
Adjustments in the syllabus may be necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments or assignment due dates. If changes are necessary, I will provide notice and rationale for the changes. Please regularly check our Blackboard course Announcements, as well as your BSU email, for such changes.

Student Samples: I enjoy collecting exemplary student assignment samples as they are turned in throughout the semester. This allows me to provide future students an idea of what my expectations are for these assignments. (FYI: I remove all names or other identifying information, so your work will remain anonymous.) If you do <u>not</u> want me collecting any of your work, please tell me at the beginning of the semester. Otherwise, I may or may not remember to ask before I collect your work.

Course Outline of Activities

Schedule: This is just an outline of course topics and module dates. Please consult the courseȇs Blackboard Site for a full list of weekly assignments and instructions.

Week	Module	Topic	Assignments
1 ***8/26***	**1** Ends: 9/8	Universal Design for Learning (UDL)	Please see course Blackboard site for Assignments and Instruction
2 ***9/2***			
3 ***9/9***	**2** Ends: 9/22	UDL Application	Please see course Blackboard site for Assignments and Instruction
4 ***9/16***			
5 ***9/23***	**3** Ends: 10/6	Introduction to Assistive Technology & Making Existing Technology Accessible	Please see course Blackboard site for Assignments and Instruction
6 ***9/30***			
7 ***10/7***	**4** Ends: 10/20	Online Learning Issues	Please see course Blackboard site for Assignments and Instruction
8 ***10/14***			
9 ***10/21***	**5** Ends: 11/3	Assistive Technology (AT) for Specific Disability issues	Please see course Blackboard site for Assignments and Instruction
10 ***10/28***			
11 ***11/4***	**6** Ends: 11/17	AT in Academic Instruction	Please see course Blackboard site for Assignments and Instruction
12 ***11/11***			
13 ***11/18***	**7** Ends: 12/8	AT in Independent Living	Please see course Blackboard site for Assignments and Instruction
November 25th – 29th : Thanksgiving Holiday			
14 ***12/2***	**7** Ends: 12/8 *(continued)*	AT in Independent Living *(continued)*	Please see course Blackboard site for Assignments and Instruction
15 ***12/9***	**8** Ends: 12/13* End of Fall 2013 Semester	Research on UDL and AT	Please see course Blackboard site for Assignments and Instruction

*Final Projects will be due during the week of December 16th, in lieu of a Final Exam.

Service Learning

"The best way to find yourself is to lose yourself in the service of others." Mahatma Gandhi

Introduction

What is Service Learning?: ñService-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.ò (Boise State Service-Learning Program)

- Examples: Videos of BSU SL Projects

Service Learning at Boise State: ñService-Learning is a course-based, credit-bearing educational experience by which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.ò (Boise State Service-Learning Program)

BSU Service Learning Mission: **"**The Service-Learning Program facilitates campus-community partnerships by providing tools, trainings, and hands-on opportunities to enhance student learning, meet critical community needs, and foster a culture of community engagement.ò (Boise State Service-Learning Program)

Purpose & Commitment to Service-Learning: "Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility" (Boise State Service-Learning Program).

- *Purpose:* Students in ED-SPED 333 will provide services to community organizations that strive to enhance the lives of students with disabilities. These services are meant to provide students with hands-on learning opportunities that will help to solidify key ideas discussed in the course.

Why do Service Learning?: There are many components of Service Learning that can impact both the learner and the community.

- *Addressing community needs*: Persons with disabilities who have needs high enough to require assistive technology devices or accommodations often have a difficult time accessing environments and tasks that persons without disabilities may find mundane. Through the hope of providing a more inclusive community for those persons with disabilities, we first need to address the issue of providing information and understanding from the perspective of the person with the disability.
- *BSU student benefit*: While the obligations of Service-Learning can be daunting at first, it is frequently reported as one of the highest-regarded experiences that BSU students encounter. The social benefits that students receive are high, providing experiences of service that may not otherwise be available.

- *Relation to course theory:* Putting your current course theory into practice solidifies the learning process and allows for generalizability of the course material. Service-Learning also allows the students to share their current learning and expertise with those around the community who do not have access to the information.
- *Respecting commitments:* Students who commit to and complete Service-Learning projects have a respect for the idea of valuing commitments. Service-Learning requires time away from campus, reflection of student experience, and volunteerism of personal time. Building this type of commitment early in a student's career will encourage continued service later in life and teach valuable lessons on responsibility and commitment.

Service-Learning in ED-SPED 557

Overview: Each student will work collaboratively with a group of other ED-SPED 557 students to complete their Service-Learning project this semester. Though this will be a collaborative effort, each studentŝ experiences in SL will be different; therefore, your reflection and participation in discussion of these experiences will be highly valuable to your own learning and the learning of your peers. Your grade for this project will be based on your participation and the products that you develop throughout the SL process.

- *Indirect Service:* Our course will be following an Indirect Service-Learning model through BSU's SL subarea of technical skill application: "Student teams will design projects that address the needs of a particular population."
- *Service Hours:* Students will be expected to dedicate 20 – 25 hours to their portion of the Service Learning project. Specific duties completed within these hours will be determined based on assignments within your 557 group.

Project: Public Service Announcement (PSA)

- *Overview*: Students will be writing, directing, capturing, and distributing a Public Service Announcement. Students in 557 will work in a group to complete this SL project.
- *Focus:* The focus of the PSA will be to enlighten, inform, and encourage ideas for inclusion for persons with developmental disabilities. We will connect our course content by using themes of UDL and assistive technology when portraying this message of inclusion.
- *Community Partner*: 557 students will be creating this PSA for the Idaho Council on Developmental Disabilities. The ICDD has agreed to consider each PSA for distribution and/or revision for their public awareness campaign. Learn more about the ICDD here.
- *Purposes*: There are many reasons why this particular SL Project was chosen for our 557 course. They are including, but not limited to, the following purposes:
  - To collaborate with peers on current issues in special education
  - To encourage promotion and advocacy for all students with disabilities
  - To create meaningful resources for use by community agencies, advocacy groups, schools, and families
  - To connect with our civic obligation as educators in promoting highest possible quality of life for students with disabilities

Assignments: There will be numerous steps to complete this SL Project with your group, all of which will be evaluated and included in your final SL Project grade. Some assignments will be based on individual efforts, but the majority will be based on your work within the group dynamic.

- *Reflection Journal:* Entries into this online journal will account for 150 points of your final SL Project grade. Please see **Reflection** section below for further descriptions.
- *PSA Activity Sheet:* We will be following the guidelines of the PSA Activity Sheet document to complete this SL Project. Please see our course Bb site for all necessary tools and materials.
    1. Step 1: Thinking about PSAs – to be submitted by the end of Module 2
        - Document to Complete: Step 1 Review Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    2. Step 2: Choosing Your Topic – to be submitted by the end of Module 2
        - Document to Complete: Step 2 Topic Note Sheet
        - Only 1 group document needs to be submitted to the Instructor
    3. Step 3: Thinking About Solutions – to be submitted by the end of Module 4
        - Document to Complete: Step 3 Solutions Note Sheet
        - Only 1 group document needs to be submitted to the Instructor.
    4. Step 4: Planning Your Own PSA – to be submitted by the end of Module 5
        - Document to Complete: Step 4 Planning Note Sheet
        - Document to Complete: PSA Script Outline
        - Only 1 group document needs to be submitted to the Instructor

  As groups complete the four steps of the PSA Activity Sheet, individual group member work contributions will be determined by the group as a whole. Distribution of workload will be discussed and agreed upon by the group.
- *Storyboard*: Based on your group's progress through the PSA Activity Sheet, you will create a storyboard of your 30-second PSA. Your team will use the PSA Storyboard template that I have created and uploaded to Blackboard. The template should be completed so accurately that anyone who looks at it will be able to understand the movement through your PSA. Your Storyboard should account for each second of your 30-second PSA. To be submitted by the end of Module 6.
- *PSA Recording*: After your group has completed their Storyboard, you will record your 30-second PSA based on the Storyboard timeline. Your group has two methods of recording to choose from:
    1. Video Recording: I have 2 digital video cameras available for student use. Groups can choose to videotape their PSA using one of these cameras. Several video editing programs are free for student use through BSU if necessary, and I am available to help edit videos with students. Students can also attempt to record the PSA with no errors. Please do not record any individuals who have not provided permission to do so, and be respectful in the location that you choose for recording.
    2. Image and Voice Recording: Students can choose to use digital images or clip art images to compile their PSA. Voice recordings or text will be required to deliver the PSA's message. Again, editing programs are free for students and

I am willing to help with editing. A digital camera is available for student use through request from me.

Again, distribution of work in this activity should be discussed and determined by the group as a whole. After this PSA Recording and editing activity, your 30-second PSA will be complete! To be submitted by 11:59pm on December 20th.

Note: As an additional incentive, the ICDD (our community partner) has donated prizes for the group whose PSA is chosen for distribution or revision by ICDD. See our Bb course site for more details.

- *Self-Evaluation*: Using our Teamwork Evaluation Rubric, you will provide a self-assessment grade of your overall work on the SL Project that will be averaged with your teammates' ratings of your work on the SL Project. Please see the *Teamwork Evaluation* description below for further details. Students will receive 20 points simply for rating themselves using the Teamwork Evaluation Rubric. To be submitted by 11:59pm on December 20th.
- *Teamwork Evaluation:* Using our Teamwork Evaluation Rubric, you will be asked to evaluate the participation and effort of each of your SL Project teammates. As every member will be evaluating one another, an average of Rubric scores will be taken and translated into a person's individual grade out of 100 points. To be submitted by 11:59pm on December 20th.
    1. For example*:* Johnny received scores of 3, 5, 4, 3 from his four team members and rated himself at a score of 4 on the Teamwork Evaluation Rubric. His overall individual grade on the Rubric would be a 3.8 of 5, which would translate to a 76% or 76/100 for the gradebook under Teamwork Evaluation.

Reflection: To follow along with BSUôs vision for SL, we will be implementing reflection into our SL Project. The goal of this reflection process is to ñconnect service to course theory and larger social issues, foster critical thinking, and active citizenship and helps in the evaluation of student progress.ò

- *Overview*: Throughout the semester, each 557 student will maintain a Reflection Journal of their experience in this SL project. This Reflection Journal will be available on our course Blackboard site, with access only to the student and the course Instructor. Reflection Journal entries will be completed three times throughout the semester, according to our course schedule (please see the course syllabus and course Blackboard site for exact dates).
- *Focus*: The purpose behind this Reflection Journal is to create meaningful connection between the student's experience, the SL Project and purpose, and the course content. This Reflection Journal will prompt students to think more deeply on matters pertaining to the SL Project and our course of study, allowing real-life scenarios to strengthen their knowledge of the course content.
- *Effective Reflection*: This Reflection Journal is not set up for students to respond at a superficial level with little engagement or critical reflection. I am not interested in purely descriptive accounts of your experience in the SL Project; rather, I am highly interested in your reflection lending itself to the higher-order thinking skills (i.e. think Bloom's Taxonomy) that you expect from your own students in the classroom

setting. Therefore, in these Reflection Journal entries students should consider addressing the following reflection prompts:

- Course Theory Focus Questions
  - Analyze how the course content relates to the service experience, including key concepts that can be used to understand events and guide future behavior;
  - Apply the course materials and the service experience to you and your person life, including your goals, values, attitudes, beliefs, and philosophy
- Issue Focus Questions
  - When considering the purpose behind our SL Project and its message, describe what you perceive as the underlying issue and why it exists in our society. Include ideas on what it would take to positively impact the situation (for individuals, communities, education, and government)
- Client Focus Questions
  - What stereotypes are you confronting about the people you are serving with this SL Project? Have you reconceptualized these stereotypes? If so, what information led you to do this?
- Self-Focus/Personal Development Questions
  - What personal qualities (i.e. leadership, communication skills, compassion, etc.) have you developed through this SL Project? How will these qualities help you in the future?
- Civic Focus Questions
  - What can you do with the knowledge you gained from this SL Project experience to promote change in the community, in your school, or in the state as a whole?
  - How do your own personal/professional lifestyle choices affect this issue? Is there anything you are doing that perpetuates the situation?
  - How has your orientation to or opinion about this issue changed through this SL Project experience?

➢ *Evaluation*: Each student entry into their Reflection Journal will be evaluated based on the standard "557 Reflection Rubric" provided to you by the Instructor (via our course Blackboard site). Each entry is worth a possible 50 points towards the student's final SL Project grade. An entry is due by 11:59pm on the last day of Module 2, 5, and 8 (December 20th).

Assignment Name	Items to Complete	Points Possible
Reflection Journal	3x Bb journal entries	50 points each, 150 points total
Thinking about PSAs	Step 1 Review Note Sheet	50 points
Choose Your Topic	Step 2 Topic Note Sheet	50 points
Thinking About Solutions	Step 3 Solutions Note Sheet	50 points
Planning Your PSA	Step 4 Planning Note Sheet PSA Script Outline	50 points each, 100 points total
Storyboard	PSA Storyboard	200 points
Self-Evaluation	Teamwork Evaluation Rubric	20 completion points

Teamwork Evaluation	Teamwork Evaluation Rubric	100 (based on %age)
Total SL Project		**720 points**

Sharing the Service Learning Experience

Expansion & Presentation: Poster presentations happen in many forms and are common events in K-12 education to stimulate interest in programs, professional development and motivate professionals to explore the related content and services. The Boise State Service Learning Department holds exhibitions highlighting your work in the community. If you choose to participate, please visit this site for more information: http://servicelearning.boisestate.edu/students/sl-student-exhibition

EDSPED 558: Data-based Decision Making

Instructor: Jenny Allison, Ph.D.
Email: jennyallison@boisestate.edu

Course Description

In this course graduate students will consider theory and principles of test development and validation. The emphasis of the course will be on both theoretical and practical issues of educational and psychological measurement under classical test theory. Following a review of basic measurement, tests, and statistical concepts, the two major concepts of classical test theory, reliability and validity will be discussed and reviewed in detail.

The primary objective of the course is to develop the knowledge and skill levels of students in the interpretation of educational and psychological test data. Additionally, students will learn how tests are constructed and used as instruments of educational and psychological theory. Finally, students will understand the implications and practical issues related to the selection, evaluation and use of measurement instruments.

Prerequisites:
EDCIFS (Basic Stats)
EDCIFS 511 Assessment and Evaluation

***Required Resources*:**
Crocker, L., & Algina, J. (2006). *Introduction to classical and modern test theory.* Belmont, CA: Cengage Learning

Recommended Texts & Articles:
Linn, R. L. (Ed.). (1989). Educational measurement (3rd ed.). New York: Macmillan.

Allen, M. J., & Yen, W. M. (1979). Introduction to measurement theory. Monterey, CA: Brooks/Cole

AERA, APA & NCME (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.

Messick, S. (1989). Validity. In R.L. Linn (Ed.), Educational measurement (3rd ed., pp. 13-103). New York: Macmillan.

Messick, S. (1996a). Standards-based score interpretation: Establishing valid grounds for valid inferences. Proceedings of the joint conference on standard setting for large scale assessments, Sponsored by National Assessment Governing Board and The National Center for Education Statistics. Washington, DC: Government Printing Office.

Messick, S. (1996b). Validity of Performance Assessment. In Philips, G. (1996). Technical Issues in Large-Scale Performance Assessment. Washington, DC: National Center for Educational Statistics.

Moss, P.A. (1992). Shifting conceptions of validity in educational measurement: Implications for performance assessment. Review of Educational Research, 62, 229-258.

Course Goals and Justification

By the end of the course, you will be able to:

- Describe legal issues and ethical standards related to educational assessment
- Perform quantitative and qualitative item analysis
- Calculate measures of central tendency and variance
- Compute Pearson Product-Moment Correlation
- Interpret different types of standard scores.
- Discuss the concepts of reliability and validity
- Identify different types of reliability and validity and discuss how each is determined and used.
- Define sources of measurement error.
- Discuss procedures for developing standardized tests.
- Identify current, controversial issues in the area of testing and assessment.

Conceptual Framework: The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The coursework and related experiences in the areas of curriculum and instruction, school improvement, research methods, field experiences, cognate studies, and dissertation provide students with the basis for a more complete understanding of what schools are and can be, insights into the complexities of teaching and learning, and collaborative experiences in working toward measurable and positive effects upon educational programs and student learning.

Course Outline of Activities Schedule

Week	Topic	Text Chapter*	Assignments Due
1	Overview & Intro to measurement theory	1	
2	Statistical Concepts for Test Theory and Scaling	2 & 3	Chapter 2 Exercises 3, 8, 18 Chapter 3 Exercise 1
3	Test Construction	4	Ch 4 Exercises 1, 5, 6
4	Test Scores as Composites	5	Mid-term exam 1 Ch 5 Exercises 2 & 3
5	Reliability & Classical True Score	6	Ch 6 Exercises 2,5,6
6	Procedures for Estimating Reliability	7	Ch 7 Exercise 1 & 2
7	Generalizability Theory	8	Ch 8 Exercises 1-3 Mid-term exam 2
8	Validity	10 Messick Unified Concept of Validity	Ch 10 Exercise 2 & 7
9	Procedures for prediction and classification	11	Ch 11 Exercises 1 & 3
10	Bias	12	Ch 12 Validity Reflection paper due
11	Factor Analysis	13	Ch 13 Ex 1
12	Item Analysis	14	Ch 14 Ex 1 & 2
13	Item Response Theory	15 Reece IRT article	Ch 15 Ex 4
14	Setting Standards	18	Ch 18 Ex 4
15	Norms & Standard Scores	19	Ch 19 Ex 1 & 2
	Final Exam		

Additional reading assignments (e.g. articles & websites) will be posted on the Blackboard course site.

Assignments

Chapter Exercises: Each week selected exercises are assigned and due. All other text exercises are optional.

Reflection*:* In a 3-5 page reflection paper, you will discuss issues related to Messick's unified concept of validity.

Midterm Exams: There are two mid-term exams during this course, one during week 4 and a second during week 7.

Final Exam: There is a final exam for this course – please consult the catalog/calendar for the schedule.

Breakdown of Possible Points:

Chapter Exercises	30 %
Reflection	15 %
Midterm Exams	20 %
Final	35 %

Course Policies

Assignments: See the schedule of assignments. Assignments are due on the date indicated in the course schedule. Late assignments are not accepted.

If you have a documented disability and need modifications, please contact the Office of Disability Services (426-1583) and inform your instructor.

Grading

The final grade for this course will be based on the percentage of total points.

100 – 97% = A+	79 – 77% = C+	< 60% = F
96 – 94% = A	76 – 74% = C	
93 – 90% = A-	73 – 70% = C-	
89 – 87% = B+	69 – 67% = D+	
86 – 84% = B	66 – 64% = D	
83 – 80% = B-	63 – 60% = D-	

SUBJECT

Idaho Standards for Initial Certification of Professional School Personnel - New standards for Computer Science and Engineering.

Proposed Rule Amendment IDAPA 08.02.02.004, Rules Governing Uniformity, Incorporation by Reference.

REFERENCE

February 19, 2015	Adoption by the State Board of Education of BSU Engineering Program, BSU Computer Science Program and BSU Special Education Program

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code
Idaho Administrative code, IDAPA 08.02.02 - Rules Governing Uniformity

BACKGROUND/DISCUSSION

Standards Additions

The Professional Standards Commission (PSC) strives to be proactive in meeting the needs of Idaho's students. There is an immediate need for endorsements and standards in STEM (Science, Technology, Engineering and Mathematics) education related fields. The PSC convened a team of experts in the field of computer science and engineering who are secondary computer science, engineering, and technology teachers, as well as representatives from the Computer Science and Engineering departments in Idaho's Institutions of Higher Education (IHEs). National computer science and engineering standards were reviewed, in addition to reviewing standards developed by other states in this field. The PSC has reviewed this work and has recommended approval of the committee's proposed standards language.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Standards for Initial Certification of Professional School Personnel are the standards that each institution of higher education teacher preparation program must be in alignment with to maintain their approval as a teacher preparation program. Once the Board approves amendments to the standards, or new standards, the IHE's have three (3) years to come into compliance with the new standards. The institutions may choose to come into compliance at any time prior to that date. Following any amendments to the standards they are incorporated by reference in Administrative Rule and have the force of law. All public and private approved teacher preparation programs must comply with the standards.

The Board approved two (2) programs at the February 2015 Board meeting, in compliance with the new standards for computer science and engineering programs. Completers of these programs will be able to apply for the applicable computer science endorsement or engineering endorsement on their teaching certificate, should those endorsements be approved by the Board at a future date. Currently there are no endorsements specific to these subject areas, however, the Department will be bringing forward a request to create them at a future Board meeting.

BOARD ACTION

I move to approve the addition of Computer Science and Engineering standards to the Idaho Standards for Initial Certification of Professional School Personnel as submitted in attachment 2.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

I move to approve the proposed rule change to IDAPA 08.02.02.04.01, Rules Governing Uniformity, Incorporation By Reference as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.
The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on ~~August 15, 2013~~April 16, 2015. Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov. ~~(3-20-14)~~(- -)

IDAHO STANDARDS FOR INITIAL CERTIFICATION OF

PROFESSIONAL SCHOOL PERSONNEL

Idaho State Board of Education

Idaho State Department of Education

July 1, 2017

(Date for Teacher Preparation Program Approval Accountability)

(State Board of Education Approval - ~~August 14, 2014~~April 16, 2015)

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Idaho Standards for Initial Certification of Professional School Personnel Summary & Background

Overview of the Past Standards

The early standards for initial certification in Idaho were based on the 1989 National Association of State Directors of Teacher Education and Certification (NASDTEC) standards. These standards were "input-based", meaning a candidate was recommended for initial certification based on credits and content of courses successfully completed (transcript review).

Example - Past (input-based) Standard Format, Biological Science:

Twenty (20) semester credit hours to include at least six (6) credit hours of course work in EACH of the following areas: Botany and Zoology (some course work in physiology is also recommended).

The standards were seriously outdated, and Idaho was in danger of losing its partnership with the National Council for Accreditation of Teacher Education (NCATE), which is the nationally recognized teacher education program accreditation body. In addition to being a benchmark for program quality, NCATE partnership helps Idaho program completers gain certification reciprocity opportunities with other states.

In 2000 Idaho adopted new standards based on the Interstate New Teacher Assessment and Support Consortium (INTASC) model. These standards reflected a move to "performance-based" outcomes, meaning a candidate is recommended for initial certification based on the demonstration of what they know and are able to do.

In 2012 a committee of education experts was convened to review and revise the Idaho Core Teacher Standards. After thoughtful consideration, the committee recommended adopting the newly revised InTASC Model Core Teaching Standards (April 2011) as published. No substantive changes were recommended by the committee. The committee did recommend a formatting change to the ten InTASC Model Core Teaching Standards to match the rest of the existing Idaho Standards for Initial Certification of Professional School Personnel.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Each proposed standard is broken down into two areas:

- Knowledge (what the candidate needs to know)
- Performance (what the candidate is able to do).

The performance, therefore, is the demonstration of the knowledge and dispositions of a standard. As the demonstration of a standard, the performances will also guide a teacher-education program review team when evaluating for program accreditation.

Revised Idaho Core Teacher Standards (InTASC 2011)

The "Idaho Core Teacher Standards" apply to **ALL** teacher certification areas. These are the 10 basic standards all teachers must know and be able to do, regardless of their specific content areas. These standards are described in more detail with knowledge and performances in the first section of this manual. The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning; Content; Instructional Practice; and Professional

Responsibility. The summary of each standard is:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Foundation and Enhancement Standards

The Core Teacher Standards apply to **ALL** teacher certification areas. The Foundations and/or Enhancements for each content certification area are behind the Core Standards in this manual, alphabetically.

Foundation and Enhancement Standards refer to additional knowledge and performances a teacher must know in order to teach a certain content area. The Foundation and Enhancement Standards, therefore, further "enhance" the Core Standard.

Example of content area Enhancements:

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

In other words, Core Standard 1 basically states that the teacher must know the subject and how to create meaningful learning experiences.

Examples an Enhancement to Standard 1:

For Language Arts: The teacher integrates reading, writing, speaking, listening, viewing, and language study.

For Math: The teacher applies the process of measurement to two-and three-dimensional objects using customary and metric units.

In this way, the Idaho Core Teacher Standards, Foundation Standards and Enhancement Standards are "layered" to describe what a teacher in the content area must know and be able to do in order to be recommended to the state for initial certification.

Important enhancements for several content areas do not fall under the ten Core Teacher Standards. For example, a science teacher must provide a safe learning environment in relation to labs, materials, equipment, and procedures. This does not fall under an area that **every** teacher needs to know. Therefore, it is Standard 11 under Science. (See the graph for further illustration and titles of additional standards in subject areas.)

In no case are there more than 12 overall standards for any subject area.

Pupil Personnel and Administrator Certification Standards

There are several certification standards for pupil personnel professionals and school administrators that are also addressed through the Idaho teacher certification processes.

- School Administrators
- School Counselors
- School Nurses
- School Psychologists
- School Social Workers

Because of the unique role of these professionals, their standards are independent of the Core Standards but are still written in the same performance-based format: Knowledge and Performances.

The Process of Idaho Standards Development and Maintenance

The move to INTASC based standards was developed in 1999 and 2000 with task groups from around the state composed of a variety of Idaho education stakeholders including teachers, higher education representatives, parents, school administrators, business people, and others.

Each task group averaged 5-10 people, for a total of over 250 participants statewide.

Members of the Idaho's MOST Standards Committee formed by the State Board of Education and standards-writing Task Groups together have dedicated a total of over 4,000 volunteer hours on development of these standards.

The Professional Standards Commission (PSC) continuously reviews/revises 20% of the standards per year. The review process involves teams of content area experts from higher education and K-12 schools. The standards are then reviewed by the PSC and presented to the Idaho State Board of Education for approval. Once approved, they are reviewed by the State Legislature and become an incorporated by reference document in State Board Rule.

The Idaho Core Teacher Standards were revised in the spring of 2012 to align with the InTASC Model Core Teaching Standards (April 2011). Starting with the 2012-2013 standards review cycle, committees of education experts were convened to review and revise the content area standards according to both current national standards and the InTASC Model Core Teaching Standards (April 2011).

Idaho Core Teaching Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Core Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

2. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

2. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Disposition

1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development
2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

3. The teacher takes responsibility for promoting learners' growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2. The teacher understands students with exceptional needs, including those associated with disabilities

and giftedness, and knows how to use strategies and resources to address these needs.

3. The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the

discipline.

4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.

8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

3. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5. The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. The teacher develops and implements supports for learner literacy development across content areas.

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

2. The teacher takes responsibility for aligning instruction and assessment with learning goals.

3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands content and content standards and how these are organized in the curriculum.

2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

2. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Disposition

1. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

3. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

2. The teacher know how to use learner data to analyze practice and differentiate instruction accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for

educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

8. The teacher uses and generates meaningful research on education issues and policies.

9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

2. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

4. The teacher takes responsibility for contributing to and advancing the profession.

5. The teacher embraces the challenge of continuous improvement and change.

Standards for Bilingual Education and

ENL (English as a New Language) Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

(Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

6. (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Performance

1. (Bilingual only) The teacher is articulate~~s~~ in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish~~es~~ between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the influence of culture on student motivation and classroom management.

¶Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2. The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3. The teacher understands the extent of time and effort required for language acquisition.

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.
3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Performance

1. The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.
3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

GLOSSARY OF TERMS

ACTFL Proficiency Guidelines

A nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL)
An organization for world language professionals of K-12 and higher education

Articulatory System
The mechanism by which the sounds of a language are produced~~.~~

Bilingual Education Program
An educational approach that uses two languages to promote academic success, bilingualism, biliteracy, and multiculturalism

Biliteracy
The ability to read and write in two languages

Code-switching
A change by a speaker or writer from one language or variety of language to another at the word, phrase, clause, or sentence level (TESOL, 2010)

English as a New Language (ENL)
Refers to the teaching of English to speakers of other languages

Inflectional Endings
Grammatical markers or suffixes used in standard conventional language production
Primary Language
An individual's most developed language~~.~~

Register
The usage of language in a particular social context

ADDITIONAL RESOURCES

National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu

Center for Research on the Educational Achievement and Teaching of English Language Learners
www.cal.org/create **CREDE** www.crede.org **NABE** www.nabe.org **TESOL** www.tesol.org **CARLA** www.carla.umn.edu **REFERENCES**

Teachers of English to Speakers of Other Languages, Inc. (2010). *TESOL/NCATE standards for the recognition of initial TESOL programs in P-12 ESL teacher education.* Alexandria, VA: Author.

Idaho Foundation Standards for Communication Arts Teachers

In addition to the standards listed here, communication arts teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Journalism Teachers or (2) Idaho Standards for Speech and Debate Teachers.

The following knowledge and performance statements for the Communication Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge
1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.
6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

Performance
1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

***Standard 2: Knowledge of Human Development and Learning** - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

***Standard 3: Modifying Instruction for Individual Needs** - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*

***Standard 4: Multiple Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

***Standard 5: Classroom Motivation and Management Skills** - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

***Standard 6: Communication Skills** - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

***Standard 7: Instructional Planning Skills** - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

***Standard 8: Assessment of Student Learning** - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

***Standard 9: Professional Commitment and Responsibility** - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

***Standard 10: Partnerships** - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*

Idaho Standards for Journalism Teachers

In addition to the standards listed here, journalism teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the journalism teacher standard are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition and processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, and business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, and the Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic law.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.

2. The teacher presents and requires students to apply the techniques of design and layout.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Idaho Standards for Speech and Debate Teachers

In addition to the standards listed here, speech and debate teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Communication Arts Teachers.

The following knowledge and performance statements for the speech and debate teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assured attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the models of interpersonal communication.

2. The teacher knows the processes of hearing and listening.

3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).

5. The teacher understands rhetorical theories and practices.
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).

7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8. The teacher understands the necessity of adapting public speaking styles and skills to various media.

9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu,

extemporaneous, oratory, and debate).

13. The teacher knows how to identify and minimize communication anxiety.

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction in presenting for various media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for minimizing communication anxiety.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who

demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Idaho Standards for Computer Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Computer Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. These standards were influenced and developed through use of the standards set forward by the International Society for Technology Education (ISTE) and the Computer Science Teachers' Association (CSTA).

The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands digital citizenship.

Performance

1. The teacher promotes and models digital citizenship.

2. The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Performance

1. The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online

environments that support effective and engaging learning.

2. The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

Performance

1. The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.

2. The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands data representation and abstraction.

2. The teacher understands how to effectively design, develop, and test algorithms.

3. The teacher understands the software development process.

4. The teacher understands digital devices, systems, and networks.

5. The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

6. The teacher understands the role computer science plays and its impact in the modern world.

7. The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.

8. The teacher understands the many and varied career and education paths that exist in Computer Science.

Performance

1. The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:

   i. Effectively uses primitive data types.

   ii. Demonstrates an understanding of static and dynamic data structures.

   iii. Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.

   iv. Effectively uses modeling and simulation to solve real-world problems

2. The teacher effectively designs, develops, and tests algorithms. The teacher:

   i. Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.

   ii. Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.

   iii. Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.

   iv. Effectively uses two or more development environments.

   v. Demonstrates knowledge of varied software development models and project management strategies.

   vi. Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.

3. The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

   i. Demonstrates an understanding of data representation at the machine level.

   ii. Demonstrates an understanding of machine level components and related issues of complexity.

   iii. Demonstrates an understanding of operating systems and networking in a structured computing system.

   iv. Demonstrates an understanding of the operation of computer networks and mobile computing devices.

4. The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:

i. Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.

ii. Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.

5. The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

Performance

1. The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.

2. The teacher develops student understanding of online safety and effectively communicating in online environments.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands the creation and implementation of multiple forms of assessment using data.

Performance

1. The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

Performance

1. The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.

2. The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.

3. The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

Performance

1. The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.

2. The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

Performance

1. The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.

2. The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.

3. The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the process and value of partnerships with industry and other organizations.

Performance

1. The teacher is active in the professional computer science and industrial community.

Idaho Standards for Blended Early Childhood Education/ Early Childhood Special Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Early Childhood Blended Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of development and learning of young children are integrally linked and different from those of older children and adults. Thus, programs serving young children should be structured to support those unique developmental and learning characteristics. The early childhood educator will extend, adapt, and apply knowledge gained in the professional education core for the benefit of children from birth through grade three.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).

2. The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.

3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.

4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The educator understands the elements of play and how play assists children in learning.

6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).

9. The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

Performance

1. The educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The educator knows that family systems are inextricably tied to child development.

2. The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.

3. The educator understands how learning occurs and that young children's development influences learning and instructional decisions.

4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.
3. The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).

Performance

1. The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).

Performance

1. The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).

2. The educator uses instructional strategies that support both child-initiated and adult-directed activities.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge
1. The educator understands the importance of routines as a teaching strategy.

2. The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.
3. The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.

4. The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.

5. The educator understands crisis prevention and intervention practices.

6. The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.

2. The educator embeds learning objectives within everyday routines and activities.

3. The educator creates an accessible learning environment, including the use of assistive technology.

4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The educator creates an environment that encourages self-advocacy and increased independence.

6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.

7. The educator conducts functional behavior assessments and develops positive behavior supports.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

Performance

1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.

2. The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).

3. The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs).

4. The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.

5. The educator evaluates and links children's skill development to that of same age peers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Performance

1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.

3. The educator collaborates with families and professionals involved in the assessment of children.

4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The educator understands NAEYC Licensure and DEC Personnel Standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.
¶*Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*

Knowledge

1. The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.

2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The educator knows community, state, and national resources available for young children and their families.

4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.

5. The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics. .

2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child’s development and learning.

3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for young children and their families.

5. The educator creates a manageable system to maintain all program and legal records for children.

6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.

4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space **S**ciences, **T**echnology, **E**ngineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.

5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.

6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic

society and interdependent world.

7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.

8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.

9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.

11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Performance

1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.

6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.

2. The teacher systematically progresses through the multiple levels of intervention, beginning witthe least intrusive.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the importance of teaching and re-teaching classroom expectations.

2. The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Performance

1. The teacher consistently models and teaches classroom expectations.

2. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster

learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Engineering Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Engineering Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

2. The teacher understands how to design developmentally appropriate engineering activities and assignments.

Performance

1. The teacher designs and implements developmentally appropriate engineering activities and assignments.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.

3. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Performance

1. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.

2. The teacher provides appropriate accommodations that allow students to access academic content.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the 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 knows the components of an effective classroom management plan.

4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.

5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.

6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.

Performance

1. The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.

2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.

3. 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, as well as clearly communicating curriculum goals and learning objectives.

4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.

5. 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.

6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.

7. The teacher engages students in individual and cooperative learning activities that helps the students 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).

8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the principles and concepts of engineering design.

2. The teacher understands the role of mathematics in engineering design and analysis.

3. The teacher understands the role of natural and physical sciences in engineering design and analysis.

4. The teacher understands the ethical issues and practices of the engineering profession.

5. The teacher understands the importance of team dynamics and project management in engineering projects.

Performance

1. The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.

2. The teacher can demonstrate the effects engineering has on the society, the environment and the global community.

3. The teacher is able to work in a learning community/project team.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

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.

5. The teacher knows the symbols, terminology, and notations specific to engineering.

6. The teacher recognizes the importance of oral and written communication in the engineering discipline.

Performance

1. The teacher is a thoughtful and responsive listener.

2. The teacher adjusts communication so that it is developmentally 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, listening, and in using other mediums, consistent with engineering practices.

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.

8. The teacher uses the symbols, terminology, and notations specific to engineering.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

2. The teacher understands the purposes of formative and summative assessment and evaluation.

3. The teacher knows how to use multiple strategies to assess individual student progress.

4. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.

5. The teacher knows how to use assessments in designing and modifying instruction.

6. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.

7. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.

8. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.

9. 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 to enhance the 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 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.

4. The teacher monitors student assessment data and adjusts instruction accordingly.

5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher understands how to apply knowledge regarding 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, 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 designs an engineering curriculum that aligns with high school and postsecondary

engineering curricula.

2. The teacher designs curriculum to meet community and industry expectations.

3. 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.

4. 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.

5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.

6. The teacher develops and utilizes student assessments that align with curriculum goals and objectives.

7. The teacher modifies instructional plans based on student assessment and performance data.

8. The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.

9. The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands 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, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).

3. The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.

4. The teacher knows how to apply integrative STEM pedagogy.

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.

4. The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.

5. The teacher uses practitioners from industry and the public sector as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

2. The teacher is knowledgeable about the different career opportunities for engineering.

3. The teacher knows the Code of Ethics for Idaho Professional Educators.

3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.

4. The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.

5. The teacher knows where to find and how to access professional resources on teaching and subject matter.

6. The teacher understands the need for professional activity and collaboration beyond the school.

7. The teacher knows about professional organizations within education and his/her discipline.
8. The teacher understands the dynamics of change and recognizes that the field of education is not static.

9. The teacher knows how to use educational 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 educational technology to enhance productivity and professionalism.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

2. The teacher is aware of community issues and needs for design opportunities.

3. The teacher is aware of the importance of professional learning communities.

Performance

1. The teacher is able to adapt lessons to address community needs using the engineering design process.

2. The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.

3. The teacher collaborates with other teachers across disciplines, as well as community partners.

Glossary

Engineering: The profession in which knowledge of the mathematical and natural sciences gained by study, experience, and practice is applied with judgment to develop ways to utilize economically the materials and forces of nature for the benefit of mankind.

Engineering Design Process: A systematic problem-solving strategy, with criteria and constraints, used to develop many possible solutions to solve or satisfy human needs or wants and to narrow down the possible solutions to one final choice.

Engineering Technology: The part of the technological field that requires the application of scientific and engineering knowledge and methods combined with technical skills in support of engineering activities; it lies in the occupational spectrum between the craftsman and the engineer at the end of the spectrum closest to the engineer.

Integrative STEM: The application of technological/engineering design based pedagogical approaches to intentionally teach content and practices of science and mathematics education concurrently with content and practices of technology/engineering education. Integrative STEM Education is equally applicable at the natural intersections of learning within the continuum of content areas, educational environments, and academic levels.

Technology: Technology comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *These standards were aligned to the 2011 InTASC Model Core Teaching Standards and the 2012 NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts. The language was written by a committee of content experts and has been adopted verbatim.*

The Learner and Learning

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance

1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.

2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).

3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’

opportunities to learn in ELA.

2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g. workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Content Knowledge

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.

3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g. planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.

4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.

4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Instructional Practice

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.¶**Performance**

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.

3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.

4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.

2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect

knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and_instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media., and knowledge about students' linguistic and cultural backgrounds.

Professional Responsibility

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Idaho Standards for Gifted and Talented Education Professionals

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Gifted and Talented Education Professional Standards are widely recognized, but not all-encompassing or absolute indicators that candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

The Idaho Standards for Gifted and Talented Education Professionals incorporate the National Association for Gifted Children (NAGC) and the Council for Exceptional Children (CEC) Gifted Educator Preparation Standards (2014).

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, his/her content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts in 2013, and has been adopted verbatim.*

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. Beginning gifted education professionals understand the variations in learning and development between and among individuals with exceptionalities.

2. Beginning gifted education professionals understand the social and emotional issues of individuals with gifts and talents (e.g., perfectionism, underachievement, risk taking, and asynchronous development).
3. Beginning gifted education professionals understand the theories related to the highly sensitive nature of individuals with gifts and talents.

4. Beginning gifted education professionals understand the moral and ethical challenges of individuals with gifts and talents.

5. Beginning gifted education professionals understand the need for appropriate social and emotional counseling of individuals with gifts and talents.

6. Beginning gifted education professionals understand the common misconceptions, myths and stereotypes about individuals with gifts and talents.

Performance

1. Beginning gifted education professionals demonstrate their knowledge of variations in learning and development between and among individuals with gifts and talents by creating meaningful and challenging learning experiences.

2. Beginning gifted education professionals identify, evaluate, develop, and implement strategies and resources to address the social and emotional needs of individuals with gifts and talents.

3. Beginning gifted education professionals engage students in learning opportunities that develop moral and ethical dispositions.

4. Beginning gifted education professionals advocate for individuals with gifts and talents by debunking common misconceptions, myths and stereotypes associated with giftedness.

Supporting Explanation for Standard 1:

From its roots, gifted educators have placed the learning needs of the individual at the center of gifted education instruction. Gifted educators have altered instructional variables to optimize learning for individuals with gifts and talents. Development of expertise begins with a thorough understanding of and respect for similarities and differences in all areas of human growth and development. Like all educators, beginning gifted educators first respect individuals with gifts and talents within the context of human development and Individual learning differences. Not only do beginning gifted educators understand advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence, but they also understand how exceptionalities can interact with development and learning, and modify developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with gifts and talents.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. Beginning gifted education professionals understand how language, culture, economic status, family background, age, gender, learning disabilities, and other disabilities can influence the learning of individuals with gifts and talents.

Performance

1. Beginning gifted education professionals identify and provide appropriate differentiated curriculum that targets individual students' needs with respect to an individual's high performing capabilities in intellectual, creative, specific academic, leadership areas, or ability in the performing or visual arts.

2. Beginning gifted education professionals use understanding of development and individual differences to respond to the needs of individuals with gifts and talents.

Supporting Explanation for Standard 2:

Beginning gifted educators understand the variation in characteristics between and among individuals with and without gifts and talents. They know exceptionalities can interact with multiple domains of human development to influence an individual's learning in school, community, and throughout life. Moreover, they understand that the beliefs, traditions, and values across and within cultures can influence relationships among and between students, their families, and the school community. Furthermore, these experiences of individuals with exceptionalities can influence the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning gifted educators are active and resourceful in seeking to understand how primary language, culture, family, and learning disabilities interact with the individual's gifts and talents to influence academic and social abilities, attitudes, values, interests, and career and post-secondary options.

These learning differences and their interactions provide the foundation upon which beginning gifted educators differentiate instruction, create adaptations and instructional support in order to provide developmentally meaningful and challenging learning for individuals with exceptionalities.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. Beginning gifted education professionals understand the elements of safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become active and effective learners and develop emotional well-being, positive social interactions, independence, and self-advocacy.

Performance

1. Beginning gifted education professionals collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments that engage individuals with gifts and talents in meaningful learning activities and social interactions. They take into account individual abilities and needs and develop emotional well-being, positive social interactions, independence, and self-advocacy.

2. Beginning gifted education professionals use communication and motivational and instructional interventions to facilitate understanding of subject matter and to teach individuals with gifts and talents how to adapt to different environments and develop leadership skills.

3. Beginning gifted education professionals match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Supporting Explanation for Standard 3:

Like all educators, beginning gifted educators develop safe, inclusive, culturally responsive learning environments for all students. They also collaborate with colleagues in general education and other specialized environments that develop students' gifts and talents, engaging them in meaningful learning activities that enhance independence, interdependence, and positive peer-relationships.

Beginning gifted educators modify learning environments for individual needs. Knowledge regarding an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's gifts and talents guides the beginning gifted educator in modifying learning environments and providing for the maintenance and generalization of acquired skills across environments and subjects. They match their communication methods to an individual's language proficiency and cultural and linguistic differences, avoiding discrimination and stereotyping.

Beginning gifted educators structure environments to encourage self-awareness, self-efficacy, self-direction, personal empowerment, leadership, and self-advocacy of individuals with gifts and talents and directly teach them to adapt to the expectations and demands of differing environments.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. Beginning gifted education professionals understand the central concepts and structures of the disciplines and tools of inquiry related to the various academic content areas they teach or support.

Performance

1. Beginning gifted education professionals organize content knowledge, integrate cross – disciplinary skills, and develop meaningful learning progressions to help individuals with gifts and talents in academic subject matter and specialized content domains.

Supporting Explanation for Standards 4 & 5:

The professional knowledge base in general education has made clear that the educators' understanding of the central concepts and structures of the discipline and tools of inquiry related to the academic subject-matter content areas they teach makes a significant difference in student learning. There is good reason to generalize this conclusion to gifted educators.

Within the general curricula, beginning gifted educators demonstrate in their planning and teaching, a solid base of understanding of the theories, central concepts and principles, structures of the discipline, and tools of inquiry of the academic subject-matter content areas they teach so they are able to organize knowledge, integrate cross-disciplinary skills, develop meaningful learning progressions and collaborate with educators in:

Using assessments to select, adapt, and create materials to differentiate instructional strategies and general and specialized curricula to challenge individuals with gifts and talents.

Teaching the content of the general or specialized curriculum to individuals with gifts and talents across a wide range of advanced performance levels.

Designing appropriate learning and performance modifications for individuals with gifts and talents in academic subject matter and specialized content domains that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content.

Additionally, beginning gifted educators use a variety of specialized curricula to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. Beginning gifted education professionals understand general and specialized curriculum models to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals understand the responsibility of School Districts outlined in Idaho Code 33-2003, as well as the definition of Gifted/Talented Children defined in Idaho Code 33-2001-04 with respect to high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Performance

1. Beginning gifted education professionals implement general and specialized curriculum to create advanced, conceptually challenging, in-depth, distinctive, and complex learning experiences across a wide range of advanced knowledge and performance levels.

2. Beginning gifted education professionals implement the components of Idaho Codes 33-2001-04 and 33-2003 with respect to individuals with high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. Beginning gifted education professionals understand the appropriate use and limitations of various types of assessments.

2. Beginning gifted education professionals understand how to select and use technically sound formal and informal assessments that minimize bias.

Performance

1. Beginning gifted education professionals use pre-assessment and formative/summative assessments. They select, adapt, and create materials to differentiate strategies and create curricula that challenges and ensures growth of individuals with gifts and talents

2. Beginning gifted education professionals conduct and analyze formal and informal assessments of learning and achievement related to gifted and talented referral/nomination, identification, program planning, and other services for individuals with gifts and talents

3. Beginning gifted education professionals use assessment data to foster and document sustained growth over time of individuals with gifts and talents

4. Beginning gifted education professionals use various types of assessment data to collaborate with families and colleagues to assure appropriate, non-biased, and meaningful assessment to develop long- and short-range goals and objectives

5. Beginning gifted education professionals engage individuals with gifts and talents in assessing the

quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Supporting Explanation for Standard 6:
Like all educators, beginning gifted educators understand measurement theory and practice for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Beginning gifted educators understand the policies and ethical principles of measurement and assessment related to gifted education referral/nomination, identification, planning, differentiated instruction, learning progress, and services for individuals with gifts and talents, including individuals from culturally and linguistically diverse backgrounds.

Beginning gifted educators understand the appropriate use and limitations of various types of assessments and collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Beginning gifted educators select and use assessment information to support a wide variety of decisions within gifted education. They conduct formal and informal assessments of behavior, learning, achievement, and environments to differentiate the learning experiences and document the growth and development of individuals with gifts and talents. Moreover, they differentiate assessments to identify above level performances and to accelerate and enrich the general curriculum. Beginning gifted educators use available technologies routinely to support their assessments and employ alternative assessments such as performance-based assessment, portfolios, and computer simulations.

Using these data, beginning gifted educators make multiple types of assessment decisions including strategic adaptations and modifications in response to an individuals' constellation of social, linguistic, and learning factors in ways to minimize bias. They also use the results of assessments to develop long-range instructional plans anchored in both general and specialized curricula, and they translate these plans into carefully selected shorter-range goals and objectives to differentiate instruction. Moreover, beginning gifted educators engage individuals with gifts and talents in assessing the quality of their own learning and performance and in providing feedback to guide them in setting future goals and objectives.

Like their general education colleagues, beginning gifted educators regularly monitor the learning progress of individuals with gifts and talents in both general and specialized content and make instructional adjustments based on these data.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. Beginning gifted education professionals understand the rationale, history, philosophies, theories, definitions, and models of gifted and talented education.

2. Beginning gifted education professionals know principles of evidence-based practice and possess a repertoire of instructional strategies to enhance critical and creative thinking, problem-solving, and performance skills of individuals with gifts and talents.

3. Beginning gifted education professionals understand curriculum design that includes content, process, product, and learning environment to differentiate instruction to meet the needs of individuals with gifts and talents.

4. Beginning gifted education professionals understand how to develop curriculum in the five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Performance

1. Beginning gifted education professionals select and utilize a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support assessment, planning, and delivery of instruction for individuals with gifts and talents.

3. Beginning gifted education professionals collaborate with families and professional colleagues in selecting, adapting, and using evidence-based strategies to promote challenging learning opportunities in general and specialized curricula.

Supporting Explanation for Standard 7:

In the selection, development, and adaptation of learning experiences for individuals with gifts and talents, beginning gifted educators consider an individual's abilities, interests, learning environments and cultural and linguistic factors to promote positive learning results in general and special curricula. Understanding these factors and curriculum models, as well as the implications of being gifted and talented, guides the educator's development of scope and sequence plans; selection, adaptation and creation of learning activities; and use of differentiated evidence-based instructional strategies.

Moreover, beginning gifted educators facilitate these actions in a collaborative context that includes individuals with gifts and talents, families, professional colleagues, and personnel from other agencies as appropriate. They are familiar with alternative and augmentative communication systems and are comfortable using technologies to support language and communication, instructional planning and individualized instruction for individuals with exceptionalities.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. Beginning gifted education professionals understand a variety of differentiated instructional strategies to advance individuals with gifts and talents.

Performance

1. Beginning gifted education professionals use and adapt a repertoire of evidence-based curriculum and instructional strategies to advance the learning of individuals with gifts and talents.

2. Beginning gifted education professionals use technologies to support instruction for individuals with gifts and talents

3. Beginning gifted education professionals emphasize the development, practice, and transfer of

advanced knowledge and skills leading individuals with gifts and talents to become creative and productive citizens.

4. Beginning gifted education professionals use curriculum design that includes content, process, product, and learning environment to address the needs of individuals with gifts and talents.

5. Beginning gifted education professionals develop and deliver curriculum in five mandated areas: intellectual, creative, specific academic, leadership, and visual/performing arts.

Supporting Explanation for Standard 8:

Beginning gifted educators possess a repertoire of evidence-based strategies to differentiate and accelerate the curriculum for individuals with gifts and talents. They select, adapt, and use these strategies to promote challenging learning opportunities in general and special curricula and to modify learning environments to enhance self-awareness and self-efficacy for individuals with gifts and talents. They enhance 21st Century student outcomes such as critical and creative thinking, problem solving, collaboration, and performance skills in specific domains and allow individuals with gifts and talents opportunities to explore, develop or research their areas of interest or talent. Beginning gifted educators also emphasize the development, practice, and transfer of advanced knowledge and skills across environments throughout the lifespan leading to creative, productive careers in society for individuals with gifts and talents.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to evaluate continually his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. Beginning gifted education professionals understand how foundational knowledge, perspectives, and current issues influence professional practice and the education and treatment of individuals with gifts and talents, both in school and society.

2. Beginning gifted education professionals are aware of their own professional development needs and understand the significance of lifelong learning.

Performance

1. Beginning gifted education professionals use foundational knowledge of the field and their professional Ethical Principles and Program Standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.
2. Beginning gifted education professionals model respect for diversity, understanding that diversity is a part of families, cultures, and schools, and that complex human issues can interact with identification of individuals with gifts and talents and the delivery of gifted services.

3. Beginning gifted education professionals advance the gifted education profession through participation in professional activities, learning communities, advocacy, and mentoring.

Supporting Explanation for Standard 9:

Beginning gifted educators practice in multiple roles and complex situations across wide age and developmental ranges requiring ongoing attention to legal matters and serious consideration of professional and ethical issues. Ethical principles and Program Standards guide beginning gifted educators. These principles and standards provide benchmarks by which gifted educators practice and evaluate one another professionally.

Beginning gifted educators understand gifted education as an evolving and changing discipline based on philosophies, evidence-based principles and theories, policies, and historical points of view that continue to influence the field of gifted education and the education of and services for individuals with gifts and talents and their families in both school and society. Beginning gifted educators understand how these factors influence professional practice including assessment, instructional planning, services, and program evaluation.

Beginning gifted educators are sensitive to the aspects of diversity relating to individuals with gifts and talents and their families, how human diversity can influence families, cultures, and schools, and how these complex issues can each interact with the delivery of gifted education services. Of special significance is the growth in the number and prevalence of English Language Learners (ELL) and the provision of effective gifted education services for ELL with exceptionalities and their families.

Beginning gifted educators also understand the relationships of the organization of gifted education services to the organization of schools, school systems, and education-related agencies within the country and cultures in which they practice. They are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice, and use this knowledge as a foundation to inform their own personal understandings and philosophies of special education.

Beginning gifted educators engage in professional activities and participate actively in professional learning communities that benefit individuals with gifts and talents, their families, colleagues, and their own professional growth. They view themselves as lifelong learners and regularly reflect on and adjust their practice, and develop and use personalized professional development plans. They plan and engage in activities that foster their professional growth and keep them current with evidence-based practices and know how to recognize their own skill limits and practice within them.
Moreover, educators of the gifted embrace their special role as advocate for individuals with gifts and talents. They promote and advocate for the learning and wellbeing of individuals with gifts and talents across settings and diverse learning experiences.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. Beginning gifted education professionals understand the theory and elements of effective collaboration.

2. Beginning gifted education professionals understand the components of a district plan for individuals with gifts and talents, including philosophy, definitions, goals, program options, identification procedures, and evaluation; how to develop a district plan; and the array of program options and services available for individuals with gifts and talents.

3. Beginning gifted education professionals understand effective implementation and evaluation of gifted and talented programs.

Performance

1. Beginning gifted education professionals collaborate with families, other educators and related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

2. Beginning gifted education professionals serve as a collaborative resource to colleagues.

3. Beginning gifted education professionals educate parents, other family members, and colleagues about the social and emotional needs and development of gifted and talented students.

4. Beginning gifted education professionals use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings and collaborators.

5. Beginning gifted education professionals use a variety of technologies and techniques to facilitate learning and communication.

6. Beginning gifted education professionals educate colleagues, parents/guardians, and others about the common misconceptions, myths, stereotypes, and controversial issues related to gifted and talented education.
7. Beginning gifted education professionals identify and implement extension and acceleration options for individuals with gifts and talents.

8. Beginning gifted education professionals match student needs with appropriate program options and services.

Supporting Explanation for Standard 10:

One of the significant changes in education over the past several decades is the rapid growth of collaborative educational teams to address the educational needs of students. The diversity of the students, complexity of curricular demands, growing influence of technology, and the rising targets for learner outcomes in the 21st century has created the demand for teams of educators collaborating together to ensure all students are effectively learning challenging curricula.

Beginning gifted educators embrace their role as a resource to colleagues and use the theory and elements of collaboration across a wide range of contexts and collaborators.

They collaborate with their general education and other special education colleagues to create learning environments that meaningfully include individuals with gifts and talents, and that foster cultural understanding, safety and emotional wellbeing, positive social interactions, and active engagement. Additionally, beginning gifted educators use collaboration to facilitate differentiated assessment and instructional planning to advance learning of individuals with gifts and talents across a wide range of settings and different learning experiences. They routinely collaborate with other educators in developing mentorships, internships, and vocational programming experiences to address the needs of individuals with gifts and talents.

Gifted educators have long recognized the positive significance of the active involvement of individuals with gifts and talents and their families in the education process, and gifted educators involve individuals with gifts and talents and their families collaboratively in all aspects of the education of individuals with gifts and talents.

Glossary

General Curricula:

As used “general curricula,” means the academic content of the general curricula including math, reading, English/language arts, science, social studies, and the arts.

Specialized Curricula:

As used “specialized curricula,” means the content of specialized interventions or sets of interventions including but not limited to academic, strategic, communicative, social, emotional, and independent research curricula.

Special Education Services:

Special education services are personalized, i.e. individualized, services that appropriately credentialed gifted educators provide directly or indirectly to individuals with exceptionalities.

Individuals with Exceptionalities:

Individuals with exceptionalities include individuals with sensory, physical, emotional, social, cognitive differences, developmentally delays, exceptional gifts and talents; and individuals who are or have been abused or neglected; whose needs differ so as to require personalized special education services in addition to or in tandem with educational services available through general education programs and other human service delivery systems.

Instructional Strategies:

Instructional strategies as used throughout this document include interventions used in academic and specialized curricula.

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands Elementary and Secondary methods for teaching health and the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.

2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury.

3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).

5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Performance

1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.

2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.

4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).

5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands the differing community health values and practices.

2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.

3. The teacher understands the influence of culture, media, technology, and other factors on health.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.

2. The teacher accesses valid, appropriate health information and health-promoting products and services.

3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.

2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.

Idaho Standards for Literacy Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Literacy Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

2. Modify the arrangements to accommodate students' changing needs.

3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

4. Create supportive environments where English learners are encouraged and given many opportunities to use English.

5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.

2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

2. Demonstrate effective use of technology for improving student learning.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance
Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts of algebra.

3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.

4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.

6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.

7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).

8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.

9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in

teaching students.

2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn mathematics and develop mathematical thinking, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge, understandings, interests, and experiences.

2. The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
2. The teacher plans and delivers learning activities that respect and value students' ideas, ways of thinking, and promote positive mathematical dispositions.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.

3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.

4. The teacher knows how to frame mathematical questions and conjectures.

5. The teacher knows how to make mathematical language meaningful to students.

6. The teacher understands inquiry-based learning in mathematics.

7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.

3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.

4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.

5. The teacher uses and encourages the students to use a variety of representations to communicate~~s~~ mathematically.

6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.

7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.

2. The teacher fosters mathematical discourse.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.

2. The teacher understands the interconnectedness between strands of mathematics.

3. The teacher understands a variety of real-world applications of mathematics.

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business, and engineering).

2. The teacher encourages students to identify connections between mathematical strands.

3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Idaho Standards for Online Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the K-12 Online Teacher Standards are widely recognized, but not all-encompassing or absolute indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The characteristics of online instruction can be vastly different from teaching in traditional face-to-face environments. Online schools and programs serving K-12 students should be structured to support the unique needs of students and teachers in online environments. The Online Teacher Standards are aligned to the Idaho Core Teacher Standards. These standards reflect the principles of Universal Design related to technology. (Universal design is ``the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design'.)

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.
3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions.
{Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g.Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g.Identity Formation, Community Formation, Autonomy); Emotional (e.g.Isolation, cyber-bullying); Moral (i.e Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).
3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Standard 4: Multiple Instructional Strategies - The online teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Performance

1. The online teacher is a thoughtful and responsive communicator.

2. The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3. The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4. The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Standard 7: Instructional Planning Skills - The online teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2. The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.
3. The online teacher designs and develops subject-specific online content.

4. The online teacher uses multiple forms of media to design course content.

5. The online teacher designs course content to facilitate interaction and discussion.

6. The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2. The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Idaho Standards for Physical Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Physical Education Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.

2. The teacher understands the sequencing of motor skills (K-12).

3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles

4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).
5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.

6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).

7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.

2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.

2. The teacher promotes physical activities that contribute to good health.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Performance

1. The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.

2. The teacher knows strategies to help students become self-motivated in physical education.

3. The teacher understands that individual performance is affected by anxiety.

4. The teacher understands principles of effective management in indoor and outdoor movement settings.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., mutual respect, support, safety, sportsmanship, and cooperation).

2. The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3. The teacher utilizes principles of effective management in indoor and outdoor movement settings. .

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster ¶learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher provides for a safe physical education learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.

2. The teacher understands the need to consider safety when planning and providing instruction.

3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).

5. The teacher understands school policies regarding student injury and medical treatment.

6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.

7. The teacher understands the appropriate steps when responding to safety situations.

8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Performance

1. The teacher identifies, monitors, and documents safety issues when planning and implementing instruction to ensure a safe learning environment.

2. The teacher informs students of the risks associated with physical education activities.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.

4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.

5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.

6. The teacher identifies safety situations and responds appropriately.

7. The teacher maintains CPR and first aid certification.

Pre-Service Technology Standards

All teacher candidates are expected to meet the Idaho Core Teacher Standards as well as the pre-service technology standards. Each candidate shall also meet the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the pre-service technology standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards and competencies. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the competencies. These competencies reflect the principles of Universal Design related to technology. (Universal design is defined as: the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design)

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions in which pre-service teachers design, develop, and evaluate technology-based learning experiences and assessments to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the National Educational Technology Standards (NETS)•for Teachers.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, types of and uses of technology and creates learning experiences that make technology meaningful for learners.

Knowledge

1. Awareness of use types and usage of technology tools (i.e. 21st Century Skills; hardware; software; web-based; mobile technology).

2. Pre-service teachers understand the central concepts of technology and current standards for best practice in preparing students for the global community of the future.

¶3. Pre-service teachers understand how students learn and develop, and provide opportunities that support their intellectual, social, and personal development.

4. Promoting designs that engage all students of all abilities is sometimes referred to as promoting "Universal Design".

5. Pre-service teachers understand how students differ in their approaches to learning and how to adapt for learners with diverse needs.

6. Pre-service teachers understand how students use collaborative tools to reflect on and clarify their

own thinking, planning, and creativity.

7. Pre-service teachers understand the legal and ethical use of digital information and technology, including digital etiquette and responsible social interactions.

8. Pre-service teachers understand how to use and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

9. Pre-service teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community.

10. Pre-service teachers understand the importance of reflective practice.

11. Pre-service teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

12. Pre-service teachers understand how technology supports cultural diversity and collaboration.

Target: Knowledge competency test through a basic skills test (i.e. Cbest or PPST I for Technology Basic Competency Skills)

Performance

1. All performance indicators included with individual standards.

Note: These links provide some examples of artifacts collected in current intro to edtech and teacher pre-service programs. However, they do not necessarily demonstrate the level of exposure and knowledge we would expect of future teachers.

1. https://sites.google.com/a/boisestate.edu/barbara-schroeder/Home

2. http://lesson.taskstream.com/lessonbuilder/v.asp?LID=uffph8erc0hfzozu

3. https://sites.google.com/a/u.boisestate.edu/browning-portfolio/home

4. https://sites.google.com/a/u.boisestate.edu/sylvia-portfolio/

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

1. Pre-service teachers customize and personalize learning activities with technology that include accessible instructional materials and technologies to support the learning styles, work strategies, abilities, and developmental levels of all students.

Suggested Artifact(s)

- Lesson plan or unit development
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that support their intellectual, social and personal development.

Performance

1. Pre-service teachers create digital-age media and formats ensuring equal access for people of all capabilities.

2. Pre-service teachers address the diverse needs of all students by using learner-centered strategies and providing equitable access to appropriate digital tools and resources including hardware, accessible instructional materials, and online resources.

Suggested Artifact(s)

- Development of digital materials using principles of Universal Design for Learning.
- Demonstration of knowledge through product development.
- "Accessibility Features on My Computer" discussion forum.
- Virtual practicum demonstrating learner-centered strategies (i.e., Second Life).
- Assistive Technology blog post.
- Accessibility resource list.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

1. Pre-service teachers model and facilitate effective use of current and emerging digital tools, to locate, analyze, evaluate, and use information resources which will aid in the dissemination of content and support individual learning strategies.

2. Pre-service teachers promote student learning and creativity by creating learning experiences that include students' use of technology tools to research and collect information online and to create a report, presentation, or other products.

3. Pre-service teachers use technology to promote student reflection to clarify their own critical thinking, planning, and creativity.

4. Pre-service teachers understand and use a variety of instructional strategies and communication techniques to develop students' critical thinking, problem solving, and performance skills.

Suggested Artifact(s)

- Web site or Internet WebQuest.
- *Target: Practicum where lesson/unit is implemented and evaluated.*

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation in a digital age.

Performance

1. Pre-service selects and demonstrates the use of technology resources that enables students to explore questions and issues of individual interest and to plan, manage, and assess their own learning.
2. Pre-service teachers develop technology enriched learning that enables all students to pursue their individual curiosities and become active participants in learning.
3. Pre-service teachers engage students in researching real-world problems and issues and evaluating diverse solutions using digital tools and resources.

Suggested Artifact(s)

- Create a WebQuest
- *Target: Pre-service collects and shares student created artifacts that demonstrate learning with technology using individual initiative and interest.*

Standard 6: Communication Skills - The teacher uses a variety of digital communication tools and strategies to foster inquiry, collaboration and supportive interaction in and beyond the classroom.

Performance

1. Pre-service teachers communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media (i.e. asynchronous and synchronous tools).
2. Pre-service teachers promote and model digital etiquette and responsible social interactions.

Suggested Artifact(s)

- Web site or web page communicating information about their lesson or course.
- Email communications.
- Online communications using digital tools like Web conferencing, chat or Skype.

- Letter to parents created using word processing technology.
- Set of rules developed through consensus using digital collaboration tools.
- Demonstrated participation in a social work (i.e., join a network, participate, take a screenshot of participation and share).
- *Target: Evidence of asynchronous and synchronous communications with peers, parents and students.*

Standard 7: Instructional Planning Skills - The teacher plans, prepares instruction, and integrates technology into instructional planning based upon knowledge of subject matter, students, the community, and curriculum goals.

Performance

1. Pre-service teachers plan and prepare instruction utilizing a variety of technology tools.
2. Pre-service teachers demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

Suggested Artifact(s)

- Sample lesson plan that demonstrates how technology can be integrated into content area instruction (see *Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators*, 2008 - Chapter 11, Guiding Pre-service Teachers in TPCK).
- Demonstrated use of emerging or innovative technology for learning.
- Research emerging (not widely available) technology and analyze its potential impact on and implementation in the classroom.
- *Target: Practicum where lesson/unit integrating technology into instruction is implemented, observed (live or digitally recorded) and evaluated.*

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. Pre-service teachers assess student's use of technology.
2. Pre-service teachers use technology to formally and informally assess student learning (i.e. polling, proctored test, ISAT).

3. Pre-service teachers use technology to gather and interpret assessment data to inform teaching practice and program effectiveness.

Suggested Artifact(s)

- Sample of student work assessed by candidate (i.e., Rubric created with Rubistar (or other electronic rubric creation tool).
- Electronic quiz.
- Poll created in Web Conferencing tool.
- Poll conducted using clickers.
- Electronic gradebook (spreadsheet), run basic statistics, interpretation of the data.
- *Target: Pretest, lesson, post-test, analysis, interpretation, and lesson revision based on data.*

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching, including the ethical, legal and responsible use of technology.

Performance

1. Pre-service teachers evaluate and reflect on current technology for learning research and professional practice to inform teaching practice.
2. Pre-service teachers promote the effective use of digital tools and resources.
3. Pre-service teachers promote and model digital citizenship and responsibility (i.e., digital literacy, information literacy, copyright, privacy, legal)
4. Pre-service teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, analysis, creativity, and innovation in both face-to-face and virtual environments.
5. Pre-service teachers advocate and teach safe, legal, and ethical use of digital information and technology modeling acceptable use policies including respect for copyright, intellectual property, the appropriate documentation of sources, and strategies for addressing threats to security of technology systems, data, and information.

Suggested Artifact(s)

- Join a network devoted to technology using teachers like classroom 2.0
- Be an active member of a professional learning network
- Offer an Internet Ethics Resource for community members

- Write a letter convincing the school board to remove blocks from Internet usage at your school
- Role play scenario for social networking arguing for and against advantages/disadvantages
- View a school's acceptable use policy - demonstrate understanding
- *Target: Practicum where lesson/unit is implemented and evaluated*

Standard 10: Community and Partnerships - The teacher interacts in an innovative professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Models digital-age work and exhibits knowledge, skills, and abilities that are representative of a global and digital society.

Performance

1. Pre-service teachers collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation by sharing information and supporting creativity, innovation, and improved learning outcomes.
2. Pre-service teachers *promote opportunities for students of all capabilities* to engage with other students, colleagues, and community members in either face-to-face or virtual environments (i.e., collaborative knowledge construction, participatory culture).
3. Pre-service teachers participate in and use local and global learning communities to explore creative applications of technology to improve student learning.
4. Pre-service teachers provide opportunities for students to apply communications technology resources to interact with students or experts from other communities and other countries.

Suggested Artifact(s)

- Be an active member of a professional learning network
- Create own network for learning or join with other classrooms (i.e. epal; iearn; globalschool.net; jason project; go north; NASA)
- Develop lesson that uses one of the social networks
- Use web conferencing to view a class using technology in action; create a list of items you want to integrate into teaching; reflect and incorporate practices learned into teaching
- Offer an Internet Ethics Resource for community members
- *Target: Practicum where lesson/unit integrating community and partnership is implemented and evaluated*

Idaho Foundation Standards for Professional-Technical Teachers

In addition to the standards listed here, professional-technical teachers must meet Idaho Core Teacher Standards and one of the following: (1) Idaho Standards for Agricultural Science and Technology Teachers, (2) Idaho Standards for Business Technology Teachers, (3) Idaho Standards for Family and Consumer Sciences Teachers, (4) Idaho Standards for Marketing Technology Teachers, or (5) Idaho Standards for Technology Education Teachers. Occupationally-certified teachers must meet these foundation standards for Professional-Technical teachers.
The following knowledge and performance statements for the professional-technical teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3. The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4. The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5. The teacher writes and evaluates occupational objectives and competencies.

6. The teacher uses a variety of technical instructional resources.

7. The teacher assesses the occupational needs of the community.

8. The teacher facilitates experiences designed to develop skills for successful employment.

9. The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands the entry-level skills in the occupation.

2. The teacher understands workplace culture and ethics.

3. The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Performance

1. The teacher ensures that facilities, materials, and equipment are safe to use.

2. The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3. The teacher demonstrates effective management skills in the classroom and laboratory environments.

4. The teacher models and reinforces effective work and safety habits.

5. The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1. The teacher understands workplace employability skills and related issues.

2. The teacher understands the issues of balancing work and personal responsibilities.

3. The teacher understands how to promote career awareness.

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.

Idaho Standards for Agricultural Science and Technology Teachers

In addition to the standards listed here, agricultural science and technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the agricultural science and technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

2. The teacher knows about production agriculture.

3. The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

4. The teacher understands and has experience in one or more of the following specialized occupational areas:
   a. Agricultural production and marketing
   b. Agricultural equipment and supplies c. Agriculture product processing
   d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)

   e. Agricultural business planning and analysis
   f. Natural resource management
   g. Environmental science
   h. Forestry
   i. Small animal production and care

5. The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

6. The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

7. The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Performance

1. The teacher applies natural and physical science principles to practical solutions.

2. The teacher discusses production agriculture.

3. The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

4. The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

5. The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

6. The teacher observes administrative duties related to being a secondary agriculture teacher (e.g. extended contract, state reporting procedures, FFA, and SAE).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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Idaho Standards for Business Technology Teachers

In addition to the standards listed here, business technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the business technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* 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 possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

2. The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Performance

1. The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

2. The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Family and Consumer Sciences Teachers

In addition to the standards listed here, family and consumer sciences teachers must meet the Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the family and consumer sciences teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* This language was written by a committee of content experts and has been adopted verbatim.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.
7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

14. The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
¶Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Marketing Technology Teachers

In addition to the standards listed here, marketing technology teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the marketing technology teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* 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 possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

2. The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

3. The teacher possesses knowledge of appropriate technology.

4. The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Performance

1. The teacher demonstrates industry-standard skill levels ~~r~~required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

2. The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

3. The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

4. The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who ¶demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Idaho Standards for Technology Education Teachers

In addition to the standards listed here, technology education teachers must meet Idaho Core Teacher Standards and Idaho Foundation Standards for Professional-Technical Teachers.

The following knowledge and performance statements for the technology education teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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 has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

2. The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

3. The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

4. The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

5. The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

6. The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Performance

1. The teacher demonstrates the basic skills that support the fields of communications; manufacturing;

power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

2. The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

3. The teacher demonstrates architectural and mechanical drafting and developmental skills.

4. The teacher demonstrates the various phases of the engineering design process.

5. The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Science Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.

2. The teacher understands the science content with in the context of the Idaho Science Content Standards within their appropriate certification.

3. The teacher understands the concepts of form and function.

4. The teacher understands the interconnectedness among the science disciplines.

5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.

7. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.

8. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.

2. The teacher continually adjusts curriculum and activities to align them with new scientific data.

3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.

4. The teacher helps students build scientific knowledge and develop scientific habits of mind.

5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.

6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.

7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.

8. The teacher engages in scientific inquiry in science coursework.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.

2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Performance

1. The teacher identifies students' conceptions and misconceptions about the natural world.

2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs

and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

2. The teacher understands how to implement scientific inquiry.

3. The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

4. The teacher understands how to use research based best practices to engage students in learning science.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.

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.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.

2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.

3. The teacher understands technical writing as a way to communicate science concepts and processes.

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.

2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.

3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.

4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.

2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.

2. The teacher is aware of available resources and standard protocol for proper disposal of waist materials.

3. The teacher knows how to properly care for, inventory, and maintain materials and equipment.

4. The teacher is aware of legal responsibilities associated with safety.

5. The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.

2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.

4. The teacher models safety at all times.

5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.

6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.

7. The teacher evaluates lab and field activities for safety.

8. The teacher evaluates a facility for compliance to safety regulations.

9. The teacher uses safety procedures and documents safety instruction.

10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.

11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.

2. The teacher knows strategies to develop students' laboratory and field skills.

Performance

1. The teacher engages students in a variety of laboratory and field techniques.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Idaho Standards for Biology Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, biology teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Biology Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.

2. The teacher knows the currently accepted taxonomy systems used to classify living things.

3. The teacher understands scientifically accepted theories of how living systems evolve through time.

4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.

5. The teacher knows biochemical processes that are involved in life functions.

6. The teacher knows that living systems interact with their environment and are interdependent with other systems.

7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.

8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.

9. The teacher understands how matter and energy flow through living and non-living systems.

10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.

2. The teacher assists students in gaining an understanding of the ways living things are interdependent.

3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.

4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.

5. The teacher helps students understand how genetic "information" is translated into living tissue and chemical compounds necessary for life.

6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.

7. The teacher helps students understand the ways living organisms are adapted to their environments.

8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.

9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.

10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.

11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).

12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Chemistry Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, chemistry teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Chemistry Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.

3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.

4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.

5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS

6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).

7. The teacher can identify and quantify changes in energy and structure.

8. The teacher understands the historical development of atomic and molecular theory.

9. The teacher knows basic chemical synthesis to create new molecules from prec? Molecules

10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.

11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.

12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.

13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).

14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.

16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.

2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).

3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.

4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.

6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.

7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.

8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.

9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.

10. The teacher helps the student understand stoichiometry and develop quantitative relationships in

chemistry.

11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.

12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.

13. The teacher helps the student understand the quantitative behavior of gases.

14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.

15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.

16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.

17. The teacher helps the student understand and predict the properties and reactions of acids and bases.

18. The teacher helps the student understand chemical equilibrium in solutions.

19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.

21. The teacher helps the student learn the basic organizing principles of organic chemistry.

22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.

23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.

24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.

25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.

26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.

27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Earth and Space Science Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here, earth and space science teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the earth and space science teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows how local events can potentially impact local, regional, and global conditions.

2. The teacher understands the rock cycle and the classification systems for rocks and minerals.

3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.

4. The teacher understands the sun, moon and earth system and the resulting phenomena.

5. The teacher knows earth history as interpreted using scientific evidence.

6. The teacher understands the composition of the earth and its atmosphere.

7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).

8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.

9. The teacher understands the concept of the interaction of forces and other physical science concepts

about earth and astronomical change.

10. The teacher understands the flow of energy and matter through earth and astronomic systems.

11. The teacher knows the concepts of weather and climate.

12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.

Performance

1. The teacher helps students understand the flow of energy and matter through earth and space systems.

2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.

3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.

4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.

5. The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.

6. The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.

7. The teacher helps students understand how accepted scientific theories about prehistoric life are developed.

8. The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.

9. The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Natural Science Teachers

Teachers with natural science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***

2. ***Idaho Foundation Standards for Science Teachers AND***

3. ***Idaho Standards for Biology Teachers OR***

4. ***Idaho Standards for Earth and Space Science Teachers OR***

5. ***Idaho Standards for Chemistry Teachers OR***

6. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physical Science Teachers

Teachers with physical science endorsements must meet all of the following standards:

1. ***Idaho Core Teacher Standards***
2. ***Idaho Foundation Standards for Science Teachers AND***
3. ***Idaho Standards for Chemistry Teachers OR***
4. ***Idaho Standards for Physics Teachers***

Idaho Standards for Physics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here physics teachers must meet Idaho Foundation Standards for Science Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the physics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

4. The teacher understands contemporary physics events, research, and applications.

5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.

6. The teacher knows the historical development of models used to explain physical phenomena.

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.

2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.

4. The teacher engages student in the examination and consideration of the models used to explain the physical world.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Foundation Standards for Social Studies Teachers

Social Studies teachers must meet Idaho Core Teacher Standards and Idaho Foundations Standards for Social Studies Teachers and one of the following: (1) Idaho Standards for Economics Teachers, (2) Idaho Standards for Geography Teachers, (3) Idaho Standards for Government and Civics Teachers, (4) Idaho Standards for History Teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Social Studies Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).

2. The teacher understands the ways various governments and societies have changed over time.

3. The teacher understands ways in which independent and interdependent systems of trade and production develop.

4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.

5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.

6. The teacher understands geography affects relationships between people, and environments over time.

7. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher demonstrates chronological historical thinking.

2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

3. The teacher integrates knowledge from the social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.

4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.

5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.

2. The teacher understands the impact of student environment on student learning.

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster

learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Economics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Economics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Economics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**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 basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).

2. The teacher understands the functions of money.

3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).

5. The teacher understands how economic institutions shaped history and influence current economic practices.

6. The teacher understands the principles of sound personal finance and entrepreneurship.

7. The teacher understands fiscal and monetary policy.

Performance

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.

2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Geography Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here Geography teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Geography teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**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 spatial organization of peoples, places, and environments.

2. The teacher understands the human and physical characteristics of places and regions.

3. The teacher understands the physical processes that shape and change the patterns of earth's surface.

4. The teacher understands the reasons for the migration and settlement of human populations.

5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions.

6. The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

Performance

1. The teacher uses past and present events to interpret political, physical, and cultural patterns.

2. The teacher relates the earth's dynamic physical systems and its impact on humans.

3. The teacher relates population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4. The teacher relates the earth's physical systems and varied patterns of human activity to world environmental issues.

5. The teacher uses geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Government and Civics Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here government and civics teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the government and civics teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.

2. The teacher understands the foundations of government and constitutional principles of the United States political system.

3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.

4. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).

5. The teacher understands the role of public policy in shaping the United States political system.

6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).

7. The teacher understands the characteristics of effective leadership.

Performance

1. The teacher promotes student engagement in civic life, politics, and government.

2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.

3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.

4. The teacher integrates global perspectives into the study of civics and government.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being

Idaho Standards for History Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). In addition to the standards listed here history teachers must meet Idaho Foundation Standards for Social Studies teachers. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the history teacher standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).

2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.

3. The teacher understands how international relations impacted the development of the United States.

4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.

5. The teacher understands the political, social, cultural, and economic development of the United States.

6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.

7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.

8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents,

artifacts, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.

Performance

1. The teacher makes connections between political, social, cultural, and economic themes and concepts.

2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.

3. The teacher facilitates student inquiry on how international relationships impact the United States.

4. The teacher relates the role of conflicts to continuity and change across time.

5. The teacher demonstrates an ability to research, analyze, and interpret history.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful

mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Social Studies Teachers

Teachers with a social studies endorsement must meet the following Idaho Standards:

1. ***Idaho Core Teacher Standards AND***

2. ***Foundation Social Studies Standards AND***

3. ***History Standards OR***

4. ***Government and Civics Standards OR***

5. ***Economics Standards OR***

6. ***Geography Standards***

Idaho Standards for Exceptional Child Generalists

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, exceptional child teachers must meet Idaho Core Teacher Standards and the Idaho Generalist Standards and may meet one of the following, if applicable: (1) Idaho Standards for Teachers of the Blind and Visually Impaired or (2) Idaho Standards for Teachers of the Deaf and Hard of Hearing.

The following knowledge and performance statements for the Generalist Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.

2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

3. The teacher understands how exceptionalities can interact with development and learning.

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.

2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.

2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g. positive behavioral supports, functional behavioral assessment and behavior plans).

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.

2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.

3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.

4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.

2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.

3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.

6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).

7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.

2. The teacher gathers background information regarding academic, medical, and social history.

3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.

4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.

5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.

3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.

5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.

9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.

2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.

3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.

5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.

2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.

4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.

5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.

2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3. The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.

4. The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1. The teacher understands the theory and elements of effective collaboration.

2. The teacher understands how to serve as a collaborative resource to colleagues.

3. The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

4. The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.

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 about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Idaho Standards for Teachers of the Blind and Visually Impaired

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the blind and visually impaired must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Blind and Visually Impaired are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The teacher of students with visual impairments is well versed in the foundations for education of the blind and visually impaired, the physiology and functions of the visual system, and the effect of vision impairment has on the instructional program. Further, the teacher collaboratively designs instructional strategies based on the results of specialized assessments.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the historical foundations for the education of children with visual impairments, including the array of service options.

2. The teacher knows the effects of medications on the visual system.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the need for students to establish proper posture, communication, self-

esteem, and social skills.

2. The teacher knows the effects of a visual impairment on the student's family and the reciprocal impact on the student's self-esteem.

3. The teacher understands the variations in functional capabilities and the diverse implications that various eye diseases have on growth and development.

Performance

1. The teacher provides students with a means to independently access and re-create materials readily available to the sighted world.

2. The teacher prepares students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

3. The teacher designs instructional experiences contingent on student and familial stages of acceptance of the visual impairment.

4. The teacher communicates information from the optometrist/ophthalmologist report to school personnel to confirm the educational implications of the eye condition and to ensure the student's visual strengths are used.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher knows the effects of a visual impairment on language and communication.

2. The teacher knows the impact of visual disorders on learning and experience.

3. The teacher knows methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments (e.g., Braille reading and writing, handwriting for students with low vision and signature writing for blind students, listening and compensatory auditory skills, typing and keyboarding skills, unique technology for individuals with visual impairments, and use of alternatives to nonverbal communication).

4. The teacher understands the terminology related to diseases and disorders of the human visual system and their impact on language, cognitive, spatial concept, and psychosocial development.

5. The teacher knows how to critique and evaluate the strengths and limitations of various types of assistive technologies.

6. The teacher knows a variety of input and output enhancements to computer technologies that address the specific access needs of students with visual impairments in a variety of environments.

7. The teacher knows techniques for modifying instructional methods and materials for students with visual impairments and for assisting classroom teachers in implementing these modifications.

8. The teacher knows methods to acquire special academic skills, including the use of an abacus; the use of a talking calendar; tactile graphics (including maps, charts, tables, etc.); and adapted science equipment.

Performance

1. The teacher teaches, writes, and reads Grade 2 literary Braille and Nemeth codes when necessary (e.g., music, computer, and Braille).

2. The teacher secures specialized materials and equipment in a timely manner.

3. The teacher integrates knowledge of the visual impairment when identifying and infusing low vision devices and strategies into the curriculum, learning environments, and instructional techniques.

4. The teacher integrates ophthalmology, optometry, low vision, and functional vision evaluation information to comprehensively design strategies as part of an IEP.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher possesses in-depth knowledge of methods, materials, and assistive technology for providing for the development of auditory, tactual, and communication skills for the visually impaired.

2. The teacher knows how to assist the student in developing visual, auditory, and tactile efficiency as well as pre-cane mobility skills.

3. The teacher knows how to assist the student in developing alternative organizational and study skills.

4. The teacher knows methods for providing adapted physical and recreation skills for individuals who have visual impairments.

5. The teacher knows functional life skills instruction relevant to independent, community, and personal living and to employment for individuals with visual impairments, including methods for accessing printed public information, public transportation, community resources, and acquiring practical skills (e.g., keeping personal records, time management, banking, emergency procedures, etc.).

6. The teacher knows strategies for developing transition plans and career awareness and provides vocational counseling for students who have visual impairments.

Performance

1. The teacher designs, sequences, implements, and evaluates modifications for daily living skills, which provide for independence.

2. The teacher implements integrated learning experiences that are multi-sensory and encourage active participation, self-advocacy, and independence.

3. The teacher integrates knowledge of the visual impairment and developmental progression when designing and implementing communication and social skills instruction.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows about consumer and professional organizations, journals, networks, and services relevant to the field of visual impairment.

2. The teacher understands the educational implications of federal entitlements and funding, and how this relates to the provision of specialized materials and equipment.

3. The teacher possesses an in-depth knowledge of the variances in the medical, federal, and state definitions of visual impairment, identification criteria, labeling issues, incidence and prevalence figures, and how each component interacts with eligibility determinations for service.

4. The teacher knows specialized policies regarding referral and placement procedures for students with visual impairments.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows the procedures used for screening, pre-referral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.

2. The teacher possesses an in-depth knowledge of procedures for adapting and administering assessments for the intervention, referral, and identification of students with a visual impairment.

Performance

1. The teacher conducts alternative as well as functional evaluations of visual, literacy, pre-cane mobility, and educational performance.

2. The teacher uses information obtained through functional, alternative, and standardized assessments to plan, deliver, and modify instructional and environmental factors, including IEP development.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows strategies for assisting parents/guardians and other professionals in planning appropriate transitions for students who have visual impairments.

2. The teacher knows the roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides, etc.) or who provide special materials to them.

3. The teacher knows teacher attitudes, expectations, and behaviors that affect the behaviors of students with visual impairments.

Idaho Standards for Special Education Teachers of Students Who Are Deaf and/or Hard of Hearing

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

In addition to the standards listed here, teachers of the deaf and hard of hearing must meet Idaho Core Teacher Standards.

The following knowledge and performance statements for the Standards for Teachers of the Deaf and hard of hearing are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the theories, history, philosophies, and models that provide the basis for education of the deaf and/or hard of hearing.

2. The teacher knows the various educational placement options that are consistent with program philosophy and how they impact a deaf and/or hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf and/or hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf and/or hard of hearing.

2. The teacher communicates the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of

technologies, and communication modalities).

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.

2. The teacher understands that being deaf and/or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf and/or hard of hearing students so they achieve age appropriate levels of literacy.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Knowledge

1. The teacher understands how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).

2. The teacher knows the characteristics and impacts of hearing loss, and the subsequent need for alternative modes of communication and/or instructional strategies.

3. The teacher understands the need for accommodation for English language learning for students whose native language is American Sign Language (ASL).

4. The teacher understands that an IEP for deaf/hard of hearing students should consider the following: communication needs and the student and family's preferred mode of communication; linguistic needs; severity of hearing loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Performance

1. The teacher develops and implements best practices and strategies in relation to the degree of hearing loss to support the needs of the whole child.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf and/or hard of hearing and knows strategies to facilitate the development of healthy self-esteem.

2. The teacher understands that deaf cultural factors, communication challenges, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.

2. The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.

3. The teacher prepares students for the appropriate use of interpreters.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive devices.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf and/or hard of hearing (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.

3. The teacher enables students to use support personnel and assistive technology.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.

2. The teacher knows the appropriate accommodations for the particular degree of hearing loss

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students (e.g., interpreters and special tests).

Performance

1. The teacher participates in the design of appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf and/or hard of hearing.

2. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf and/or hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows resources available to help parents/guardians deal with concerns regarding educational options and communication modes/philosophies for deaf/hard of hearing children.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication with students who are deaf and/or hard of hearing students.

4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) to meet the communication needs of students who are deaf and/or hard of hearing.

Teacher Leader Standards

The following knowledge and performance statements for the Standards for teacher leaders are widely recognized, but not all-encompassing or absolute, indicators that teacher leader candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

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Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of:

1. The differences in knowledge acquisition and transfer for children and adults.

2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.

3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.

4. Effective listening, oral communication, presentation skills, and expression in written communication.

5. Research and exemplary practice on "organizational change and innovation".

6. The process of development of group goals and objectives.

Performance: The teacher leader:

1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.

2. Improves colleagues' acquisition and application of knowledge and skills.

3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.

4. Uses effective communication skills and processes.

5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.

6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement -

The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of:

1. Action research methodology.

2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.

3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes.

Performance: The teacher leader:

1. Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.

2. Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.

3. Assists with application and supports dissemination of action research findings to improve educational outcomes.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of:

1. The standards of high quality professional development and their relevance to improved learning.

2. Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.

3. The role of 21st century skills and technologies in educational practice.

4. The role of shifting cultural demographics in educational practice.

Performance: The teacher leader:

1. Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.

2. Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.

3. Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.

4. Continually assesses the effectiveness of professional development activities and adjusts appropriately.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of:

1. Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.

2. The Framework for Teaching, effective observation and strategies for providing instructional feedback.

3. Role and use of critical reflection in improving professional practice.

Performance: The teacher leader:

1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.

2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.

3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.

4. Develops, leads and promotes a culture of self-reflection and reflective dialogue.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of:

1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.

2. Use of formative and summative data to inform the continuous improvement process.

3. Analysis and interpretation of data from multiple sources.

Performance: The teacher leader:

1. Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.

2. Models use of formative and summative data to inform the continuous improvement process.

3. Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of:

1. Child development and conditions in the home, culture and community and their influence on educational processes.

2. Contextual considerations of the family, school, and community and their interaction with educational processes.

3. Effective strategies for involvement of families and other stakeholders as part of a responsive culture.

Performance: The teacher leader:

1. Develops colleagues' abilities to form effective relationships with families and other stakeholders.

2. Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.

3. Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of:

1. Effective identification and interpretation of data, research findings, and exemplary practices.

2. Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.

3. Local, state and national policy decisions and their influence on instruction.

4. The process to impact policy and to advocate on behalf of students and the community.

Performance: The teacher leader:

1. Identifies and evaluates needs and opportunities.

2. Generates ideas to effectively address solutions/needs.

3. Analyzes feasibility of potential solutions and relevant policy context.

4. Advocates effectively and responsibly to relevant audiences for realization of opportunities.

Idaho Standards for Teacher Librarians

In addition to the standards listed here, teacher librarians must meet Idaho Core Teacher Standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

The school library is a classroom that serves as the instructional center of the school and needs the expertise of a professionally trained teacher librarian. The teacher librarian is an experienced classroom teacher with additional specialized training in the discipline of school librarianship.

In the rapidly evolving library landscape, teacher librarians promote and provide information literacy expertise in collaboration with the school community.

The management of a school library requires a special set of skills above and beyond those of a classroom teacher. Collection development and management, cataloging and resource sharing, technology use and maintenance, budgeting, ethical and effective information management, supervision of staff and volunteers, and providing ongoing professional development for staff are just some of the unique expectations for teacher librarians.

This document utilizes language and ideas adapted from the *Idaho Standards for Library Science Teachers* (2007) and the *ALA/AASL Standards for Initial Preparation of School Librarians* (2010).

Standard 1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher librarian is an effective teacher with knowledge of learners and learning.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12

students and their communities.

2. The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

3. The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

4. The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher librarian is aware of and respects the diverse cultures within the entire learning community.

2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

3. The teacher librarian recognizes the importance of culturally significant learning experiences.

Performance

1. The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2. The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Performance

1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

2. The teacher librarian supports flexible, open access for library services.

3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

4. The teacher librarian facilitates access to information in a variety of formats.

5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

6. The teacher librarian provides a respectful, positive, and safe climate.

7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian is familiar with a wide range of children’s, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

5. The teacher librarian understands the process of information retrieval and resource sharing.

6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Performance

1. The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

2. The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian catalogs and classifies library materials using professional library standards.

5. The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

6. The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

7. The teacher librarian administers and trains staff to ensure an effective school library program.

8. The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

9. The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

10. The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Performance

1. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

2. The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

3. The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4. The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5. The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher librarian understands many methods of assessing the library program.

2. The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Performance

1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

2. The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

3. The teacher librarian acknowledges the importance of participating in curriculum development.

Performance

1. The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

2. The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

3. The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

4. The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

5. The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

6. The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7. The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.

2. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Performance

1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

3. The teacher librarian understands confidentiality issues related to library records.

4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Performance

1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

2. The teacher librarian educates the school community on the ethical use of information and ideas.

3. The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

4. The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

5. The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher librarian understands various communication and public relations strategies.

2. The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

3. The teacher librarian recognizes the value of sharing expertise with others in the field.

Performance

1. The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

2. The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

3. The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

4. The teacher librarian advocates for the school library program and the library profession.

5. The teacher librarian participates in decision-making groups to continually improve library services.

6. The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate

information skills, provide access to resources, and promote effective use of technology across the curriculum.

7. The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

8. The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

9. The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10. The teacher librarian advocates for school library and information programs, resources, and services.

11. The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual and Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates’ ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate’s disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands the relationships between the arts and how the arts enhance a comprehensive curriculum.

4. The teacher understands how to interpret, critique, and assess the arts discipline being taught.

5. The teacher understands the cultural and historical contexts surrounding works of art.

6. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.

7. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).

8. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.

2. The teacher helps students create, understand, and become involved in the arts relevant to students'interests and experiences.

3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.

4. The teacher helps students identify relationships between the arts and a comprehensive curriculum.

5. The teacher provides instruction to make a broad range of art genres and relevant to students.

6. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

7. The teacher creates opportunities for students to explore a variety of perspectives and viewpoints related to the arts.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands state standards for the arts discipline being taught and how to apply those standards in instructional planning.

2. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher incorporates state standards for the arts discipline in his or her instructional planning.

2. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. The teacher understands assessment strategies specific to the creative process.

2. The teacher understands the importance of providing appropriate opportunities for students to demonstrate what they know and can do in the arts.

3. The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.

2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

3. The teacher provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher understands the importance of continued professional growth in his or her discipline.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.

2. The teacher understands the use and management of necessary performance and exhibit technologies specific to his or her discipline.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

3. The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.

2. The teacher knows the basic theories and processes of play writing.

3. The teacher understands the history and process of acting and its various styles.

4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).

5. The teacher understands the theory and process of directing theater.

Performance

1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.

2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

3. The teacher demonstrates proficiency in all aspects of technical theatre.

4. The teacher is able to direct shows for public performance.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standards 11: Learning Environment- The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher understands how to safely operate and maintain the theatre facility.

2. The teacher understands how to safely operate and maintain technical theatre equipment.

3. The teacher understands OSHA and State Safety standards specific to the discipline.

4. The teacher understands how to safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Performance

1. The teacher can safely operate and maintain the theatre facility.

2. The teacher can safely operate and maintain technical theatre equipment.

3. The teacher employs OSHA and State Safety standards specific to the discipline.

4. The teacher can safely manage the requirements unique to the drama classroom (e.g. stage combat, choreography, blocking, rigging, etc.)

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language has been written by a committee of content experts and adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge: The teacher understands and knows how to teach:

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

Performance: The teacher is able to demonstrate and teaches:

1. Singing, alone and with others, a varied repertoire of music.

2. Performing on instruments, alone and with others, a varied repertoire of music.

3. Improvising melodies, variations, and accompaniments.

4. Composing and arranging music within specified guidelines.

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

7. Evaluating music and music performances.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

9. Understanding music in relation to history and culture.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.

Performance

1. The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that are consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are candidates view the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists' styles and understands the historical movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to quality in works of art.

4. The teacher understands art vocabulary, its relevance to art interpretation, its relationship to other art forms and to disciplines across the curriculum.

5. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection) and how to write an artist's statement.

6. The teacher understands the value of visual art as an expression of our culture and possible career choices.

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical movements and cultural context of the those work
3. The teacher applies the elements and principles of art and how they relate to quality in works of art.
4. The teacher applies art vocabulary, its relevance to art interpretation, and relationship to other art forms and to disciplines across the curriculum
5. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product) and how to write an artist statement.
6. The teacher creates an emotionally safe environment for individual interpretation and expression in the visual arts.
7. The teacher makes reasoned and insightful selections of works of art to support teaching goals.
8. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.
9. The teacher creates opportunities for students to realize the value of visual art as an expression of our culture and possible career choices.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for World Languages Teachers

All teacher candidates are expected to meet or exceed the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the World Languages Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that assures attainment of the standards and is consistent with its conceptual framework.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher know~~s~~ the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical-thinking and problem solving.

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Glossary of Terms

ACTFL Proficiency Guidelines - a nationally developed and agreed upon set of descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

American Council of Teachers of Foreign Languages (ACTFL) - an organization for world language professionals of K-12 and higher education

Content-Based Instruction (CBI) - a method of teaching language where content is a means to language acquisition, and supports proficiency with challenging, informative, and complex communication

Critical thinking - an intellectually disciplined process of actively and skillfully applying, analyzing, synthesizing, and or evaluating information, which in its exemplary form transcends subject matter disciplines

Form-Focused Instruction (FFI) - attention to the formal aspects of language (grammar, spelling, intonation, etc.) and is a cognitive approach to language learning which holds that second language proficiency resides in both rule-based and exemplar-based knowledge. Rule-based knowledge consists of linguistic rules and is form-oriented, whereas the exemplar-based system consists of chunks of language: instances of language that are unanalysed and stored as a whole in our memories.

Scaffolding - a process that enables a student to solve a problem, carry out a task, or achieve a goal which otherwise would be beyond his or her unassisted efforts including instructional, procedural, and verbal techniques. See Zone of Proximal Development (ZPD)

Zone of Proximal Development (ZPD) - the distance or cognitive gap between what a learner can do without assistance and what that learner can do with a more capable peer or skilled adult, a locus for scaffolding

Other Teacher Endorsement Areas

Several teacher endorsement areas were not individually addressed in the current standards (refer to list below), given the small number of courses offered in these specific areas.

To be recommended for endorsement in these content areas, a candidate must meet the Idaho Core Teacher Standards and any current standards of their professional organization(s).

Content/Endorsement Areas

- Humanities *
- Psychology
- Sociology

** The Idaho Standards for the Initial Certification of Teachers address content areas traditionally categorized as humanities requirements for students (e.g. music, drama, art, foreign language).*

Idaho Foundation Standards for the Preparation of School Administrators

All school administrators, including principals, special education directors, and superintendents, must meet the following Idaho Foundation Standards for School Administrators and the standards specific to their certification area at the "acceptable" level or above.

The following knowledge and performance statements for the Foundation Standards for School Administrators are widely recognized, but not all-encompassing or absolute, indicators that School Administrator candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Administrator's profession is their disposition. Professional dispositions are how the Administrator views the education profession, their content area, and/or students and their learning. Every preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for Administrator dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim. These standards are grounded in the Educational Leadership Policy Standards: ISLLC (Interstate School Leaders Licensure Consortium) 2008, as adopted by the National Policy Board for Education Administration.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

4. Understands methods for responding to conflict.

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: ***The School Administrator:***

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Performance: ***The School Administrator:***

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: ***The School Administrator:***

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Performance: ***The School Administrator:***

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8. Understands policies and laws related to school and district.

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum

implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self- reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Idaho Standards for School Superintendents

In addition to the standards listed here, school superintendents must meet Idaho Foundation Standards for School Administrators as they apply to the superintendency.

**This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1. The superintendent understands the dynamics of systemic change within school districts.

2. The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

3. The superintendent knows the breadth of P-12 curriculum and instructional programs.

4. The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

5. The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

6. The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

7. The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

8. The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

10. The superintendent knows the importance of district-wide policy development and effective implementation.

11. The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

12. The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

13. The superintendent understands the importance of developing and fostering a productive relationship with the board.

14. The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Performance

1. The superintendent promotes district-wide innovation and change through the application of a systems approach.

2. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

3. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

4. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

7. The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

8. The superintendent works effectively within the organizational complexity of school districts.

9. The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

10. The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator

effectiveness. The administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for Special Education Directors

In addition to the standards listed here, special education directors must meet Idaho Foundation Standards for School Administrators as they apply to special education directors.

* *This language was written by a committee of content experts and has been adopted verbatim.*

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

1. The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

2. The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

3. The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

4. The special education director understands the use of technology in referral processes, ~~IEP~~ Individual Education Plan development, and records management.

Performance

1. The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

2. The special education director implements the special education processes and procedures required by federal, state and school district policies.

3. The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
¶***Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.***

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

1. The special education director understands the concept and best practices of least restrictive environment.

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

3. The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance

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 engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

1. The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

2. The special education director knows how to plan, write, implement, and access Individual Education Programs.

3. The special education director understands the role of assistive and adaptive technology and related services in instruction.

4. The special education director understands community-based instruction and experiences for students.

5. The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

6. The special education director understands statewide assessment policies.

Performance

1. The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

2. The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

3. The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Idaho Standards for School Counselors

The purpose of the standards for school counselors is to promote, enhance, and maximize the learning process. To that end, the school counselor standards facilitate school counselor performance in three broad domains: Academic Development, Career Development, and Personal/Social Development. The domains follow the 2012 American School Counselor Association (ASCA) model and are embedded within each standard as described below. All school counselor candidates are expected to meet the Idaho Standards for School Counselors as endorsed by their institution.

The following knowledge and performance statements for the School Counselors Standards are widely recognized, though not all-encompassing or absolute, indicators that School Counselors have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of preparation programs to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: School Counseling Programs - School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The organizational structure and governance of the American educational system, as well as cultural, political and social influences on current educational practices.

2. The organizational structure and components of an effective school counseling program.

3. Barriers to student learning and use of advocacy and data-driven school counseling practices.

4. Leadership principles and theories.

5. Individual counseling, group counseling and classroom instruction.

6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders.

7. Principles of school counseling, including prevention, intervention, wellness, education, multiculturalism, and advocacy.

8. Assessments relevant to K-12 education.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Planning, organizing, implementing and evaluating a school counseling program.

2. Applying the school counseling themes of leadership, advocacy, collaboration and systemic change.

3. Using technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program.

4. Multicultural, ethical and professional competencies.

5. Identification and expression of professional and personal qualities and skills of effective leaders.

6. Advocacy for student success.

7. Collaboration with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success.

Standard 2: Foundations - School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. Educational systems, philosophies and theories, and current trends in education, including federal and state legislation.

3. Learning theories.

4. History and purpose of school counseling, including traditional and transformed roles of school counselors.

5. Human development theories and developmental issues affecting student success.

6. District, state, and national student standards and competencies.

7. Legal and ethical standards and principles of the school counseling profession and educational systems, including state, district and building policies.

8. The three domains of academic achievement, career planning and personal/social development.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Development of the beliefs, vision, and mission of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level.

2. The use of student standards, such as district, state, or national standards, to drive the implementation of a comprehensive school counseling program.

3. Application of the ethical standards and principles of the school counseling profession and adhering to

the legal aspects of the role of the school counselor and the Code of Ethics for Idaho Professional Educators.

4. Responsible advocacy for school board policy, as well as local, state and federal statutory requirements in students' best interests.

5. Practices within the ethical and statutory limits of confidentiality.

Standard 3: Management - School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. Leadership principles, including sources of power and authority, and formal and informal leadership.

2. Organization theory to facilitate advocacy, collaboration and systemic change.

3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards.

4. Time management, including long- and short-term management, using tools such as schedules and calendars.

5. Data-driven decision making.

6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Self-evaluation of his/her own competencies in order to formulate an appropriate professional development plan.

2. The ability to access or collect relevant data to monitor and improve student behavior and achievement.

3. The capability to create calendars to ensure the effective implementation of the school counseling program.

4. Coordination of activities that establish, maintain and enhance the school counseling program.

Standard 4: Delivery - School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program.

Knowledge - School counselors should articulate and demonstrate an understanding of:

1. The distinction between direct and indirect student services.

2. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons.

3. Classroom management.

4. Principles of career and post-secondary planning.

5. Principles of working with various student populations based on characteristics, such as ethnic and racial background, English language proficiency, special needs (IEP and 504 Plans), religion, gender and income.

6. Responsive services (counseling and crisis response) including grief and bereavement.

8. How diagnoses and/or medication affects the personal, social, and academic functioning of students.

Performance - An effective school counselor is able to accomplish measurable objectives demonstrating the following:

1. Creation and presentation of a developmental school counseling curriculum addressing all students' needs based on student data.

2. Classroom management and instructional skills.

3. Encouragement of staff involvement to ensure the effective implementation of the school counseling curriculum.

4. The ability to build effective, high-quality student support programs.

5. Development of strategies to implement individual student planning, which may include strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning.

6. The capability to provide responsive services, such as individual/small-group counseling and crisis response.

7. Participation as member of the crisis team providing assistance to the school and community in a crisis.

8. Development of a list of community agencies and service providers for student referrals and understanding how to make referrals to appropriate professionals when necessary.

9. Partnerships with parents, teachers, administrators and education stakeholders for student achievement and success.

10. The ability to conduct in-service training or workshops for other stakeholders to share school counseling expertise.

11. Understanding and knowledge regarding how to provide supervision for school counseling interns consistent with the principles.

12. Skills to critically examine the connections between social, familial, emotional, and behavioral problems and academic achievement.

Idaho Standards for School Nurses

The following knowledge and performance statements for the School Nurse Standards are widely recognized, but not all-encompassing or absolute, indicators that school nurse candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school nurse preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the school nursing profession is a candidate's disposition. Professional dispositions are how the School Nurse candidate views their profession, their content area, and/or students and their health and learning. Every School Nurse preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Nurse candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Quality Assurance - The school nurse understands how to systematically evaluate the quality and effectiveness of school nursing practice.

Knowledge

1. The school nurse understands the professional, state, and local policies, procedures, and practice guidelines that impact the effectiveness of school nursing practice within the school setting.

2. The school nurse understands that school nursing practice must fall within the boundaries of scope of practice as defined by the Idaho Board of Nursing.

3. The school nurse understands how to access research and interpret data applicable to the school setting.

Performance

1. The school nurse conducts ongoing evaluations of school nursing practice.

2. The school nurse identifies the policies, procedures, and practice guidelines applicable to school nursing practice.

3. The school nurse uses research and data to monitor quality and effectiveness of school nursing practice.

Standard 2: Professional Development - The school nurse is a reflective practitioner who improves clinical skills through continual self-evaluation and ongoing education.

Knowledge

1. The school nurse understands how to improve knowledge and competency in school nursing practice.

2. The school nurse knows how to self-assess professional nursing practice.

3. The school nurse knows how to access professional resources that support school nursing practice.

4. The school nurse knows about the professional organizations that support the nursing practice.

Performance

1. The school nurse participates in professional development related to current clinical knowledge and professional issues.

2. The school nurse seeks and acts on constructive feedback regarding professional development.

3. The school nurse pursues professional development as related to professional and program goals.

Standard 3: Communication - The school nurse is skilled in a variety of communication techniques (i.e., verbal and nonverbal).

Knowledge

1. The school nurse understands the importance of effective communication with school staff, families, students, the community, and other service providers.

2. The school nurse understands problem solving and counseling techniques and crisis intervention strategies for individuals and groups.

3. The school nurse knows how to document appropriately.

Performance

1. The school nurse communicates effectively and with sensitivity to community values in a variety of settings (e.g., classroom presentations, public forums, individual interactions, written communication, and documentation).

Standard 4: Collaboration - The school nurse understands how to interact collaboratively with and contribute to the professional development of peers and school personnel.

Knowledge

1. The school nurse understands the principles of collaboration in sharing knowledge and skills with other professionals and staff.

Performance

1. The school nurse works collaboratively with nursing colleagues and school personnel to enhance professional practice and to contribute to a supportive, healthy school environment.

Standard 5: Ethics and Advocacy - The school nurse makes decisions and takes actions on behalf of students and families in an ethical, professional manner.

Knowledge

1. The school nurse understands the code of ethics adopted by the American Nurses Association and the National Association of School Nurses and the Code of Ethics for Idaho Professional Educators.

2. The school nurse knows how to advocate for students and families.

Performance

1. The school nurse performs duties in accord with the legal, regulatory, and ethical parameters of health and education.

2. The school nurse acts as an advocate for students and families.

3. The school nurse delivers care in a manner that is sensitive to student diversity.

Standard 6: Health and Wellness Education - The school nurse assists students, families, the school staff, and the community to achieve optimal levels of wellness through appropriately designed and delivered health education.

Knowledge

1. The school nurse understands developmentally appropriate health education.

2. The school nurse understands the influence of family dynamics on student achievement and wellness.

3. The school nurse understands that health instruction within the classroom is based on learning theory.

4. The school nurse understands child, adolescent, family, and community health issues.

5. The school nurse understands how health issues impact student learning.

Performance

1. The school nurse assists individual students in acquiring appropriate skills based on age and

developmental levels to advocate for themselves.

2. The school nurse participates in the assessment of health education and health instructional needs of the school community.

3. The school nurse provides health instruction within the classroom based on learning theory, as appropriate to student developmental levels and school needs.

4. The school nurse provides individual and group health instruction and counseling for and with students, families, and staff.

5. The school nurse acts as a resource person to school staff, students, and families regarding health education and health community resources.

6. The school nurse assists students in changing high-risk behaviors through education and referral.

Standard 7: Program Management - The school nurse is a manager of school health services.

Knowledge

1. The school nurse understands the principles of school nursing management.

2. The school nurse understands that program delivery is influenced by a variety of factors (e.g., cost, program diversity, staffing, and laws).

3. The school nurse knows how to teach, supervise, evaluate, and delegate to Unlicensed Assistive Personnel.

4. The school nurse knows how to identify and secure appropriate and available services and resources in the community.

Performance

1. The school nurse demonstrates the ability to organize, prioritize, and make independent nursing decisions.

2. The school nurse demonstrates the ability to plan and budget resources in a fiscally responsible manner.

3. The school nurse demonstrates leadership skills to utilize human resources efficiently.

4. The school nurse teaches, supervises, evaluates, and delegates to Unlicensed Assistive Personnel.

5. The school nurse uses appropriate technology in managing school health services.

Idaho Standards for School Psychologists

The following knowledge and performance statements for the School Psychologist Standards are widely recognized, but not all-encompassing or absolute, indicators that School Psychologist candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a school psychologist preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Psychology profession is a candidate's disposition. Professional dispositions are how the School Psychologist candidate views their profession, their content area, and/or students and their health and learning. Every School Psychology preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Psychologist candidate dispositions.

Standard 1: Assessment, Data-Based Decision Making, and Accountability - The school psychologist understands varied models and methods of assessment that yield information useful in understanding problems, identifying strengths and needs, measuring progress aiding in transition activities and accomplishments of students.

Knowledge

1. The school psychologist understands traditional standardized norm-referenced assessment instruments.

2. The school psychologist knows alternative assessment approaches (e.g., curriculum-based, portfolio, and ecological).

3. The school psychologist knows non-test assessment procedures (e.g., observation, diagnostic interviewing, and reviewing records).

4. The school psychologist understands the Response to Intervention (RTI) process.

5. The school psychologist understands correct interpretation and application of data.

6. The school psychologist understands the process of transitions at Pre-K through Age 21 development levels.

Performance

1. The school psychologist uses various models and methods of assessment as part of a systematic process to collect data and other information.

2. The school psychologist translates assessment results into empirically-based decisions about intervention and recommendations.

3. The school psychologist assists in creating intervention strategies linked to the assessment information.

4. The school psychologist assists in evaluating the effectiveness of interventions and recommendations.

Standard 2: Consultation and Collaboration - the school psychologist understands effective collaborative and consultation approaches to promote the learning and success of students.

Knowledge

1. The school psychologist knows processes of producing change in individuals and groups.

2. The school psychologist knows various strategies and techniques of team building.

3. The school psychologist knows various strategies and techniques of team decision-making.

4. The school psychologist possesses knowledge and skills necessary to facilitate communication and collaboration with students and teams consisting of school personnel, family members, community professionals, and others.

5. The school psychologist understands factors necessary for effective interpersonal communication.

6. The school psychologist knows how to communicate effectively in oral and written form.

Performance

1. The school psychologist promotes change at the levels of the individual student, classroom, building, district, and other agencies.

2. The school psychologist uses consultation and collaboration to facilitate the development of professional environments in schools and related settings to promote the kinds of principles necessary to achieve consensus.

3. The school psychologist facilitates communication with students and teams consisting of school personnel, family members, community professionals, and others.

4. The school psychologist displays positive interpersonal skills by listening, adapting, addressing ambiguity, and being professional in difficult situations.

5. The school psychologist presents and disseminates information to diverse audiences.

6. The school psychologist communicates effectively in oral and written form.

Standard 3: Effective Instruction and Development of Cognitive and Academic Skills - The school psychologist understands learning theories, cognitive strategies and their application to the development of effective instruction to promote student learning.

Knowledge

1. The school psychologist knows primary learning theories (e.g., behavioral, cognitive, and neuro developmental).

2. The school psychologist understands various instructional strategies and learning styles.

3. The school psychologist knows principles of student-centered learning.

4. The school psychologist knows how to develop appropriate cognitive, academic, and career goals for students with different ability levels using a team approach.

5. The school psychologist understands current instructional theories and models.

6. The school psychologist knows evaluation techniques to measure instructional outcomes of intervention strategies and treatment integrity.

Performance

1. The school psychologist assists in implementing a variety of instructional methods to enhance student learning at the individual, group, and systems levels.

2. The school psychologist uses student-centered learning principles to help students become self-regulated learners.

3. The school psychologist, in collaboration with the student, parents, school personnel, and community professionals, sets individual learning goals, designs a learning process to achieve those goals, and assesses whether the goals have been achieved.

4. The school psychologist helps schools develop appropriate cognitive, academic, and career goals for students.

5. The school psychologist links assessment information to the development and implementation of instructional strategies to meet students' individual learning needs.

6. The school psychologist collects, maintains and shares current information and research about advances in curriculum and instruction with educators, parents, and the community.

7. The school psychologist uses appropriate assessment techniques to progress toward academic and career goals and assists in revising instructional methodology as necessary.

8. The school psychologist assesses treatment integrity and efficacy of intervention strategies.

Standard 4: Socialization and Development of Life Skills – The school psychologist understands human development in social, affective, behavioral, and adaptive domains and applies sound principles of behavior change within these domains.

Knowledge

1. The school psychologist understands the developmental processes of socialization and life skills of students with different abilities and developmental levels.

2. The school psychologist understands direct and indirect intervention strategies, including counseling and consultation.

3. The school psychologist knows principles of behavior management.

4. The school psychologist understands conflict-management and problem-resolution strategies.

5. The school psychologist knows empowerment strategies for students and family support systems.

6. The school psychologist understands the ecological impact of learning environments on student success.

7. The school psychologist understands early childhood development and its impact on successful school transitions.

Performance

1. The school psychologist utilizes consultation and collaboration strategies with teachers, students, and families for the development of life skills.

2. The school psychologist uses a variety of intervention strategies consistent with developmental levels.

3. The school psychologist, using a problem-solving approach, collaborates with students, teachers, and families in developing behavior management plans.

4. The school psychologist consults in the development and evaluation of conflict-management and problem-resolution programs and activities.

5. The school psychologist provides mental health services to enhance appropriate student behavior.

6. The school psychologist facilitates students and families in developing positive socialization and life skills.

7. The school psychologist consults with students, families, and schools regarding the structure and organization of educational environments and how they impact learning.

8. The school psychologist works with families and others to promote awareness of effective early childhood development and educational services.

Standard 5: School Psychology Practice and Professional Development - The school psychologist understands the history and foundations of the profession; various service models and methods; public policy development applicable to services for students and their families; ethical and professional standards; and legal requirements.

Knowledge

1. The school psychologist understands the history and foundations of school psychology and its relation to other fields.

2. The school psychologist knows current models, methods and practices of the profession.

3. The school psychologist knows the appropriate ethical and professional standards.

4. The school psychologist knows current federal statues and state statutes and regulations as they relate to students.

5. The school psychologist understands processes and procedures for public policy development.

6. The school psychologist knows methods to evaluate personal needs for continuing professional development.

Performance

1. The school psychologist is aware of current practices in related fields.

2. The school psychologist adheres to best practices of the profession.

3. The school psychologist uses knowledge of legal requirements to advocate for the rights and welfare of children and families.

4. The school psychologist promotes the improvement of public policies and practices in schools and related settings.

5. The school psychologist maintains certification and continues professional development.

6. The school psychologist identifies and pursues professional growth resulting in acquisition of new skills.

Standard 6: Student Diversity in Development and Learning - The school psychologist understands that an individual's development and learning are influenced by one or more of the following factors: biological, social, cultural, ethnic, experiential, socioeconomic, environmental, gender- related, and/or linguistic.

Knowledge

1. The school psychologist understands individual differences in ability levels with respect to the development of instructional programs and other activities.

2. The school psychologist understands how to identify needs and modify instruction to enhance learning for individual students.

3. The school psychologist recognizes the influence that various cultures, backgrounds, and individual learning characteristics have on students and their families.

4. The school psychologist understands how personal biases may impact decision making, instruction and influence student progress.

5. The school psychologist knows research-based practices related to assessment and the interpretation of results that reduce various biases.

6. The school psychologist recognizes best practices in assessments with culturally and/or linguistically diverse students.

Performance

1. The school psychologist assists in the development of instructional programs and activities for a diverse student population.

2. The school psychologist assists schools and families in the modification and/or accommodation of instructional practices and materials sensitive to diverse student backgrounds and needs.

3. The school psychologist seeks opportunities to interact with students and families to learn about their strengths, needs and diverse backgrounds.

4. The school psychologist uses appropriate assessment procedures and/or intervention strategies to meet the unique needs of each individual student.

Standard 7: Information and Instructional Technology - The school psychologist understands information sources, instructional resources, and technology relevant to professional practice and services for students.

Knowledge

1. The school psychologist knows how to access a variety of information sources (e.g., Internet and professional journals).

2. The school psychologist knows how to use new technologies to enhance student services.

3. The school psychologist possesses current knowledge of instructional resources for students (e.g., instructional software and assistive technology).

Performance

1. The school psychologist uses appropriate technologies to facilitate professional performance.

2. The school psychologist uses technologies to facilitate student performance.

3. The school psychologist makes use of technology (e.g., Internet and e-mail) to access information, current research, and professional development opportunities.

4. The school psychologist evaluates the validity of information and resources.

Standard 8: School and Systems Organization, Policy Development, and Climate - The school psychologist understands the unique organization and culture of schools and related systems.

Knowledge

1. The school psychologist understands the organization of schools and systems.

2. The school psychologist understands principles of organizational development and systems theory as it relates to their practice.

3. The school psychologist knows how to implement and evaluate programs that promote safe and violence-free schools and communities.

4. The school psychologist understands leadership roles in the development and implementation of systems change.

5. The school psychologist understands funding mechanisms available to schools and communities that support physical, educational, and mental health services.

6. The school psychologist knows how to access resources available to address behavioral, learning, mental, and physical needs.

Performance

1. The school psychologist applies principles of organizational development and systems theory to promote learning and to create climates of mutual respect, care, and support for all individuals in the system.

2. The school psychologist participates in the implementation and evaluation of programs that promote safe and violence-free schools community

3. The school psychologist contributes to the development of school policies, agency, and community procedures that promote effective programs and services for students and families.

4. The school psychologist facilitates decision making and collaboration that fosters a commitment to effective services for students and families.

5. The school psychologist accesses available resources to address behavioral, learning, mental, and physical needs.

Standard 9: Prevention, Crisis Intervention, and Mental Health - The school psychologist understands human development and psychopathology biological, cultural, and social influences on human behavior.

Knowledge

1. The school psychologist knows current theory, research and best practice concerning child and adolescent development; psychopathology; biological, cultural, and social influences on behavior; societal stresses; drug and alcohol influences; crises in schools, families, and communities.

2. The school psychologist has knowledge of antecedents and consequences that influence students' learning and behavior problems.

3. The school psychologist understands strategies to address students' learning and behavior problems.

4. The school psychologist knows various prevention programs and crisis intervention procedures.

5. The school psychologist understands diverse health issues (e.g., nutrition, eating disorders, teen pregnancy, AIDS, drug and alcohol abuse, smoking, and stress-related disorders).

Performance

1. The school psychologist develops, implements, and evaluates prevention programs based on recognition of the antecedents to students' learning and behavior problems.

2. The school psychologist participates in crisis prevention, intervention, and response and collaborating with students, school personnel, families and the community.

3. The school psychologist participates in and promotes physical and mental health programs for children in schools and related agencies.

4. The school psychologist facilitates environmental and/or educational changes that support the physical and mental health of students.

5. The school psychologist accesses available resources to address a wide variety of behavioral, learning, mental, and physical needs.

Standard 10: Home/School/Community Collaboration - The school psychologist understands how to work effectively with students, families, educators, and others in the community to promote and provide comprehensive educational services.

Knowledge

1. The school psychologist knows how family systems influence students' cognitive, affective and social development, and academic performance.

2. The school psychologist understands the importance of family involvement in education.

3. The school psychologist knows methods to promote collaboration between parents and educators that improve student performance.

4. The school psychologist understands diversity issues that affect home/school collaboration.

5. The school psychologist knows how family, home, peer, and community factors affect learning and achievement in school.

6. The school psychologist knows the local community services available to support students and their families.

Performance

1. The school psychologist applies knowledge of the influence of family systems on education to maximize student performance.

2. The school psychologist facilitates and supports parent participation in educational decision- making activities (e.g., team meetings, schoolwide committees, and school improvement teams).

3. The school psychologist facilitates home-to-school communication, including assisting students and families in accessing community and school-based services.

4. The school psychologist uses knowledge of diversity and resources to enhance collaboration between and schools.

Standard 11: Research and Program Evaluation - The school psychologist understands research, statistics, and evaluation methods.

Knowledge

1. The school psychologist knows the basic principles of research design and statistics used in psychological and educational research.

2. The school psychologist possesses sufficient knowledge of research and statistics to interpret and evaluate published research and/**or** plan and conduct research.

3. The school psychologist knows appropriate program evaluation strategies and techniques.

4. The school psychologist understands psychometric principles that influence test selection and assessment methods.

5. The school psychologist knows the strengths and weaknesses of various research methods**,** designs and their impact on the interpretation of findings.

Performance

1. The school psychologist applies knowledge of the principles of research design.

2. The school psychologist uses an understanding of research methodology and design to evaluate the validity and relevance of others' research.

3. The school psychologist uses appropriate strategies when evaluating programs and

interventions.

4. The school psychologist applies psychometric standards and principles in selecting and using assessment tools and published tests.

5. The school psychologist maintains, accesses, and applies a current professional knowledge base of research findings, professional literature, and best practices relevant to the job.

Idaho Standards for School Social Workers

The following knowledge and performance statements for the School Social Worker Standards are widely recognized, but not all-encompassing or absolute, indicators that School Social Worker candidates have met the standards. It is the responsibility of a School Social Work preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the School Social Work profession is a candidate's disposition. Professional dispositions are how School Social Work candidates view their profession, their content area, and/or students and their health and learning. Every School Social Work preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for School Social Worker candidate dispositions.

**This language was written by a committee of content experts and has been adopted verbatim.*

Standard 1: Content - The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention; case management; advocacy; consultation; in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the environment of the local educational agency (LEA).

Knowledge: The competent school social worker:

1. Has attained a master's degree in social work with a specialization in school social work from a program accredited by the Council on Social Work Education (CSWE); OR meet the following criteria:

   a. has attained a master's degree in social work from a program accredited by (CSWE),
   b. has taken a school social work course and,
   c. has completed a social work practicum in a K-12 setting or has extensive experience working with children and families.

2. Understands methods of practice, including counseling, crisis intervention, case work, and individual, group, and family therapies.

3. Understands and develops skills in advocacy, case management, consultation, classroom groups, and community organization.

4. Understands theories of normal and exceptional development in early childhood, middle childhood, adolescence, and early adulthood and their application to all students.

5. Understands the effects of mental illness on students' ability to participate in learning.

6. Understands the person-in-environment context of social work.

7. Understands the effects of biological, family, social, health, and cultural factors on human development and social functioning.

8. Understands characteristics and implications for education of children with academic, and/or social/emotional challenges.

9. Understands systems theories as they relate to classrooms, schools, families, and community.

10. Understands methods of advocacy on behalf of individuals, families, and school systems.

11. Understands the application of social learning theories to identify and develop broad-based prevention and intervention programs.

Performance: The competent school social worker:

1. Uses empathy in interpersonal relationships.

2. Uses diverse interview techniques and written communication with all persons within the student's system.

3. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning.

4. Makes appropriate social work assessment of typical and atypical development of students based on level of state licensure i.e., Licensed Master Social Work (LMSW) or Licensed Clinical Social Worker (LCSW).

5. Selects and applies empirically-based methods of intervention to enhance students' educational experience.

6. Demonstrates effective leadership of and participation in interdisciplinary teams.

Standard 2: Service Delivery - The competent school social worker utilizes a variety of intervention strategies that support and enhance students' educational and emotional development.

Knowledge: The competent school social worker:

1. Understands empirically-based methods of individual, group, family, and crisis counseling.

2. Understands empirically-based methods of social work service delivery.

3. Understands and develops skills in advocacy, case management, community organization, consultation and in-service training.

4. Understands the application of social learning theories to identify and develop broad-based prevention and interventions, including "Response to Intervention." (RTI)

5. Understands the interdisciplinary approach to service delivery within the educational environment.

6. Understands how to integrate content knowledge for service delivery.

7. Understands the role of mandated reporters and the function of the State's child welfare agency and law enforcement interaction.

Performance: The competent school social worker:

1. Develops and implements empirically-based prevention and intervention plans that enable the child to "respond to intervention" (RTI).
2. Provides individual, group, and/or family counseling and other services to enhance success in the educational process.
3. Provides crisis intervention counseling and other services to the school community.
4. Provides consultation to teachers, administrators, parents, and community agencies.
5. Develops and provides training and educational programs in the school and community.
6. Conducts social work assessments and participates in eligibility conferences for special education and other programmatic options, students' educational planning conferences, and conferences with parents.[1]
7. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students.
8. Mobilizes the resources of the school and community to meet the needs of children and their families.
9. Reports suspected child abuse and neglect to the State's child welfare agency and/or law enforcement.

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[1] School social workers started as and remain an integral link between school, home, and community. Those who choose this particular field of social work provide direct services, as well as specialized services such as mental health intervention, crisis management and intervention, and facilitating community involvement in the schools. Working as an interdisciplinary team member, school social workers not only continue to provide services to school children and their families, but also continue to evaluate their role and consequently modify it to meet organizational or contextual needs and changes in policies and practice.

Social work assessment is an ongoing process of data collection aimed at identifying client strengths and problems. Specifically, assessment guides treatment planning, as well as informs intervention selection and monitoring as it relates to the social-emotional development of students in the educational system.(Mizrahi, T., Davis, L. E., & Henderson, D. M. (Eds.). (2009). *Encyclopedia of social work (* 20th Ed.) Silver Springs, MD: National Association of Social Workers and Oxford University Press, Inc.)

Standard 3: Planning - The competent school social worker designs services based upon knowledge of the educational setting, as well as information about the students, families, and community.

Knowledge: The competent school social worker:

1. Understands learning theory and normal and exceptional development as it applies to the content and curriculum of educational planning and intervention.

2. Understands the process of needs assessment, referral, and resource development.

3. Understands how to develop long- and short-term empirically-based intervention plans consistent with curriculum and students' diversity and strengths, life experiences, and social/emotional factors.

4. Understands environmental factors when planning interventions to create an effective bridge between students' experiences and goals.

5. Understands how to integrate and use technology for assessments, interventions, and information management.

Performance: The competent school social worker:

1. Assists in establishing expectations for student learning consistent with students' strengths and educational systems' goals.

2. Conducts needs assessments to plan for service delivery.

3. Assists students in creating long- and short-term plans to meet expectations for learning.

4. Creates and adapts from empirically-based learning opportunities and materials to provide effective interventions.

5. Plans interventions that integrate students' life experiences and future career goals.

6. Maintains relevant data to assist in planning, management and evaluation of school social work.

7. Collects, analyzes and interprets data to evaluate and modify interventions when necessary.

8. Supports approaches to learning that address individual student needs.

9. Integrates and uses technology for assessments, interventions, and information management.

Standard 4: Assessment and Evaluation - The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Knowledge: The competent school social worker:

1. Understands strength-based assessments and practices that support growth and development.

2. Understands various types of research, measurement theory, and concepts of validity, reliability, bias, scoring, and interpretation of results.

3. Understands multiple empirically-based assessment techniques, such as observation, structured/clinical interviews, and standardized assessments, and their purposes, characteristics, and limitations.

4. Understands how to conduct social work assessment of adaptive behavior, learning styles, self-esteem, social skills, attitudes, high-risk behavior (i.e. truancy, suicide, homicide, drug and alcohol, etc.), interests, and emotional/mental health.

5. Understands the use of assessment as a means to evaluate the student's social-emotional/mental functioning, including:

    - The child's physical, cognitive, and social-emotional development;
    - Family history and factors that influence the child's overall functioning;
    - The child's behavior and attitude in different settings;
    - Patterns of interpersonal relationships in all spheres of the child's environment;
    - Patterns of achievement and adjustment at critical points in the child's growth and development;
    - Adaptive behavior and cultural factors that may influence learning.

6. Understands the social-developmental history with its focus on the student's functioning within the educational environment.

7. Understands the relationship between assessment, eligibility, and placement decisions, including the development of Individualized Education Programs.

8. Understands parent/guardian and student rights (both legal and educational) regarding assessment and evaluation.

9. Is familiar with the diagnostic tools used by other professionals in the school.

10. Understands the use of empirically-based assessment and evaluation results to develop student interventions.

Performance: The competent school social worker:

1. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interview and standardized instruments to evaluate the understanding, progress, and performance of students' social-emotional development in the school environment.

2. Uses social work assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies including “Response to Intervention” (RTI).

3. Uses empirically-based assessment and evaluation results to develop appropriate interventions, including recommendations for eligibility and placement.

4. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals.

5. Presents social work assessment results in an easily understandable manner.

6. Documents social work assessment and evaluation results.

7. Collaborates with parents/guardians and other professionals regarding the assessment process.

8. Ensures parents/guardians are informed of their rights and the rights of students regarding assessment.

9. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs.

Standard 5: Consultation and Collaborative Relationships: The competent school social worker develops consultative and collaborative relationships with colleagues, parents, and the community to support students’ learning and well-being.

Knowledge: The competent school social worker:

1. Understands the principles, practices, and processes of individual and organizational consultation.

2. Understands the collaborative process with parents, school personnel, community-based organizations, and agencies to enhance the student’s educational functioning.

3. Understands the school’s role within the context of the larger community.

4. Understands the variations in beliefs, traditions, and values across cultures and their effect on interactions among group members.

5. Understands the importance of audience and purpose when selecting ways to communicate ideas.

6. Understands language development, communication techniques, and the role of communication in the learning environment.

7. Understands that as members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families

8. Understands the role of school personnel as mandated reporters of child abuse and neglect.

Performance: The competent school social worker:

1. Initiates, develops, and implements consultative relationships.

2. Models and promotes ethical practices for confidential communication.

3. Collaborates with colleagues, parents/guardians, and community personnel about students' needs.

4. Encourages relationships among colleagues to promote a positive learning environment.

5. Participates in collaborative decision-making and problem-solving to promote students' success.

6. Facilitates a collaborative relationship between general and special education systems to promote a unified system of education.

7. Models and promotes effective communication among group members or between groups.

8. Uses a variety of effective communication modes with diverse target groups.

9. Assist in the education of school personnel on mandated reporting of child abuse and neglect to the State's child welfare agency and/or law enforcement.

10. Makes mandated reports of child abuse and neglect as appropriate to the State's child welfare agency and/or law enforcement.

Standard 6: Advocacy and Facilitation - The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families, and school systems.

Knowledge: The competent school social worker:

1. Understands the role of advocacy and facilitation at all levels of the system that affect students and their families.

2. Is familiar with available resources for students and families within the school and community.

3. Understands when and how to make referrals for programs and services at the district, community, and State levels.

4. Understands the need to improve access to services and resources.

Performance: The competent school social worker:

1. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources.

2. Identifies areas of need and accesses or advocates for the creation of resources at the state and community level.

3. Makes referrals to community and school resources.

4. Advocates for students with other members of the educational community to enhance students' functioning in the learning environment.

Standard 7: Learning Community - The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community.

Knowledge: The competent school social worker:

1. Understands principles of and strategies for effective behavior and social management within the school environment.

2. Understands how people's attitudes within the educational environment influence behavior of individuals.

3. Understands how to help students work cooperatively and productively.

4. Understands the importance of parents'/guardians' participation in fostering students' positive development.

5. Understands dispute resolution strategies.

6. Understands the goals and objectives of educational organizations.

7. Understands how to work with administrators and other school personnel to make changes within the school.

8. Understands how service learning and volunteerism promote the development of personal and social responsibility.

Performance: The competent school social worker:

1. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities.

2. Analyzes school environments and works effectively to create/enhance a supportive and safe learning climate.

3. Develops strategies to encourage motivation and engagement through mutual respect and cooperation.

4. Develops dispute resolution programs within the school environment.

5. Develops needs assessments and works as a change agent to address the identified gaps in services.

6. Collaborates with community agencies in school-linked service learning projects or other programs.

7. Promotes the effective utilization of school social work services.

8. Promotes understanding of factors that affect the school environment and facilitates systems improvement.

9. Designs, implements, and evaluates programs that enhance a student's social participation in school, family, and community.

10. Promotes active parental/guardian participation within the educational environment.

11. Collaborates with community agencies to increase access to services and resources.

Standard 8: Diversity - The competent school social worker understands the broad range of backgrounds and experiences that shape students' approaches to learning and helps create opportunities adapted to diverse populations of learners.

Knowledge: The competent school social worker:

1. Understands how students' learning is influenced by culture, family, community values, individual experiences, talents, gender, sexual orientation, language, and prior learning.

2. Understands and identifies differences in approaches to learning and performance, including different learning styles, performance modes, and variations of perception.

3. Understands and respects the impact of cultural, racial, ethnic, socioeconomic, and gender diversity and sexual orientation in the educational environment.

4. Understands the issues of second language acquisition, the immigrant experience, and the need to develop strategies to support students and families.

5. Understands ways in which similar behaviors may have different meanings to people in different cultures.

Performance: The competent school social worker:

1. Facilitates a learning community in which individual differences are respected.

2. Practices gender equity and avoid sex-role stereotyping.

3. Provides services that promote multi-cultural sensitivity.

4. Develops strategies to decrease negative effects of cultural barriers on education.

5. Utilizes students' diversity to enrich the educational experiences of all students.

6. Interprets information about students' families, cultures, and communities in assessments, interventions, and evaluations of student progress.

7. Utilizes appropriate social work assessment tools and empirically-based intervention strategies that

reflect diverse student needs.

8. Designs empirically-based intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning styles, strengths and needs.

9. Makes referrals for additional services or resources to assist students with diverse learning needs.

Standard 9: Professional Conduct and Ethics - The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve students' learning, safety, and well-being.

Knowledge: The competent school social worker:

1. Understands the current applicable professional codes of conduct and ethical practice guidelines.

2. Understands federal and state laws and regulations as they pertain to ethical school social work practice.

3. Understands the legal and ethical principles of confidentiality as they relate to the practice of school social work, (i.e. HIPPA, FERPA).

4. Understands the organization and operation of safe school systems.

5. Understands school policies and procedures as they relate to student learning, safety and well-being.

6. Understands legal issues in education, with special emphasis on: persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.

7. Understands the importance of active participation and leadership in professional education and social work organizations.

Performance: The competent school social worker:

1. Follows the professional code of conduct and ethical practice guidelines referred to in Standard 9, Knowledge Indicator 1.

2. Maintains current knowledge of and abides by federal and State laws and regulations, with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and students' and families' rights.

3. Participates in district activities such as policy design, curriculum design, staff development, and organizations involving parent/guardians and students.

4. Abides by current legal directives, school policies, and procedures.

5. Promotes the rights of all students in a safe environment.

6. Models and promotes ethical practices for confidential communication.

Standard 10: Professional Development - The competent school social worker actively seeks opportunities to grow professionally.

Knowledge: The competent school social worker:

1. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner.

2. Understands the impact of personal strengths and needs on service delivery.

3. Understands methods of inquiry and frameworks for self-assessment and self-improvement.

4. Understands how to use supervision, consultation, collaboration, and continuing education to identify areas for on-going professional development.

5. Understands how to interpret and utilize research to evaluate and guide professional interventions and program development.

Performance: The competent school social worker:

1. Uses continuing education, professional development activities, research, professional literature, observations and experiences to enhance professional growth and to guide evaluation of professional practice.

2. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice.

3. Uses self-assessment and performance evaluations to identify areas for professional growth.

4. Actively seeks consultation to improve professional practice.

5. Maintains the limits and boundaries of the professional role of school social workers.

6. Participates in professional activities and organizations that promote and enhance school social work practice.

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SUBJECT

Proposed Rule- IDAPA 08.02.03.115, Rules Governing Thoroughness

REFERENCE

November 2014	Board approved pending rule docket no. 08-0203-1406 adding data elements related to state supported advanced opportunity programs.
February 2015	Board approved rejection of docket no. 08-0203-1406

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-133 and 33-1626, Idaho Code
IDAPA 08.02.03.115, Rules Governing Thoroughness, Data Collection

BACKGROUND/DISCUSSION

The Dual Credit for Early Completers and Fast Forward programs provide financial support for students in Idaho public schools to earn dual credit and take college credit-bearing and professional/technical examinations. School districts and public charter schools must provide information regarding the costs of Dual credit courses and college credit bearing and professional/technical examinations to the State Department of Education in order to disburse timely, accurate reimbursements. At present, the State Department of Education approved data collection elements do not include information needed to reimburse school districts and public charter schools for college credit-bearing or professional- technical examinations.

ATTACHMENTS

Attachment 1 – Proposed Rule Amendment
IDAPA 08.02.03.115 Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-133, Idaho Code provides the following criteria for student data elements proposed for inclusion in the student data system: (1) any new student data collection proposed by the Idaho State Board of Education becomes a provisional requirement to allow districts and their local data system vendors the opportunity to meet the new requirement; and (2) the Idaho State Board of Education must submit any new provisional student data collection to the governor and the legislature for their approval within one (1) year in order to make the new student data a permanent requirement through the administrative rule process.

Section 33-133, Idaho code only requires new “student data” be approved by the Governor and the legislature, and defines this to mean data collected and/or reported at the individual student level. Data specific to the course and not tied to an individual student are not required to be included in the Administrative Rule.

BOARD ACTION

I move to approve the Proposed rule amendment to IDAPA 08.02.03.115, Rules Governing Thoroughness as submitted in attachment 1.

Moved by __________ Seconded by __________ Carried Yes _____ No _____

IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

115. DATA COLLECTION.

The state department of education ~~will~~ shall collect the required information from participating school files for state and federal reporting and decision-making. ~~The enrollment collection will contain information about the enrollment of the student attributes such as unique student identifier, active special education, limited English proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status.~~ The data collection ~~will be done in mid-October, early February, and may (end of the testing window).~~ shall be submitted monthly for any period of time in which students are receiving educational instruction or services provided by a school district or charter school. Each participating school is required to verify and assure the accuracy of the data submitted in the files. (5-8-09)

01. **Advanced Opportunities.** The State Department of Education shall collect the required information from participating local education agencies and schools for state reporting, financial disbursements and decision-making pursuant to section 33-1626, Idaho Code. The collection shall be submitted as necessary for the administration of the programs referenced above. The following data will be collected at the student level for students participating in programs pursuant to section 33-1626, Idaho Code;

a. Provider School Name to indicate the name of the institution providing instruction for a non-regular course, i.e. virtual or distance education or for a dual credit course.

b. Examination Type to collect the type of college credit-bearing or professional technical examination.

c. Examination Result to collect the students' result on eligible examinations.

d. Examination Cost for eligible examinations.

e. Fast Forward Flag to indicate eligible courses and examinations taken under the Fast Forward program.

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