

STATE BOARD OF EDUCATION MEETING
December 14-15, 2016
College of Western Idaho
Micron Center for Professional Technical Education
5725 E. Franklin Road
Nampa, Idaho

Room 1701a/b Audio Only (no video streaming available):

Dial-in Number: (877) 820-7829

Public Passcode: 9096313

Diesel Equipment Lab:

Starting at 1:00 pm, Wednesday December 14, 2016

Live Stream Link

<https://livestream.com/accounts/19362489/SBOENampa>

Wednesday, December 14, 2016, 10:00 am, Rm 1701a/b and Diesel Equipment Lab

BOARDWORK (Rm 1701a/b)

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

WORK SESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (Rm 1701a/b)

- A. Coordination of Activities – Office of the Board of Education – Department of Education

(break for lunch)

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (Diesel Equipment Lab)

- B. K-20 Education Strategic Plan
- Operational Plan
 - Annual Dual Credit Report
 - Annual Scholarship Program Report
- C. Higher Education Research Strategic Plan

Thursday December 15, 2016, 8:00 a.m., Diesel Equipment Lab

OPEN FORUM

CONSENT AGENDA

BAHR – SECTION II

1. Boise State University - Campus Law Enforcement Services Contract with Boise Police Department
2. Idaho State University – Lease of Real Property to McDonald's USA, LLC
3. University of Idaho – Human Resources Third Party Administration Services Contract

IRSA

4. Programs and Changes Approved by Executive Director – Quarterly Report
5. General Education Committee Appointments
6. EPSCoR Committee appointments

PPGA

7. Alcohol Permits Approved by University Presidents
8. University of Idaho – Naming of Indoor Golf Facility
9. State Rehabilitation Council – Appointment

SDE

10. Professional Standards Commission – Boise State University - Health Endorsement

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. College of Western Idaho Report
2. Rolling Calendar Meeting Locations
3. Public School Funding Interim Committee Survey Update
4. Direct Admissions Report
5. 2017 Legislation - Additional
 - STEM School Designation
 - Adult Completers Scholarship
6. Board Policy – Bylaws – Nomination Committee - First Reading
7. Board Policy – I.M. Annual Planning and Reporting - First Reading
8. Board Policy – I.T. Title IX and III.P. Students – Student Misconduct Appeals – First Reading
9. Board Policy – IV. Career Technical Education – Industry Partner Fund – Second Reading
10. Teacher Preparation Programs – Effectiveness Measures

AUDIT

1. FY 2016 Financial Statement Audits
2. FY 2016 Financial Ratios
3. FY 2016 Net Position Balances

BUSINESS AFFAIRS & HUMAN RESOURCES

Section I – Human Resources

1. University of Idaho – Market Rate-Based Compensation System

Section II – Finance

1. Medical Education Committee Update
2. Boise State University – Authorization for Issuance of General Revenue and Refunding Bonds
3. Boise State University – Relocation of Facilities and Central Receiving Building – Planning and Design
4. Boise State University - Residential Honors College and Additional Student Housing Project – Agreement with EDR Boise LLC
5. Boise State University – Online Program Fee – Existing Online Undergraduate Certificate in Design Ethnography
6. Idaho State University Foundation - Release of Easement Rights
7. University of Idaho – Six-Year Capital Plan Update – Salmon Classroom and Idaho Arena
8. University of Idaho – Educational Association Agreement with Navitas
9. Lewis-Clark State College – Living and Learning Complex Project – Planning and Design Phase
10. Lewis-Clark State College – Six-Year Capital Plan Update – Career Technical Education Building

DEPARTMENT OF EDUCATION

1. Superintendent's Update
2. Temporary Rule – IDAPA 08.02.03.004.01, Idaho Content Standards - Science
3. Professional Standards Commission 2015-2016 Annual Report
4. Emergency Provisional Certificates
5. Recommendation from the Bias and Sensitivity Committee

INSTRUCTION, RESEARCH & STUDENT AFFAIRS

1. University of Utah – School of Medicine Report
2. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning – First Reading
3. Board Policy III.N. General Education – First Reading
4. Board Policy III.W. Higher Education Research – First Reading
5. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Second Reading
6. Boise State University – Bachelor of Science in Urban Studies and Community Development
7. Boise State University – Master of Athletic Training
8. Boise State University – Master of Science in Economics and Master of Economics
9. Idaho State University – Master of Arts in Teaching
10. Idaho State University – Master of Social Work
11. Dual Credit Workgroup Recommendations

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.

**BOARDWORK
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1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

BOARD ACTION

I move to approve the minutes from the October 10-11, 2016 regular Board meeting, the November 14, 2016 special Board meeting, and the November 28, 2016 special Board meeting, as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set December 20-21, 2017 as the date and the College of Southern Idaho as the location for the December 2017 regularly scheduled Board meeting.

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**BOARDWORK
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**DRAFT MINUTES
STATE BOARD OF EDUCATION
October 19-20, 2016
Lewis-Clark State College
Williams Conference Center
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was held October 19-20, 2016 at Lewis-Clark State College in Lewiston, Idaho.

Present:

Emma Atchley, President
Linda Clark, Vice President
Debbie Critchfield, Secretary
Andy Scoggin
State Superintendent

Don Soltman
Dave Hill
Richard Westerberg
Sherri Ybarra,

Wednesday, October 19, 2016

The Board met in the Williams Conference Center at Lewis-Clark State College (LCSC) in Lewiston, Idaho. Board President Emma Atchley welcomed everyone and called the meeting to order at 10:00 am Pacific time. Ms. Atchley extended Board and Staff appreciation to LCSC for its hospitality. Board members Scoggin, Ybarra, and Westerberg convened for the afternoon session.

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Clark/Critchfield): To amend the agenda by removing the Work Session Tab A from the agenda, and to approve the agenda as amended. The motion carried unanimously.

2. Minutes Review / Approval

BOARD ACTION

M/S (Clark/Hill): To approve the minutes from the August 11-12, 2016 regular Board meeting and the September 23, 2016 special Board meeting as submitted. The motion carried unanimously.

3. Rolling Calendar

BOARD ACTION

M/S (Clark/Soltman): To set October 18-19, 2017 as the date and Lewis-Clark State College as the location for the October 2017 regularly scheduled Board meeting, and to amend the date for the April 2017 Regular Board meeting to April 19-20, 2017, the June 2017 Regular Board meeting to June 14-15, 2017, and the August 2017 Regular Board meeting to August 9-10, 2017. The motion carried unanimously.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Lewis-Clark State College (LCSC) Annual Progress Report

LCSC President Dr. Tony Fernandez welcomed the Board and guests to Lewiston for the October

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meeting. As part of his report to the Board, he guided Board members and staff on a tour of key areas on campus. Specific details regarding the institutions' progress toward meeting its strategic plan goals may be found in the report submitted as part of the agenda materials.

After the campus visit and oral report from President Fernandez, the meeting recessed for lunch. After the lunch break, Board members Scoggin, Westerberg, and Ybarra joined the meeting for the work session and remainder of the scheduled meeting.

WORKSESSION

Instruction, Research, & Student Affairs

A. NWCCU Discussion

Dr. Sandra Elman, President of NWCCU was scheduled to facilitate a discussion and provide an opportunity for more detailed questions and answers. Due to complications from the weather, Dr. Elman cancelled her trip to the meeting. As a result, the NWCCU discussion will take place at a later date.

Planning, Policy & Governmental Affairs (PPGA)

B. Idaho Indian Education Committee – Tribal Governance Structure Discussion

A presentation was led by Helo Hancock, Legislative Director for the Coeur d'Alene Tribe, and Dr. Chris Meyer of the Coeur d'Alene Tribe and Co-Chair of the Indian Education Committee, and Bob Sobotta, also a Co-Chair of the Indian Education Committee. Mr. Hancock provided some background on himself as well as a summarized overview of the history of Idaho Tribes starting as far back as when settlers came west, illustrating the challenges the Tribes have faced over the years. He provided a handout included in the agenda materials summarizing facts about the Coeur d'Alene Tribe and background on federal policy in Indian Country. Mr. Hancock pointed out several misconceptions about life on an Indian reservation that was unfortunately used in many governmental decisions over the years.

Mr. Hancock spoke to the unique role the tribes have with the Board's Indian Education Committee and on the unique cultural and socioeconomic issues facing the tribes around the state. He also pointed out that Tribes, for the most part, are treated as a sovereign nation and generally speaking, state laws don't apply to Tribes and Tribal members within a reservation (although there are exceptions). He also pointed out the converse is true, that Tribal laws generally don't apply to non-Indians on reservations, but there are also exceptions to that. He pointed out this creates a complicated jurisdictional maze when dealing with Indian reservations. Tribes have a unique relationship with the Federal government, making them quite different in terms of a minority population. Mr. Hancock indicated that nearly 40% of their budget is Federal dollars, and the rest of their budget is made up through Tribal economic development initiatives. He discussed how Tribes do a lot for their communities and those endeavors are sometimes overlooked.

Mr. Hancock discussed the Indian Education Committee and how a majority of Native American Indian students attend public schools, stating that those students face unique cultural and socioeconomic challenges. He praised the Board for establishing the Indian Education Committee and felt over time it will produce some extremely productive results. There was discussion about how the Board can work with the Tribes to meet the unique needs of American Indian students enrolled in the state's public schools and institutions. Dr. Meyer commented how important it was for Tribes to have the Indian Education Committee under the Board and expressed gratitude for that. She welcomed the ability to come before the Board with questions and issues. Dr. Meyer acknowledged Board members Clark and Ybarra for their visit to the Coeur d'Alene Tribe and thanked them for their time and interest and their relationships with the school districts. The Tribe was proud to have such esteemed visitors.

Mr. Scoggins asked how many American Indian students are in public schools and what kinds of problems they are facing. Dr. Meyer responded that 75% of Indian students are attending public school. One of the most significant issues are high dropout rates at the high schools which is alarming. Ms.

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Selena Grace, member of the Indian Education Committee, added that Tribal students make up about two percent of the enrollment population, and almost 90% of those students attend public schools. There are two Tribal schools in the state. She commented that from a Committee perspective, the most helpful thing the Board could do would be in looking at those policy issues facing the Tribes which impact curriculum, and engaging Tribal leaders in the discussion of the development of that curriculum, because of the historical dynamics of the Indian minority population. For the Board to reach out directly to Tribal education departments through Tribal leadership is key to developing curriculum and standards.

Ms. Johanna Jones from the Department of Education echoed those comments. She added that funding for teacher education programs would be very important and commented on some recommendations for the Board to look at such as equity in opportunity for American Indian students and scholarships like the Opportunity Scholarship. Dr. Meyer added that the teachers should be required to take the Tribal Sovereignty Course. Mr. Freeman asked what the Board could do to increase the go-in rate among the Tribes, and pointed out the Direct Admissions Initiative has been extended to the Tribes. Dr. Meyer reaffirmed that the curriculum presently shows an insensitivity to Native Americans and it should be addressed. She felt Native American Indians are not being recognized or acknowledged as citizens and they feel faceless. Tribes want the Board to look at the curriculum and standards to put a face to the Tribes of Idaho rather than referring to them as savages. Ms. Jones added that the teachers are not invested in the students or the communities. Teacher investment is very important where the teachers learn about the Tribes, and the culturally sensitive pedagogy, and further remarked on the insensitivity toward the Tribes. Superintendent Ybarra commented on some of the positive things that are going on related to the Tribes and encouraged other Board members to personally visit some of the Tribes. She thanked the committee members for their work.

Ms. Critchfield suggested there are some things the Planning and Policy Committee could address including some of the curriculum and standards issues. She thanked the Indian Education Committee for their time, expertise and passion in this work. Ms. Atchley added that Curtis Elke, State Conservationist from the Natural Resources Conservation Service, offered his commitment to working with the Idaho Indian Education Committee and is expected to speak in December at the Indian Education Committee meeting. Ms. Atchley felt Mr. Elke would be able to help the Committee have more help at the national level.

C. Performance Reporting

Mr. Carson Howell and Dr. Cathleen McHugh provided a presentation to the Board on performance reporting. Dr. McHugh began the presentation with data from the IPEDS Data Feedback Reports and performance measures related to LCSC. Dr. McHugh provided an overview of what the data dashboard would look like, how to navigate through it on the various tabs, and what peers are relevant to the institution and their geographic location. Dr. McHugh reviewed academic year tuition and fees for LCSC and their peer institutions showing they are near the bottom in terms of fees charged compared to their peers. She reviewed similar data for grant aid; LCSC is toward the top in terms of institutional aid for students. Dr. McHugh reviewed graduation rates, which can be broken down into ethnic groups and gender.

Ms. Critchfield asked if the Board is still connected to the measures previously agreed upon or if the measures needed to be changed. Mr. Howell responded Board staff is reporting on what they feel is useful for the Board and to illustrate the status of the institutions and how they are doing. She asked the Board if these measures will be the ones to help guide the Board's decision making. Mr. Howell responded that the dashboard would be constructed in a way using the data the Board would find most useful. Mr. Soltman expressed an interest in being able to see trends statewide and among institutions. There was discussion about remediation, and Mr. Howell pointed out some difficulty reporting on remediation and variables in looking at remediation rates over time. There was additional discussion on development of the dashboard and maneuverability on the menu.

Mr. Howell next reported on the dual credit headcount and credit hours. He noted the slope as a result of the fast forward program, has changed for the better and now more students are taking dual credit than

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ever before. He noted the percentage growth from 2011-2015, and the growth has been in over 800% for students who are earning over 20 credits. In looking at dual credit earned by subject area, the top two areas are English and Math. Related to AP exams taken, there is been about a 30% increase in the number of AP exams. Go-on rates (both 1-year and 3-year) have declined slightly since 2011 which includes both in-state and out-of-state institutions. There was discussion about the go-on rates, and Mr. Howell pointed out that those students who are taking dual credit courses are more likely to go on. Mr. Westerberg also suggested tracking the amount of debt students are accumulating and whether it has an effect on go-on rates. There was some concern about not seeing an increase in Idaho's go-on rates. One question was how does dual credit impact persistence and completion, or if it does. If not, what does? Mr. Scoggin recommended including the benchmark on the slides for comparative purposes.

Mr. Howell reported 10th day statewide numbers show an increase from 2015 to 2016 of students going on or graduating. He reported on go-on rates by gender which shows that women are enrolling at significantly higher rates than men which also holds true by region. Go-on rates by race/ethnicity also shows a gap between whites and Hispanic and American Indian student populations. Mr. Howell commented on the importance of reporting on demographic data, pointing out how impactful growth rates for different ethnic populations can be regionally. He reported that postsecondary enrollment system-wide has dropped since 2012, and reviewed full time and part time enrollment at each of the institutions.

Dr. McHugh reviewed board-approved types of remediation which include the accelerated model, the co-requisite model, and the emporium model. In terms of English remediation, all Idaho institutions use the co-requisite model. Roughly 85% of students needed remediation in college-level English. Related to Math remediation, Dr. McHugh pointed out the Math data should not be used to compare institutions because neither the definitions nor the cohorts are uniform across the institutions. Dr. McHugh reported that overall, compared to the two year institutions, there is a smaller share of students at the four year institutions needing Math remediation.

Ms. Atchley felt it would be important to see data on those students who did not successfully complete courses. Dr. McHugh indicated the specific data is included in the agenda material packet attached to this work session. Ms. Atchley specifically wanted to know what happens to students if remediation is unsuccessful.

Mr. Howell went on to discuss retention rates based on two year and four year institutions. The comparison was for students attending the same institution for the duration (students going from a two year to a four year institution are not included in the count). Retention rates at the four year institutions show retention at a higher rate, and female students were retained at a higher rate. By race/ethnicity, retention rates were all very close in numbers, showing a less than 3% variance between races. Mr. Howell reported on how the institutions' retention rates were rated related to peer institutions. He reported on graduation rates from 2011 to 2015 at each of the institutions, and graduation rates as compared to the institution peers which included gender and race/ethnicity detail.

Mr. Howell reported on degree production from 2011 to 2015, showing the rates have increased for the number of students receiving degrees and certificates. He added the state could definitely benefit from degree production, but that it also depends on what happens to those graduates after receiving their degrees such as who leaves the state (i.e., STEM graduates who leave the state for higher wages). Mr. Howell compared cost per credit by institution, pointing out that students who needs additional or special services would increase the cost per credit. Mr. Freeman pointed out the benchmark is \$400.

Mr. Howell reported on progress toward the 60% goal. He indicated that in 2010 we were at 37% and in 2014 we are at 40%, adding that it is on the cusp of being statistically significant.

Ms. Bent reminded the Board members that they would be reviewing and discussing the Board's strategic plan in December, including reviewing the benchmarks. She requested any recommendations or changes be sent to Board staff.

Mr. Westerberg requested more summary data at a higher level, and less granular information in order to

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understand where the trends are. There was consensus on next year having just state level data. The Board recessed the meeting at 4:30 Pacific Time.

Thursday October 20, 2016, 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho

The Board reconvened at Lewis-Clark State College in the Williams Conference Center for regular business. Board President Atchley called the meeting to order at 8:00 a.m. Pacific Time and thanked LCSC for their hospitality.

OPEN FORUM

There were no requests to speak during open forum.

CONSENT AGENDA

M/S (Clark/Soltman): To approve the consent agenda as presented. The motion carried unanimously.

After approval of the Consent Agenda, Mr. Westerberg requested to take up item number four from the BAHF Finance agenda in an interest of keeping with Boise State President Dr. Kustra's schedule to attend the grand opening of Boise State's Downtown Computer Science Campus this afternoon. There were no objections to the request.

Business Affairs & Human Resources – Section I Finance

1. Idaho State University – Multi-Year Contract – SpeedConnect

BOARD ACTION

By unanimous consent to approve the by Idaho State University to enter into a long-term contract with SpeedConnect as submitted in Attachment 1.

Instruction, Research & Student Affairs (IRSA)

2. University of Idaho – License Agreement – Sprint Infrastructure – Operation and Maintenance of Theophilus Tower

BOARD ACTION

By unanimous consent to approve the request by the University of Idaho for authority to grant a five year license to Sprint in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize UI's Vice President for Infrastructure to execute the license and any related documents.

3. University of Idaho – License Agreement – Sprint Infrastructure – Operation and Maintenance of UI "I" Water Tank

By unanimous consent to approve the request by the University of Idaho for authority to grant a five year license to Sprint in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Infrastructure to execute the license and any related documents.

4. University of Idaho – Donation to Coeur d'Alene Center "Fiber Line"

By unanimous consent to approve the request of the University of Idaho to enter into agreements

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with Fatbeam for the donation of two lit fiber lines for a period of fifty years and 1Gb of high-speed internet service for a period of ten years, in substantial conformance to the materials submitted to the Board.

Planning, Policy & Governmental Affairs (PPGA)

5. Indian Education Committee Appointments

BOARD ACTION

By unanimous consent to appoint Dr. Sharee Anderson, representing Eastern Idaho Technical College, effective immediately and expiring June 30, 2017.

By unanimous consent to appoint Ms. Donna Bollinger, as the Shoshone-Bannock Tribes tribal designee, effective immediately and expiring June 30, 2017.

By unanimous consent to appoint S. Jessica James-Grant representing the Shoshone-Bannock Tribes as the K-12 tribal education representative, effective immediately and expiring June 30, 2021.

By unanimous consent to appoint Mr. Hank McArthur, representing the Shoshone-Bannock Bureau of Indian Education representative, effective immediately and expiring June 30, 2018.

By unanimous consent to approve amendment to the terms of appointment for Selena Grace, representing Idaho State University, Mr. Bob Sobotta, representing Lewis-Clark State College, and Dr. Chris Meyer representing the Coeur d'Alene Tribe to the Idaho Indian Education Committee to expire June 30, 2021.

6. State Rehabilitation Council Appointments

BOARD ACTION

By unanimous consent to approve the appointment of Kendrick Lester to the State Rehabilitation Council as a representative for the State Department of Education to complete the term vacated by Alison Lowenthal, effective immediately and ending June 30, 2017.

7. President Approved Alcohol Permits - Report

A list of approved permits by institution was provided for informational purposes in the agenda materials to the Board.

State Department of Education (SDE)

8. 2015-2016 AdvanceED Accreditation Report

BOARD ACTION

By unanimous consent to accept the 2015-2016 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1.

9. Cassia County School District – Albion Elementary School – Hardship Status

Information regarding this item was included in the agenda materials for informational purposes.

BUSINESS AFFAIRS AND HUMAN RESOURCES - Section II – Finance

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4. Boise State University – Capital Project Construction Phase – Fine Arts Building

BOARD ACTION

M/S (Westerberg/Clark): To approve the request by Boise State University to proceed with construction of a new Fine Arts Building for a total cost not to exceed \$42,000,000, subject to the Board's subsequent approval of a debt financing plan for this project. The motion carried unanimously.

Ms. Stacy Pearson, Vice President for Finance and Administration at BSU, indicated they are requesting approval to proceed with a new building to house the Art Department. The request was noted as one of the highest priority major capital projects for BSU.

Fundraising and planning efforts to relocate the department began in early 2013, and in April 2013 the Board approved a request for the planning and design of a new Fine Arts Building. This project will be procured through the Construction Manager at Risk (CMR) process through DPW and/or the Idaho Division of Purchasing standard process(es) as appropriate.

Dr. Kustra provided a thorough explanation of how the art museum will look with floor to ceiling screens that portray what it looks like to walk through other museums in the world. Ms. Pearson provided an overview of the budget and pointed out BSU intends to issue bonds to finance a portion of this building and will seek Board approval at the December 2016 meeting to issue those bonds prior to starting construction.

Ms. Atchley complemented BSU on the vision of the project.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

2. Idaho Division of Vocational Rehabilitation (IDVR) Annual Progress Report

Ms. Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, provided an overview of IDVR's progress in carrying out the agency's strategic plan. Ms. Donnellan outlined the IDVR's program structure and focused primarily on the vocational rehabilitation program for the presentation. She pointed their program is not a welfare program but one that provides services to eligible citizens to help them on their path to self-sufficiency and go from unemployment to employment. She reviewed the organizational structure of the program, and that there is a strong educational process involved in the program. Ms. Donnellan outlined the IDVR delivery system to its recipients, indicating that IDVR is also a resource to state employers. She identified the regional offices in the 8 regions of the state; there are three regions contained in the Treasure Valley.

Ms. Donnellan reviewed some of IDVR's accomplishments, and in 2016 there were over 2,000 individuals eligible for employment. In 2016 there was a 506% increase in customer wages after receiving IDVR services, a 3% increase in successful employment outcomes. She reviewed the average wages of IDVR customers since 2012 and that it has shown an increase over the years. Their goal is to help individuals to find good paying jobs. Additionally, IDVR supports postsecondary training – success in training equals success in employment. Ms. Donnellan reviewed some success stories of individuals in the IDVR program.

Ms. Donnellan reviewed the Workforce Innovation and Opportunity Act (WIOA) of 2014 and reviewed some of the challenges the Act has generated for the division. She outlined the key elements of WIOA and how it effects IDVR.

Ms. Donnellan highlighted some of the projects that have been developed for students with disabilities and details of those projects. Those projects included the BSU Prep Academy, the LCSC College Readiness Educational Workshop (CREW), the BSU Mentoring Transition Project, ISU Bengals' Pre-employment Transition Services Project, UI's McCall Outdoor Science School Project, and the BSU On-

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line Digital Literacy Skills Project.

Ms. Donnellan reviewed their SFY 2018 budget request which include a \$125,000 increase in state general fund appropriations, \$214,300 in additional state general fund appropriations for the extended employment services, and \$111,100 in state general funds for the purpose of supporting one additional full time employee for the Council for the Deaf and Hard of Hearing (CDHH) which currently has a staff of two. She reviewed partnerships which included collaborations with a number of other state agencies. She pointed out that without these partnerships IDVRs services to its customers would be adversely impacted.

3. STEM Action Center Update

Ms. Angela Hemingway, Executive Director of the STEM Action Center (Center), provided an update for the Board. The Center is dedicated to providing a STEM competitive workforce by implementing Idaho's kindergarten through career STEM education programs.

She reviewed the individuals who make up the members of the STEM Action Center Board, and identified their mission and vision statements. She reviewed two pieces of legislation specific to STEM Action Center, and how they are working with the State Board of Education, the Department, industry, educators, and universities to create Idaho specific K-12 computer science standards.

Ms. Hemingway indicated they expect to experience significant STEM job growth over the next ten years. Idaho is one off the top five states, and STEM jobs in Idaho pay much higher than jobs in other sectors with the median wage at \$32 per hour, or an average of \$67,833 annually. The state currently has over 6,000 stem job openings presently. Ms. Hemingway reported on the number of men and women in STEM fields, but that women are behind in numbers. She provided that Idaho ranks 49th in women earning computer science degrees, and provided an illustration of the percentage of women earning bachelor's degrees in various STEM areas.

Ms. Hemingway reviewed the goals of the STEM Center's strategic plan of which the main goal is to coordinate and facilitate implementation of stem programs throughout Idaho. She reviewed some of the events, scholarships, competitions, grants, and professional development initiatives, and reported on participation in science and engineering fairs.

Related to their second goal, Ms. Hemingway reported on the alignment between education and workforce. Related to their third goal to increase awareness of STEM throughout Idaho, she identified a number of efforts to increase that awareness. She reviewed professional development opportunities, student competitions, and reported on some of the strong partnerships they are forming in the state with industry. Ms. Hemingway reported that they are working to create a virtual, project-based, statewide mentorship program, and outlined the details and vision of this program.

Ms. Hemingway expressed a call of action to the Board to help spread the word about grant and professional development opportunities. Additionally, to help the Board connect with industries that support STEM education, and to partner with the STEM Action Center to create programs to expand STEM K-20 education efforts.

4. Idaho Department of Labor – Workforce Projections Report

Mr. Ken Edmunds, Director of the Idaho Department of Labor (IDOL) provided a presentation to the Board of the Workforce Projections Report. He introduced Mr. Craig Shaul who accompanied him for the presentation. Mr. Edmunds commented on the potential to collaborate together to solve the problems facing Idaho's workforce.

Mr. Edmunds indicated every two years, they do a ten-year projection on total employment of the state. He reported that Idaho is very healthy presently and has experienced a 1.8% in growth which is greater than the national projection. He provided that projected growth in jobs and workforce between 2014 and 2024 is 138,000 and 89,000 respectively, so labor supply is a challenge. He provided an illustration of

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projected educational attainment by degree in 2024 and their projections are at 61% which is in line with the Board's 60% goal projection. Mr. Edmunds reported on Idaho's Hot Jobs and occupational projections from 2014 to 2024. Formerly healthcare dominated this list, but it has changed to the computer industry with software developers being at the top. He reported on education and training pay which shows how education increases income levels. He reviewed STEM jobs and reported that Idaho's growth in that area is at 26%.

Mr. Edmunds discussed work-based learning and that there is a great need to focus on apprenticeships, and a cooperative education model. He reported on college and career advising, and other areas such as adopting a Hispanic initiative, working with veterans, and two programs called Choose Idaho and Targeted Recruiting. He reported on their program called the Talent Accelerator Initiative, funded through 4% of unemployment tax collections, and used for direct employer training reimbursement, industry sector grants, and rural micro-grants. Mr. Edmunds pointed out they are working through a funding decline from \$10 million to \$5 million and reviewed the proposal and the funding suggestions.

He reviewed State Board, Career-Technical Education, and IDOL shared objectives and asked for support in areas which include outcomes based funding, current legislative funding, and the Talent Accelerator Initiative. He asked for collaboration among stakeholders to define college and career readiness, apprenticeships and the 60% goal, college and career advising, alignment of programs to jobs, retention and recruiting of graduates, and the Talent Accelerator Initiative.

Mr. Edmunds pointed out IDOL has actively promoted greater collaboration among industry, government and education, particularly in the areas of career awareness for students and job seekers, technical education training and other areas where they have identified gaps in workforce development training. IDOL presented information in a number of different areas including an overview of job placement, locations, and income levels for Idaho postsecondary graduates, along with a progress report on how VISTA and AmeriCorps volunteers are being deployed to support local district efforts in career advising.

Mr. Edmunds discussed a request for the Board to consider changes to the definition of those recognized as achieving the 60% goal. They also requested assistance in determining how Idaho's education system is preparing students to fill today's jobs. Mr. Edmunds presented business and industry needs in context with Idaho's current education model, and how IDOL is seeking assistance in implementing its initiatives. Additionally, IDOL is seeking input on its Talent Accelerator Initiative and support from the Board for increased workforce training funding as related to that initiative.

5. Workforce Development Council – Annual Report

Ms. B.J. Swanson, Vice Chair of the Workforce Development Council (Council) provided the Council's report to the Board. She introduced Molly Kauffman, Human Resource Director from Lewiston. Ms. Swanson reviewed the council's strategic goals as part of its strategic planning process. She provided Council's vision statement, which includes seeking to improve access to education, economic opportunity and employment for all Idaho job seekers. She reviewed a few of their priorities contained in the state plan. Those priorities included serving rural communities, alignment of career pathways to target sectors, attracting and retaining work force, and connecting youth to the workforce, to name a few. She reviewed some strategies for addressing the noted priorities.

Ms. Kauffman summarized the Workforce Innovation and Opportunity Act (WIOA) Combined State Plan and identified its strategies for career pathways and youth in the workforce, along with their vision statement and other details of coordination. Ms. Swanson provided a link to the public copy of the WIOA Combined State Plan which can be found at www.labor.idaho.gov/WIOAstateplan.

Ms. Atchley asked if they could help define what skills are needed for someone who is career ready. Ms. Kauffman responded it is rather context specific regarding a trade or supervisory skills. She reported that basic skills for communication and writing are a very important factors as well.

6. Board Policy I.E. – Executive Officers – Second Reading

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BOARD ACTION

M/S (Critchfield/Soltman): To approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1. The motion carried unanimously.

Board staff received one comment regarding concern over the insurance requirements from Boise State University. Based on this feedback and additional staff review, the proposed policy has been amended to remove the reference to vehicle maintenance and upkeep provided by the institution.

7. Temporary Rule – IDAPA 08.02.01 – Data Collection

BOARD ACTION

M/A (Critchfield/Westerberg): To approve the Temporary Rule, IDAPA 08.02.01.251 Rules Governing Administration, Career Ladder Data Collection. The motion 7-1. Ms. Ybarra voted nay on the motion.

Ms. Critchfield indicated this temporary rule will clarify that the requirement for school districts and charter schools to report the data necessary to calculating movement on the career ladder annual that is specified in Section 33-1004B, Idaho Code, is each of the criteria defined in Section 33-1001, Idaho Code as the performance criteria as well as the information necessary for determining if a teacher is eligible for the professional endorsement. The temporary rule will provide the Department of Education with the clear directive to collect the necessary data points for calculating instructional staff and pupil service staff movement on the Career Ladder. This calculation is necessary for determining a school district's salary based apportionment. Section 33-1004B, Idaho Code requires the Department of Education to make the calculations based on the data submitted by the school districts.

Ms. Ybarra expressed concern over the additional points proposed for collection. She requested further clarification. Ms. Bent responded that the Board and the Department discussed the level of data needed and the required components specified in Idaho Code. Ms. Ybarra disagreed with many components added to the temporary rule, stating the Department is already collecting what it needs and that there is not a need for this additional data collection. She felt Department staff and Board staff did not come to an agreement on the content of this rule, reiterating the accountability is already built into the rule. Ms. Bent reiterated that the data elements proposed in the rule are the exact data points specified as the performance criteria that must be met in order for an individual to move on the Career Ladder, with the one addition of the individualized professional learning plan. The professional learning plan is required for individuals to obtain the professional endorsement and the professional endorsement is required to move from the residency rung to the professional rung on the Career Ladder. All of the criteria must be collected to determine if an individual is eligible for movement, further the statute specifies the Department of Education will make the calculation for determining movement. Without the necessary data points movement could not be calculated.

Mr. Pete Koehler, Chief Deputy Superintendent, reported on the data that is presently required and for the benefit of the Board members, described the process in detail a district superintendent goes through; requirements are met in 12 separate areas. Mr. Tim Hill, Associated Deputy Superintendent also pointed out they have worked to reduce the number of data elements collected, and their intent to collect those that are most useful.

Mr. Westerberg commented on the obligation between the Board and Department to verify the adequacy of the use of the measures being used at the local level, and to ensure the standard is being applied the way it was meant to be applied. Ms. Ybarra recommended additional work on the measures together before passing this temporary rule. Ms. Atchley asked how many data points are being collected. Mr. Koehler responded nearly 600 were being collected and the work of the Department has done has reduced it by nearly 40%. He reported that they have reduced it to more meaningful collection rather than

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a high quantity of data collection. Their goal is to ensure the burden of data collection they require is meaningful and beneficial for reporting.

Dr. Clark commented on having strong accountability and in not defining it, there are a number of misuses that can happen. She pointed out the committee that made the recommendation to the Task Force and the Task Force recommended heightened accountability and how the money was distributed. Mr. Freeman commented on the input the Board has received from legislators. He reiterated a single yes or no answer would not be sufficient in terms of accountability with regards to the Career Ladder. He commented the purpose of the rule was to make clear the data the Department would collect related to the accountability measures on the Career Ladder.

Mr. Scoggin commented that if this temporary rule is enacted the data being collected needs to be looked at as to whether it is being used and if not, the rule would need to be amended.

8. Educator Preparation Programs – Definition – Low Performing

Ms. Critchfield provided some background on the item and directed the Board to their agenda materials for greater detail. Annually, the Board certifies and submits Idaho's Title II report to the U.S. Department of Education. The report includes data from public and private teacher preparation programs authorized by the Board to prepare individuals for certification in Idaho. Several years ago, the U.S. Department of Education added a requirement that states must report preparation programs that had been identified as "Low Performing" or "At-Risk of Being Low Performing" as part of their Title II report.

Based on a recommendation from the Professional Standards Commission (PSC), for the 2016 report, Idaho used the existing State Program Review process for identifying programs as "Low Performing" or "At-Risk of Being Low Performing" with the understanding that the PSC would work with the Idaho Coalition for Educator Preparation and the Idaho Association of Colleges of Teacher Education to recommend a more robust definition in 2016 and would put the new definition in place prior to submitting the 2017 report.

Ms. Critchfield directed attention to Attachment 1 which reflects the indicators the PSC recommends for use in developing the definition and criteria for identifying "Low Performing", "At-Risk of Being Low Performing", and "Appropriately Performing" educator preparation programs. If the Board supports the recommendation of the PSC to use the indicators outlined in Attachment 1, the Idaho Coalition for Educator Preparation will use the indicators to develop the full definition and criteria to be used for identifying educator preparation programs. The draft definition developed by the Idaho Coalition for Educator Preparation will be vetted by the Idaho Association of Colleges of Teacher Education and will then be given to the PSC for review and formal recommendation to the Board. The full definition and criteria will be provided to the Board for consideration at the December 2016 regular Board meeting.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Superintendent's Update

Superintendent Sherri Ybarra provided an update from the Department. She invited Mr. Duncan Robb, Chief Policy Advisor, to report on the Department's legislative items. Mr. Robb reported on the legislation supporting rural schools and the work they have been doing to enhance rural education. He discussed the Every Student Succeeds Act (ESSA) which authorized the Elementary and Secondary Education Act (ESEA). The ESSA requires the Department to go through a process of content coordination with stakeholders across the state. He indicated they expect to have a draft plan by the end of this month and stakeholder input will be gathered. Public feedback forums will be hosted during the first weeks of November. The draft plan will be before the Board at the December meeting.

Ms. Ybarra introduced Tony Pierce, Chief Procurement Officer for the Department, to provide an update on the Idaho Reading Indicator (IRI) Request for Proposal (RFP). Mr. Pierce provided background on the process and the development of the scope of work for the proposal, and best practices. The RFP was

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released in September, and an addendum was released in October. An eleven (11) person panel has been assembled to review written technical proposals. After the panel evaluates the proposals, they will be ranked. Once completed, they will work with the contractor on implementation.

Mr. Scoggin asked what is driving the decision to upgrade to a different system. Ms. Ybarra responded it is a Governor's Task Force recommendation and that the old system is 20 years old.

Mr. Tim Hill next reviewed the Department's budget and discussed the handouts for the Board. The first handout provided an overview of a zero based look at their budget showing all the revenues and expenditures, the second handout illustrated the same zero based look at the public schools portion, and the third handout provided a detailed explanation of their budget request from the FY17 appropriation to the FY18 request.

2. Temporary Rule – IDAPA 08.02.02.004.07 – Alternate Assessment Achievement Standards

BOARD ACTION

M/A (Ybarra/Clark): To approve the Temporary Rule, IDAPA 08.02.03.004.07 Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards, as submitted in Attachment 1. The motion carried unanimously.

Ms. Charlie Sylva, Special Education Director, was available by phone for questions. Ms. Ybarra indicated updating the Idaho Alternate Assessment Achievement Standards will bring Idaho into compliance with requirements under the Individuals with Disabilities Education Act and current federal requirements in place under the Elementary and Secondary Education Act.

At this time the meeting recessed for lunch.

BUSINESS AFFAIRS AND HUMAN RESOURCES - Section I – Human Resources

1. Board Policy Section II.F. – Policies Regarding Non-Classified Employees, Vehicle Insurance – Second Reading

BOARD ACTION

M/S (Westerberg/Hill): To approve the second reading of the proposed amendment to Board Policy Section II.F.2.b.vi "Policies Regarding Non-classified Employees – Automobile Exclusion and Courtesy Vehicles" as provided in Attachment 1. The motion carried 5-0. Mr. Scoggin, Ms. Critchfield, and Ms. Ybarra were absent from voting.

Mr. Westerberg indicated the proposed amendment fills a gap in previous Board policy with respect to courtesy vehicles. There were no changes to the proposed amendment after the first reading.

2. Board Policy – Section II.F. – Policies Regarding Non-classified Employees, Vacation Accrual – First Reading

BOARD ACTION

M/S (Westerberg/Scoggin): To approve the first reading of the proposed amendment to Board Policy Section II.F.3 Policies Regarding Non-classified Employees – Annual Leave, subsections 2 and 3, as provided in Attachment 1. The motion carried unanimously.

Mr. Chet Herbst, Chief Financial Officer for the Board, provided a brief overview of the impacts and changes from the U.S. Department of Labor's Fair Labor Standards Act (FLSA). He reported that a number of non-classified staff that would become overtime eligible under the new rules. Additionally, he discussed there would be questions on how to fund the overtime pay or comp time pay, and possible

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morale issues that the FLSA changes will effect. Mr. Herbst provided a slide for illustrative purposes on the number of impacted employees of newly overtime-eligible non-classified staff. The number at institutions totals roughly 715 employees and the number at the agencies is roughly 38. He also pointed out that budget increases to cover these changes are not automatically included. Mr. Herbst provided some examples of possible scenarios that could affect employee morale such as some employees would be earning half the leave rate that they were earning before, some may feel that they are demoted to an hourly position, and so forth. He pointed out for the Board the depth of this complicated issue and other economic impacts.

Ms. Stacy Pearson from BSU suggested possible establishment of an additional classification called a professional non-exempt group, where they would accrue leave at a different rate. The group agreed to consider alternate options going forward.

BUSINESS AFFAIRS AND HUMAN RESOURCES - Section II – Finance

1. FY 2017 Sources and Uses of Funds

Mr. Westerberg introduced the item and Mr. Herbst provided an overview of the sources and uses of funds. A summary of revenue sources was provided in the Board Agenda materials. Additionally, a trend analysis was provided to show how the allocation of budgeted revenues and expenditures has changed since fiscal year 2010 excluding any mid-year adjustments.

2. Board Policy Section V.S. – Allocation of Lump Sum Appropriation – First Reading

BOARD ACTION

M/S (Westerberg/Critchfield): To waive Board Policy Section V.S. – Allocation of Lump Sum Appropriation, Subsection II.B., Enrollment Workload Adjustment, for the FY 2018 Fiscal Year.
The motion carried unanimously.

Mr. Westerberg indicated the intent of the proposed amendment removes the Enrollment Workload Adjustment (EWA) methodology to facilitate Board efforts to align Board policy with the Outcomes Based Funding approach. It is anticipated that Board Policy V.S. will be revised to incorporate the basic procedures pertaining to OBF if/when the funding approach is approved by the Governor and Legislature.

3. Idaho National Laboratory (INL) – Board Sponsorship of Cybercore & Collaborative Computing Projects - Update

Mr. Chet Herbst from the Board office provided a brief update on the project's progress.

He indicated that a preferred site has been identified for the C3 project on property currently owned by the Board. Two potential sites have been identified for the Cybercore facility; one located entirely on Board property, and one located on property currently owned by the ISU Foundation (Foundation). Both sites are acceptable to INL. The site on Foundation property may provide advantages in terms of pedestrian flow, but the parcel is subject to deed restrictions which, unless lifted, will preclude use of the property for the Cybercore site. The Foundation is working with the property donors to lift the restrictions and is arranging for the appraisal of the property. A final proposal for the Cybercore and C3 sites will be presented to the Board for approval at the December Board meeting.

Break in continuity: BAHF Finance Item 4 was addressed immediately following the Consent Agenda.

5. Idaho State University – Purchasing Policy

BOARD ACTION

M/S (Westerberg/Hill): To approve the request by Idaho State University to adopt the new

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purchasing policy as detailed in Attachment 1 which exempts Idaho State University from Chapter 92, Title 67, Idaho Code – State Procurement Act. The motion carried unanimously.

Mr. Westerberg indicated ISU is seeking Board approval to adopt a new purchasing policy which will exempt ISU from the provisions of the State Procurement Act. The university will still follow purchasing policy and procedures that are consistent with those applicable to other state agencies.

6. Lewis-Clark State College – Capital Project Financing Plan and Construction Phase – Spalding Hall Renovation

BOARD ACTION

M/S (Westerberg/Soltman): To approve the request from Lewis-Clark State College to execute the financing plan and implement the construction phase of the Spalding Hall renovation project as described in the materials provided herein, and to authorize the College to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$4,540,000. The motion carried unanimously.

Mr. Westerberg indicated LCSC is requesting Board approval of the budget and financing plan and approval to begin construction for the Spalding Hall renovation project. The renovation will include new plumbing, electrical, and HVAC systems to bring the building up to modern standards, along with a new fire suppression system and removal of asbestos throughout the building.

At this time Mr. Freeman announced that the Board's Chief Academic Officer, Dr. Chris Mathias, has expressed his intent to pursue other opportunities. He took a moment to recognize his work and thank him for his service. Dr. Hill offered some additional comments complementing the good work and guidance of Dr. Mathias.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Board Policy – Section III.L. – Continuing Education and Credit for Prior Experiential Learning – First Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1. The motion carried unanimously.

Dr. Mathias provided background on the item and walked the Board through the changes to policy. He pointed out the proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

2. Board Policy III.Z. – Planning and Delivery of Postsecondary Programs and Courses – First Reading

BOARD ACTION

M/S (Hill/Critchfield): To approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried unanimously.

Dr. Mathias indicated proposed amendments to Board Policy III.Z will bring program names and degree titles up-to-date and ensure such updates occur on a regular basis. The proposed amendments will also clarify the expectations of the universities regarding the delivery of statewide program responsibilities.

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3. Board Policy III.O. – Course Placement – Second Reading

BOARD ACTION

M/S (Hill/Westerberg): To approve the second reading of the new section of Board policy III.O. Course Placement, as presented in Attachment 1 and to extend the waiver of Board Policy III.Q.4.c., Placement in Entry-Level College Courses, until such time as amendments to the policy are brought forward removing the subsection from Board Policy III.Q. The motion carried unanimously.

Dr. Mathias indicated approval of the proposed amendments would create a separate section of Board Policy regarding course placement and replace the current statewide placement policy. No changes have been made since first reading.

4. Dual Credit Recommendations

Dr. Hill indicated these recommendations would also be brought before the Board in December. Dr. Chris Mathias provided background on the item that at its February 2016 meeting, the State Board's IRSA Committee asked Board staff to assemble a temporary workgroup, consisting of representative stakeholders from both the higher education and K-12 education, to bring forward a set of recommendations to make improvements to Idaho's already successful dual credit programs. In close consultation with State Department of Education staff, the substantive focus of the work was divided into three categories: Teachers, Courses and Administrative Procedures.

Dr. Mathias pointed out the recommendations were presented and discussed by IRSA and CAAP, and additionally with the Executive Director of the National Alliance of Concurrent Enrollment Partnerships (NACEP), Adam Lowe, who commended the Board for its work on these recommendations. They do not conflict with NACEP accreditation standards and are consistent with the direction NACEP and other states are moving.

Dr. Mathias provided an overview of the recommendations which were also included in the Board agenda materials. He clarified that after further discussion on the recommendations, IRSA intends to bring them before the Board for approval at the 2016 December Board meeting.

Ms. Atchley recommended leftover scholarship dollars go into the program to help these recommendations take place, including scholarships for the teachers. Ms. Ybarra requested regarding item 8 on the creation of a standard template for compensation processes, to make that an optional piece because of the potential message it sends.

Dr. Mathias thanked the Board and institution staff for their tireless work for education. He also thanked the Board staff and Department staff for their work as well, and extended a special thank you to Matt Freeman for his support and work at the SBOE office.

OTHER BUSINESS

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

M/S (Westerberg/Hill): To adjourn the meeting at 2:10 p.m. Pacific Time. The motion carried unanimously.

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DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION

November 14, 2016
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 November 14, 2016 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 9:00 am Mountain Time. A roll call of members was taken.

Present:

Emma Atchley, President
Debbie Critchfield, Secretary
Andy Scoggin
Sherri Ybarra, State Superintendent

Richard Westerberg
Dave Hill
Don Soltman

Absent:

Linda Clark, Vice President

BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Board Policy Section II.F. – Policies Regarding Non-Classified Employees

M/S (Westerberg/Hill): To approve the second reading of the proposed amendment to Board Policy Section II.F. “Policies Regarding Non-Classified Employees – Annual Leave,” subsections 2 and 3, as provided in Attachment 1. The motion carried unanimously 7-0.

Mr. Westerberg introduced the item indicating that this is the second reading to the proposed amendment to Board Policy II.F. intended to minimize the negative impact on non-classified employees who will become overtime-eligible (but may or may not be permitted to work overtime) and who would be required to accrue leave at a lesser rate under the current policy. He pointed out there have been no changes between the first and second reading.

He clarified that under the proposed amendment, the protection of these employees’ current leave accrual rate would be limited to their time in the specific position. “Grandfather” protection would end if the employee departs or moves to a new position. The proposed amendment would not increase the current costs to the institutions for the leave accrued by the affected individuals—they would continue to accrue leave at a rate based on two (2) days per month for full-time employees. The proposed amendment would result in the institutions and agencies forgoing any immediate leave accrual savings, which would not be available until the “grandfather” protection lapsed for the affected positions.

Dr. Hill asked if this was a complete solution or a temporary solution that would further evolve. Mr. Westerberg responded it is an imperfect solution that will help resolve itself through time. Mr. Scoggin also commented on the need for the Board to remain open to what the impacts are

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to the institutions with the understanding that if there are changes which could improve situations for the institutions, the Board should explore and be open to suggestions.

Ms. Critchfield asked about the timeline if this item were revisited. Mr. Westerberg responded that board policy could be amended at the Board's discretion to make the situation better.

OTHER BUSINESS

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

M/S (Scoggin/Critchfield): To adjourn the meeting at 9:15 a.m. The motion carried unanimously.

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**DRAFT MINUTES
IDAHO STATE BOARD OF EDUCATION**

**November 28, 2016
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 November 28, 2016 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 2:00 p.m. Mountain Time. A roll call of members was taken.

Present:

Emma Atchley, President
Linda Clark, Vice President
Debbie Critchfield, Secretary
Don Soltman

Richard Westerberg
Dave Hill
Sherri Ybarra, State Superintendent

Absent:

Andy Scoggin

DEPARTMENT OF EDUCATION (SDE)

BOARD ACTION

M/S (Ybarra/Critchfield): To approve Pending Rule Docket No. 08-0202-1602, Rules Governing Uniformity, Bullying, Harassment, and Intimidation, through Pending Rule Docket No. 08-0203-1606, Rules Governing Thoroughness, Incorporated by Reference – Achievement Level Descriptors, as submitted in the Department’s Agenda, Tabs 1-9.
The motion carried unanimously 7-0.

Ms. Ybarra introduced the first item pointing out that no changes have been made to the rule from either the version approved by the Board as a temporary rule at the February 2016 Regular Board meeting nor the proposed rule approved by the Board at the June 2016 Regular Board meeting. She pointed out that was the same case for each of the Department’s pending rules being approved at today’s special meeting.

At this time Ms. Atchley recommended making a motion to approve the items from the Department’s Agenda which the Board has seen and discussed before, provided there were no questions, concerns, or anything of significance they should revisit. Ms. Ybarra was in favor of the suggestion and made a motion to reflect the recommendation motion.

1. Pending Rule 08.0202.1602 – Rules Governing Uniformity – Bullying, Harassment and Intimidation
2. Pending Rule 08.0202.1603 – Rules Governing Uniformity – Incorporated by Reference – Idaho Standards for the Initial Certification of Professional School Personnel
3. Pending Rule 08.0202.1604 – Rules Governing Uniformity – Incorporated by Reference – Operating Procedures for Idaho Public Driver Education Programs

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4. Pending Rule 08.0202.1605 – Rules Governing Uniformity – Incorporated by Reference – Standards for Idaho School buses and Operations
5. Pending Rule 08.0203.1601 – Rules Governing Thoroughness – Incorporated by Reference – Idaho Content Standards
6. Pending Rule 08.0203.1603 – Rules Governing Thoroughness – Advanced Opportunities
7. Pending Rule 08.0203.1604 – Rules Governing Thoroughness – Incorporated by Reference – Idaho Special Education Manual
8. Pending Rule 08.0203.1605 – Rules Governing Thoroughness – Alternative Secondary Programs
9. Pending Rule 08.0203.1606 – Rules Governing Thoroughness – Incorporated by Reference – Achievement Level Descriptors

POLICY, PLANNING & GOVERNMENTAL AFFAIRS (PPGA)

At this time Ms. Critchfield clarified that her intent was to make a similar motion for the Planning Policy and Governmental Affairs portion of the agenda as was exercised by the Superintendent, which would include PPGA Tabs 1-6, 10-12, and 14-15. She pointed out that those items which would be discussed or voted on individually include items 7-9, 13, and 16. Ms. Atchley clarified that she would recuse herself from voting on item 13 regarding seed certification. Ms. Critchfield requested unanimous consent to proceed with that process. There were no objections.

M/S (Critchfield/Clark): To approve Pending Rule Docket No. 08-0102-1601, Rules Governing the Postsecondary Scholarship Program, through Pending Rule Docket No. 08-0201-1604, Rules Governing Administration, Statewide Average Class Size, and Docket 08-0203-1610, Rules Governing Thoroughness – Career Technical Education, Content Standards, as presented in the Planning Policy and Governmental Affairs Agenda, Tabs 1-6, 10-12, and 14-15. The motion carried unanimously 7-0.

1. Pending Rule – Docket No. 08-0102-1601 – Rules Governing the Postsecondary Credit Scholarship Program
2. Pending Rule – Docket No. 08-0104-1601 – Postsecondary Residency Requirements
3. Pending Rule – Docket No. 08-0109-1601 – Rules Governing the GearUP Idaho Scholarship
4. Pending Rule – Docket No. 08-0201-1602 – Rules Governing Administration – Continuous Improvement Plans, Literacy Intervention Plans, College and Career Advising Plans
5. Pending Rule – Docket No. 08-0201-1603 – Rules Governing Administration – State Literacy Growth Targets

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6. Pending Rule – Docket No. 08-0201-1604 – Rules Governing Administration – Statewide Average Class Size

Dr. Clark asked about the distinction between class sizes contained in item 6. Ms. Bent clarified it relates to the Americans with Disabilities Act (ADA) and Idaho Code Section 33-104. Ms. Bent explained the difference between group one and group two and that the divisors are where the difference lies.

- 10. Pending Rule – Docket No. 08-0203-1610 – Rules Governing Thoroughness – Career Technical Education, Content Standards
- 11. Pending Rule – Docket No. 08-0203-1611 – Rules Governing Thoroughness – Civics and Government Content Standards Proficiency – Graduation Requirements
- 12. Pending Rule – Docket No. 08-0205-1601 – Rules Governing Pay for Success Contracting
- 14. Pending Rule – Docket No. 47-0101-1601 – Rules of the Division of Vocational Rehabilitation – Field Service Manual
- 15. Pending Rule – Docket No. 47-0102-1601 – Rules and Minimum Standards Governing Extended Employment Services

At this time they moved to item 13 on the PPGA agenda.

- 13. Pending Rule – Docket No. 08-0501-1601 – Rules Governing Seed and Plant Certification

M/S (Critchfield/Soltman): To approve the pending rule, docket number 08-0501-1601, Rules Governing Seed and Plant Certification, as presented in Attachment 1. The motion carried 6-0. Ms. Atchley abstained from voting.

At this time they moved to item 16 on the PPGA agenda.

- 16. Board Policy – IV.E. Division of Career Technical Education – Industry Partner Fund – New Subsection - First Reading

M/S (Critchfield/Soltman): To approve the first reading of Board Policy IV.E. Division of Career Technical Education, Subsection 7, Industry Partner Fund as submitted. The motion carried unanimously 7-0.

Ms. Critchfield introduced the item and that in August the Board approved the Division of Career Technical Education FY18 Line Item request, including \$1M for the Industry Partner Fund. The purpose of the fund is to provide Idaho's six technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects." However, no moneys were appropriated to the fund for FY2017. The Division of Career Technical Education (Division) has requested \$1,000,000 for FY2018. One-hundred percent (100%) consensus was reached on the draft policy. There will be a second reading of the policy at the December meeting.

At this time they moved to the remaining items 7, 8, and 9 on the PPGA agenda.

- 7. Pending Rule – Docket No. 08-0202-1607 – Rules Governing Uniformity – Educator Credential Requirements

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M/S (Critchfield/Soltman): To approve the pending rule, docket number 08-0202-1607, as submitted in Attachment 1. The motion carried unanimously 7-0.

Ms. Critchfield indicated that in August, the Board approved proposed rule changes which simplified Idaho's instructional certificates and resolved the issue of individuals reaching outside of their eligible grade ranges. There were technical changes and corrections made which provided a consistent definition for paraprofessionals. Ms. Critchfield clarified aloud the definition for paraprofessional for the benefit of the group. Mr. Soltman asked if this would be a consistent statewide definition for paraprofessional. Ms. Bent responded that once it is accepted by the legislature then it will be consistent statewide.

8. Pending Rule – Docket No. 08-0203-1608 – Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements

M/S (Critchfield/Clark): To approve the pending rule, docket number 08-0203-1608, as submitted in Attachment 1. The motion carried unanimously 7-0.

Ms. Critchfield introduced the item and pointed out a couple of changes to the pending rule. For the 2017-18 school year there is a pre-algebra enrollment at the 8th grade. In the 2018-19 school year, there are two additional indicators. One is a state satisfaction survey that will go to parents, students, and faculty. The other is a communication that will go to parents on student achievement. Other minor changes were made for clarification. Ms. Bent also pointed out the addition of college and career readiness in the alternative high schools; and for the traditional high schools the 5-year cohort graduation rate was included. Dr. Clark strongly felt this plan will meet muster at the Federal level. Ms. Ybarra echoed those remarks and that she received word recently that we are permitted to use our own methodology for calculating graduation rates. Dr. Clark suggested we would need additional work on a ranking system that would be acceptable to the Federal government.

9. Pending Rule – Docket No. 08-0203-1609 – Rules Governing Thoroughness – Graduation Requirements - Proficiency

M/S (Critchfield/Ybarra): To approve the pending rule, docket number 08-0203-1609, Rules Governing Thoroughness – Proficiency Graduation Requirements, as submitted in Attachment 1. The motion carried unanimously 7-0.

Ms. Critchfield introduced the item and that the proposed amendments to the rule eliminate the ISAT proficiency graduation requirement. The intent is to look at other indicators of success and proficiency for high school students. If approved, students would not need to meet the proficiency requirement to graduate high school after the effective date (end of the 2017 legislative session). No comments were received during the public comment period, and no changes have been made between the proposed and pending rule stages.

Ms. Atchley expressed concern about comparing consistency across the state using other measures. Ms. Critchfield responded that there is a required test in high school (SAT) along with a credit requirement for graduation. She pointed out the Accountability Framework recently approved includes many other proficiency indicators. Ms. Ybarra echoed those remarks. Dr. Clark commented that further development of the definition of college and career readiness is underway and would be very beneficial. Ms. Ybarra commented the definition of college and career ready has already been defined in the standards. Dr. Clark clarified that the common definition of college and career readiness is being developed which will apply statewide and not just academically. Mr. Freeman offered a point of clarification in that if all of the content

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standards are met, a student is considered college and career ready. However, for the purposes of the Departments of Commerce and Labor, Higher Education, Workforce Development Council, Industry, etc., there is a workgroup in the process of developing a definition of college and career readiness for our students to be able to step into a postsecondary or career setting.

OTHER BUSINESS

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

M/S (Critchfield/Ybarra): To adjourn the meeting at 3:15 p.m. The motion carried unanimously 7-0.

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TAB	DESCRIPTION	ACTION
A	COORDINATION OF ACTIVITIES	Information Item
B	K-20 EDUCATION STRATEGIC PLAN	Motion to Approve
C	HIGHER EDUCATION RESEARCH STRATEGIC PLAN	Motion to Approve

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SUBJECT

Identify operational efficiencies between the Office of the State Board of Education (OSBE) and the State Department of Education (SDE)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Constitution, Article IX, Section 2

Idaho Code §§ 33-101, 105, 114, 115, 116, 118, 120, 125 and 126

Idaho Code § 67-1504

BACKGROUND/DISCUSSION

At the request of the State Superintendent, the State Board of Education (Board) will undertake a review of major activities and initiatives in which OSBE and the State Department of Education (SDE) both have some involvement or interaction in the form of time and resources; and discuss which agency is best suited to take the lead on each respective activity.

IMPACT

Intended outcomes include the following:

- eliminate duplication of effort and overlap in projects and coordination in those areas where each agency have complementary roles;
- increase communication and role clarity between agencies; and
- increase efficiency of project completion.

ATTACHMENTS

Attachment 1 – List of activities

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STAFF COMMENTS

The Board of Education and Department of Education are often referred to interchangeably by educators and policymakers alike. Yet, by law the two entities have distinct roles and responsibilities. The purpose of the work session is to delineate which entity will take lead on identified activities set forth in Attachment 1 which are currently performed to some extent by staff from both entities.

BOARD ACTION

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

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Major Activities and Initiatives Performed by OSBE and SDE

Activity	Status	Lead Staff/Agency
Administrative Rules	Administrative rules are promulgated under the authority of the State Board of Education, rules are brought forward to the Board for consideration from SDE and OSBE SDE staff highlighted rules related to assessment and graduation requirements.	Tracie Bent, OSBE Amy Roche, SDE (coordinates rules developed by SDE staff) Karlynn Laraway, SDE
Charter Schools	The SDE and potential authorizers (school district or Public Charter School Commission) review new charter petitions in accordance with statutory requirements. These reviews occur at different stages and for different purposes. The SDE review is quantitative and addresses legal sufficiency, while the authorizer review is qualitative and determines whether or not the petitioners should be entrusted with taxpayer funds and public school students. The two reviews complement each other and are designed to help both authorizers and the petitioners succeed. PCSC and the SDE receive and review charter schools' fiscal audits.	Tamara Baysinger, OSBE Michelle Clement Taylor, SDE
College & Career Readiness	LEAs submit their College and Career Advising and Mentoring plans to OSBE. LEAs also report the effectiveness of their college and career advising programs as part of their annual continuous improvement plans also submitted to OSBE. Multiple instances of training and guidance are being provided (statewide conferences, regional trainings, local workshops). These activities are conducted with a high degree of interagency collaboration (SDE, SBOE, Labor, IDLA). SDE staff is also assisting with the review and compilation of college advising /	Byron Yankey, OSBE Tracie Bent, OSBE Matt McCarter, SDE

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	<p>career mentoring plans submitted by schools. The SDE provides one-on-one support to LEAs in this area. Additionally, SBOE promulgation of rules impacting SDE activity and LEA requirements is occurring.</p> <p>OSBE staff review the submitted plans and work with LEAs to help them update their plans to meet all of the statutory requirements set by the legislature as well as those requirements set in Administrative Code. As part of this review, LEA's are also provided with technical assistance and suggested best practices for improving their plans. OSBE provided templates to LEA's that could be used for the submittal of plans, including budgets. The templates were based on the administrative rule requirements and were not mandatory.</p>	
College Entrance Exam	Need clarity in roles related to implementation of statewide contract, LEA training, collection and use of data, etc.	Karlynn Laraway, SDE
Data Dashboards	<p>SBOE has requested more regular and purposeful discussion about salient K-20 metrics including institutional metrics and data points in the form of a dashboard.</p> <p>Concurrently, the proposed accountability framework includes indicators which would be presented in a data dashboard.</p> <p>There has been some conversation between OSBE and SDE staff about coordinating the data dashboards.</p>	<p>Carson Howell, OSBE Chris Campbell, SDE</p> <p>Alison Henken and Carson Howell, OSBE Tim McMurtrey and Duncan Robb, SDE</p>
Direct Admissions	OSBE managed the program. SDE provides the student list and GPAs.	Carson Howell, OSBE Chris Campbell, SDE
Dual Credit Workgroup	The Dual Credit Workgroup recommendations are complete and will be presented to the Board for approval in December by SBOE staff.	Randall Brumfield and Dana Kelly, OSBE Tina Polishchuk, SDE

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	Data is being compiled/ analyzed on an ongoing basis to ascertain GEM alignment, student access and dual credit contribution to postsecondary program completion. The Advanced Opportunities program is the primary funding source for students taking dual credit and is influenced by SBOE efforts in this arena. The SDE manages Fast Forward student accounts and tracks the appropriation. The SDE provides one on one support to LEAs in this area. Additionally, the promulgation of rules impacting SDE activity and LEA requirements is occurring.	
Educator Effectiveness	Clarification is needed on the roles and responsibilities of the SDE Educator Effectiveness work and the OSBE Educator Effectiveness position.	Christina Linder, OSBE Karen J.M. Seay, SDE
Federal Reporting	<p>While we have unique roles in the process, completing Consolidated State Performance Report (CSPR) involves a number of OSBE and SDE staff.</p> <p>SBOE, as the SEA, has to certify and submit the CSPR to U.S. Dept. of Ed on deadline. While there have been challenges in the past in getting accurate and timely data for submittal, we have improved our communication and workflow on this project.</p>	Alison Henken, OSBE Assessment, Federal Programs and IT staff, SDE
Graduation Requirements / Alternate Routes to Graduation	The Board promulgates the Administrative Rules establishing graduation requirements and the use (when necessary) of alternate routes to graduation. Currently, both OSBE staff and SDE staff answer questions from LEAs about graduation requirements and use of alternate routes. OSBE receives and reviews the Alternate Route Plans from LEAs.	Tracie Bent and Alison Henken, OSBE Assessment & Curriculum staff, SDE
GEAR UP Scholarship	The GEAR UP scholarship is managed by OSBE and is communicated to LEA grant recipients by SDE staff. The	Joy Miller, OSBE CD Breshears, SDE

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	GEAR UP grant is being managed by SDE staff.	
Indian Education Committee	<p>The Indian Education Committee is Board committee staffed by both SDE and OSBE.</p> <p>Annual assessment of progress on SBOE Indian Education Strategic Plan.</p> <p>Development of Idaho Essential Understandings regarding Idaho's five tribes and the significance of culturally responsive teaching</p> <p>Efforts underway to craft Indian Education curriculum framework.</p> <p>Inclusion of culturally relevant curriculum in Idaho Content Standards.</p> <p>Collaboration on Direct Admissions, Data Collection, Opportunity and Scholarship as they relate to tribal students.</p>	<p>Randall Brumfield and Patty Sanchez, OSBE</p> <p>Johanna Jones, SDE</p>
K-12 Accountability	<p>There is overlap and sometimes a lack of clarity in regards to the Accountability Oversight Committee's role and tasks and those of the SDE. Some work is done by OSBE staff, some by the AOC, and some work is done by SDE staff. The AOC is a Board Committee with staff support from OSBE. The Committee is charged with making recommendations to the Board regarding the statewide assessment system and K-12 accountability.</p> <p>Clarification is needed on the roles and responsibilities of the SDE Title I Accountability work and the OSBE Accountability position.</p>	<p>Alison Henken, OSBE</p> <p>Pete Koehler, SDE</p> <p>Karen J.M. Seay, SDE</p>
Literacy Committee	The Literacy Committee is composed of one Board member (Debbie Critchfield), one OSBE staff, two SDE staff, one legislator (Rep. VanOrden),	Alison Henken, OSBE

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	<p>and a variety of educators. The committee was developed as a subcommittee of the Governor's Task Force and is charged with making recommendations on the literacy related Task Force recommendation. The Committee has made recommendations regarding changes that should happen to improve literacy outcomes. Most recently, based on the work of the Early Literacy Assessment Working Group, they recommended the state release a RFP to identify a new assessment to be used as the IRI. The SDE is overseeing the RFP process.</p>	
Literacy Intervention	<p>OSBE receives and reviews Literacy Intervention Plans from the LEAs. SDE manages the funding. SDE receives annual IRI data, but Literacy Interventions Plans also include a section where LEAs provide data and set benchmarks for future performance.</p> <p>Literacy Plan/IRI: The literacy plans were submitted to the SBOE and reviewed by their staff, however the SDE receives questions regarding data collection (IRI Results), form templates, expenditures, budgets, funding distribution, etc. related to the plans and associated allocations for intervention funding. The SDE distributes the funds, based on IRI results. If the SDE were to receive questions regarding programmatic implementation, best practices, intervention strategies – we would need to review the plans to offer support/resources or direct districts to the Board.</p> <p>OSBE staff review the submitted plans and work with LEAs to help them update their plans to meet all of the statutory requirements set by the</p>	<p>Alison Henken, OSBE Diane Roberts, SDE</p> <p>Karlynn Laraway, SDE</p>

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	<p>legislature as well as those requirements set in Administrative Code. As part of this review, LEA's are also provided with technical assistance and suggested best practices for improving their plans. OSBE provided templates to LEA's that could be used for the submittal of plans, including budgets. The templates were based on the administrative rule requirements and were not mandatory.</p>	
Math Work Group	<p>The Math Work Group is chaired by Dave Hill. The group includes OSBE staff, SDE staff, higher education representatives, and others. The group is looking at math achievement and ways that math outcomes can be improved.</p> <p>Statewide convening, followed by regional summits were held to calibrate postsecondary math pathways and scale up the wider use of co-requisite remediation.</p> <p>Currently working on the following: (1) Idaho Mathematics Framework: SDE and Regional Math Center Personnel (2) K-2 Math Screener & Diagnostic Pilot: SDE & District Personnel Future Work – Planning in Progress: (3) ISAT Case Studies: SDE Staff and Districts – inclusion of OSBE staff if desired (4) Statewide Math Instructional Coach & Teacher Lead Collaborative: SDE, district, regional math center and other stakeholders (If Legislature approves funding request) Survey of stakeholders regarding middle school credit system and math credit requirements</p>	<p>Randall Brumfield, Alison Henken and Cathleen McHugh, OSBE</p> <p>Nicole Hall, SDE</p>
Open Educational Resources	<p>Biology Project: This project is in its infancy. Working jointly with SDE and Cassidy Hall of the UI Doceo Center,</p>	<p>Randal Brumfield, OSBE Scott Cook, Director Academic Services, SDE</p>

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	<p>the plan is to assemble a workgroup of high school and college biology faculty to develop a suite of OERs for use in Introductory Biology dual credit courses (for non-majors).</p> <p>Under discussion: a platform for sharing OER statewide; writing a strategic plan. Underway: reviewing high quality OER via established curricular review process K12 and placing on adoption guide.</p>	
Professional Standards Commission Standards & Endorsement Review	<p>The Professional Standards Commission is authorized to conduct ethics violations and make recommendations to SBOE on improvements to teacher preparations standards and programs. Currently reviewing and revision the standards and endorsement language (20% each year per IDAPA rule):</p> <ul style="list-style-type: none"> • Administrator • Bilingual/ENL • Idaho Core Teaching • Career Technical Education • World Language • Speech & Language Pathologist • Possible Addition of Dance • Any other revisions due to PSC work 	Christina Linder, OSBE Lisa Colón Durham, SDE
School Improvement (K-12)	<p>LEAs are responsible for ensuring that schools identified for improvement complete improvement plans (based on a comprehensive needs assessment) that meet ESSA requirements. There is confusion in the districts between school improvement plans required by the ISDE and the continuous improvement plans (formerly called strategic plans) required by statute. Who at the Board reads the continuous improvement plans? What purpose do they serve? Does the Board approve these? Ideally, LEAs would complete one plan that meets requirements for both entities.</p>	Tracie Bent, OSBE Karen J.M. Seay, SDE

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	<p>Statutorily continuous improvement plans are submitted to OSBE. OSBE staff review the submitted plans and work with LEAs to help them update their plans to meet all of the statutory requirements set by the legislature as well as those requirements set in Administrative Code. As part of this review, LEA's are also provided with technical assistance and suggested best practices for improving their plans. OSBE provided templates to LEA's that could be used for the submittal of plans, including budgets. The templates were based on the administrative rule requirements and were not mandatory.</p>	
Single College Application	<p>OSBE has engaged IDLA to develop for Direct Admissions students a single online application to the eight public postsecondary institutions.</p> <p>SDE is pulling the data that will populate data fields from the students' records to be sent to the institutions.</p>	Carson Howell, OSBE Chris Campbell, SDE
Smarter Balanced Assessment Consortium	<p>Because of Idaho's unique governance structure, the Consortium has approved for Idaho to have two K-12 leads. In cases where there is a vote of the consortium states, the two leads have communicated with each other to reach a consensus. OSBE also is responsible for the Consortium Higher Education Lead.</p>	Alison Henken, OSBE Karlynn Laraway, SDE Randal Brumfield, OSBE
STEM	<p>OSBE and SDE staff and the STEM Action Center all work on STEM initiatives and it is not always clear who is or should be doing what. The Board has a STEM Education Strategic Plan, OSBE focusses on STEM higher education issues and K-20 STEM policy issues. SDE implements specific STEM training and programs.</p>	Christina Linder, OSBE Scott Hill, SDE
Teacher Certification/Effectiveness	<p>SDE pulls the data, OSBE analyzes and reports the data. SBOE is responsible for submitting the Federal Title II</p>	Cathleen McHugh and Christina Linder, OSBE Lisa Colon, SDE

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	<p>(Higher Education Act Title II) report. This report includes information reported from each approved teacher preparation program and state certification data. The state certification data is collected from SDE.</p> <p>SDE manages the certification application process.</p>	
Teacher Preparation	<p>SBOE is responsible for approval of all teacher preparation programs (public and private), setting minimum standards and assessing the effectiveness of programs. OSBE staff meet regularly with teacher preparations program staff to discuss reporting and accountability issues as well as areas of potential improvement. Currently the PSC makes recommendations on teacher preparation standards as well as program approval.</p>	<p>Christina Linder, OSBE Academic Affairs Staff (public academic program approval)</p>
Title II work	<p>It doesn't look like there is currently a Title II-A (ESEA/ESSA) position at OSBE, but there has been one in the past. Clarification is needed on the difference between any K-12 Title II-A activities conducted by OSBE and the role and responsibilities for the SDE Title II-A coordinator.</p>	<p>Karen J.M. Seay, SDE Christina Linder, OSBE</p>

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SUBJECT

Idaho State Board of Education 2018-2022 K-20 Strategic Plan

REFERENCE

December 2012	Board reviewed and requested amendments to the 2013-2017 State Board of Education Strategic Plan
February 2012	Board approved 2013-2017 State Board of Education K-20 Statewide Strategic Plan
December 2013	Board reviewed and discussed changes to the State Board of Education K-20 Statewide Strategic Plan
February 2014	Board reviewed and approved the updated 2014-2018 State Board of Education K-20 Statewide Strategic Plan
February 2015	Board reviewed and approved amended 2015-2019 (FY16-FY20) State Board of Education K-20 Statewide Strategic Plan
December 2015	Board approved 2016-2020 (FY17-FY21) Idaho State Board of Education Strategic Plan
August 2016	Board discussed higher education operational plan.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/ DISCUSSION

The Board's strategic plan is used to define the vision and mission of Idaho's K-20 educational system; to guide future growth and development, and establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in education throughout the state. The strategic plan not only defines the Board's purpose, but establishes realistic goals and objectives that are consistent with its governing ideals, and communicates those goals and objectives to the agencies and institutions under the Board, the public, and other stakeholder groups.

Pursuant to the Board's master planning calendar, the Board is scheduled to review and approve its strategic plan annually in December, with the option of a final approval at the February Board meeting if significant changes are requested during the December Board meeting. Once approved the institutions and agencies then use the Board's strategic plan to inform their annual updates to their own strategic plans. The agencies and institutions bring their strategic plans forward for approval in April of each year with an option for final approval in June.

The update of the strategic plan during the February 2015 Board meeting included a comprehensive update to the plan on the recommendations of a committee appointed by the institution presidents and lead by Board staff. At the October 2016 Regular Board meeting, the Board reviewed performance measures. This performance measure review is a backward look at progress made during the

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previous year in alignment with the strategic plan approved by the Board at the February 2015 Board meeting.

In addition to the Board's K-20 Education strategic plan, the Board has developed a number of area specific strategic plans as well as the Complete College Idaho plan, the Complete College Idaho plan includes statewide strategies that have been developed to move the Board's strategic plan forward with a focus on moving the needle on the 60% benchmark for the college completion performance measure (Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study). The Indian Education strategic plan, STEM Education strategic plan, and Higher Education Research strategic plan, approved by the Board, are all required to be in alignment with the Board's overall K-20 Strategic Plan.

Earlier this summer the Governor asked the Board to develop a five year plan for higher education. The Board's Strategic Plan (Plan) is in fact a five year plan for public education (inclusive of secondary and postsecondary); but fulfilling the Governor's request will require the Board to identify specific activities by which to operationalize the Plan. To that end, Board staff have mapped the Plan's goals and objectives to Board activities and initiatives, and categorized them as: "Proposed", "In Progress", and "Operational." For example, outcomes-based funding is "Proposed," while Direct Admissions is "Operational." During the August 2016 Board meeting the Board provided feedback requesting a brief summary of each activity be included in the document. The attached Operation Plan incorporates those descriptions.

IMPACT

Once approved, the institutions and agencies will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April.

The Board and staff use the strategic plan to prioritize statewide education initiatives in Idaho as well as the work of the Board staff. By focusing on critical priorities, Board staff, institutions, and agencies can direct limited resources to maximum effect.

ATTACHMENTS

Attachment 1 – 2018–2022 State Board Education Strategic Plan	Page 5
Attachment 2 – Operational Plan	Page 14
Attachment 3 – Annual Dual Credit Report	Page 22
Attachment 4 – Annual Scholarship Report	Page 25

STAFF COMMENTS AND RECOMMENDATIONS

The amendments proposed during this review cycle focus on updates to the performance measures benchmarks that were reached during the previous year or we are close to meeting. Board staff will walk the Board through the various

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performance measures and discuss the proposed benchmarks. Discussion during the Work Session will focus on progress made toward meeting the Board's goals and whether or not there should be additional amendments made to the plan during this cycle.

The performance measure data has been incorporated into the strategic plan to make it easier to identify the progress that has been made and to help facilitate the discussion. In addition to the strategic plan with performance measure data, the annual reports on the Opportunity Scholarship and Dual Credit participation are included, should any Board member want more detailed information on efforts in these areas. This is the third year the Board office has produced the dual credit report, which focuses on the impact of students taking dual credit courses. The Opportunity Scholarship Review is our second look at the impact of the Opportunity Scholarship since the consolidation of the state managed scholarships in 2014. The 2015-2016 school year is the first year of full. The Board is required to report on the scholarships effectiveness each year to the legislature. The more detailed information is provided to the Board to help inform the progress of these specific focus areas of the Board and provide a more complete picture of the landscape that impacts the progress towards meeting the Board's goals.

In addition to the overall strategic plan discussion the Board will also have the opportunity to discuss the discrete activities and initiatives identified in the Operation Plan and prioritize activities. The Operational Plan document will serve as the basis for discussions with a stakeholder group. The stakeholder group will formulate recommendation on the Operational Plan for the Board's consideration at a future date.

Amendments to plan may be made during the work session, should the Board have no additional amendments following the work session, the Strategic Plan may be approved at this meeting.

BOARD ACTION

I move to approve the 2018-2022 (FY19-FY23) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**FY2018-2022
Strategic Plan**

An Idaho Education: High Potential – High Achievement

VISION

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

MISSION

To provide leadership, set policy, and advocate for transforming Idaho's educational system to improve each Idaho citizen's quality of life and enhance the state's global competitiveness.

AUTHORITY AND SCOPE:

The Idaho Constitution provides that the general supervision of the state educational institutions and public school system of the State of Idaho shall be vested in a state board of education. Pursuant to Idaho Code, the State Board of Education is charged to provide for the general supervision, governance and control of all state educational institutions, and for the general supervision, governance and control of the public school systems, including public community colleges.

**State Board of Education Governed
Agencies and Institutions:**

Educational Institutions	Agencies
Idaho Public School System	Office of the State Board of Education
Idaho State University	Division of Career-Technical Education
University of Idaho	Division of Vocational Rehabilitation
Boise State University	Idaho Public Broadcasting System
Lewis-Clark State College	State Department of Education
Eastern Idaho Technical College	
College of Southern Idaho*	
North Idaho College*	
College of Western Idaho*	
*Have separate, locally elected oversight boards	

GOAL 1: A WELL EDUCATED CITIZENRY

Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Performance Measures:

- Annual number of state-funded scholarships awarded and total dollar amount.

Benchmark: 10,000, \$16M ^{1, 2}

2013	2014	2015	2016	Benchmark
8,225	7,864	1,787	1,798	10,000
\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700	16,000,000

- Proportion of graduates with debt.

Benchmark: 50% or less ⁴

2013	2014	2015	2016	Benchmark
68.1%	71.3%			<50%

Benchmark: 85% graduating student debt of peers ^{3, 4}

2013	2014	2015	2016	Benchmark
108.5%	109.1%			85%

Benchmark: 10% reduction of average default rate in 5 years (3yr default rate 4yr/2yr institutions) ^{1, 4}

2013	2014	2015	2016	Benchmark
8.4%				10% reduction
20.9%				10% reduction

- Percentage of Idaho High School graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT – 60% ⁵

ACT – 60% ⁵

2013	2014	2015	2016	Benchmark
	25.7%	25.2%	33.0%	60%
32.0%	34.0%	37.0%	36.8%	60%

- Percent of high school students enrolled and number of credits earned in Dual Credit and Advanced Placement (AP):

- Dual credit

Benchmark: 30% students per year ^{1, 4}

2013	2014	2015	2016	Benchmark
18.4%	20.3%	23.9%	27.7%	30%

Benchmark: 180,000 credits per year ^{1, 4}

2013	2014	2015	2016	Benchmark
62,248	68,950	87,684	95,337	180,000

- Technical Competency Credit

Benchmark: 27% students per year enrolled ^{1, 4}

2013	2014	2015	2016	Benchmark
24.2%	20.0%	17.6%		27%

- Advanced Placement (AP) exams taken each year.

Benchmark: 10% students per year ^{1, 4}

2013	2014	2015	2016	Benchmark
9.0%	8.9%	9.2%		10%

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Benchmark: 10,000 exams taken per year ^{1, 4}

2013	2014	2015	2016	Benchmark
9,463	9,149	9,980		10,000

- Percent of high school graduates who have participated in one or more advanced opportunities.

Benchmark: 80% ^{1, 4}

2013	2014	2015	2016	Benchmark
				80%

- Percent of high school graduates who enroll in postsecondary institutions:
 - Within 12 months of graduation

Benchmark: 60% ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
54.5%	52.2%	45.8%		60%

- Within 36 months of graduation

Benchmark: 80% ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
64.1%				80%

- Increase in cost of attendance (to the student)

Benchmark: less than 4% ^{1, 4}

2013	2014	2015	2016	Benchmark
0.6%	1.9%	2.8%	-1.1%	<4%

- Gap in access measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective B: Adult Learner Re-integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

Performance Measures:

- Percent of Idahoans ages 35-64 who have a college degree.

Benchmark: 37% ^{1, 5}

2013	2014	2015	2016	Benchmark
35.3%	34.4%	35.9%		37%

- Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized)

Benchmark: 20 ^{1, 4}

2013	2014	2015	2016	Benchmark
6	15	15		20

- Number of GEDs awarded per population

Benchmark: 5,000 ^{1, 5}

2013	2014	2015	2016	Benchmark
4,829	879	1,653		5,000

- Number of non-traditional college graduates (age>39)

Benchmark: 2,000 ^{1, 5}

2013	2014	2015	2016	Benchmark
1,801	1,863	1,811	1,806	2,000

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- Number of veterans enrolled at public institutions (broken out by full-time and part time status)

Benchmark: 2,000 ^{1, 4}

2013	2014	2015	2016	Benchmark
				2,000

- Gap in re-integration measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho’s educational system.

Performance Measures:

- Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Benchmark: 60% ^{1, 5}

2013	2014	2015	2016	Benchmark
41.0%	40.0%	42.0%		60%

- High School Cohort Graduation rate.

Benchmark: 95% ^{1, 4}

2013	2014	2015	2016	Benchmark
84.1%	77.3%	78.9%		95%

- Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution. (distinguish between new freshmen and transfers)

2-year Institution Benchmark: 75% ^{1, 4}

2013	2014	2015	2016	Benchmark
55.2%	56.2%	56.3%	57.4%	75%

4-year Institution Benchmark: 85% ^{1, 4}

2013	2014	2015	2016	Benchmark
70.9%	75.2%	75.0%	74.7%	85%

- Unduplicated percent of graduates as a percent of degree seeking student FTE.

Benchmark: 20% ⁴

2013	2014	2015	2016	Benchmark
				20%

- Percent of graduates at each level relative to Board target numbers.

Benchmark: Certificates – 5% by 2020 ⁵

2013	2014	2015	2016	Benchmark
5.8%	5.8%	6.5%	7.0%	5%

Benchmark: Associate’s – 25% by 2020 ⁵

2013	2014	2015	2016	Benchmark
21.4%	21.9%	21.3%	23.1%	25%

Benchmark: Bachelor’s – 55% by 2020 ⁵

2013	2014	2015	2016	Benchmark
43.5%	44.1%	44.3%	23.1%	55%

Benchmark: Graduate degree – 15% by 2020 ⁵

2013	2014	2015	2016	Benchmark
15.1%	14.1%	14.0%	13.4%	15%

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- Percent of full-time first-time freshman graduating within 150% of time (2yr and 4yr).

Benchmark: 50% (2yr/4yr) ¹

2013	2014	2015	2016	Benchmark
18.1%	16.2%			50%
41.4%	41.5%			50%

- Gap in educational attainment measures between groups with traditionally low educational attainment. Broken out by minority populations, disadvantaged students, and gender in addition to traditionally underrepresented groups and the general populace.

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Performance Measures:

- Percent of students meeting proficient or advance placement on the Idaho Standards Achievement Test, broken out by subject area.

Benchmark: 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science) ¹

Grade	Subject	2013	2014	2015	2016	Benchmark
5 th	ELA			60.00%	62.00%	100%
5 th	Math			30.00%	31.00%	100%
5 th	Science			N/A	66.00%	100%
10 th	ELA			52.00%	54.00%	100%
10 th	Math			38.00%	50.00%	100%
10 th	Science			62.90%	63.00%	100%

- Average composite college placement score of graduating secondary students.

Benchmark: ACT – 24 ⁶

2013	2014	2015	2016	Benchmark
22.1	22.4	22.7	22.7	24

Benchmark: SAT – 1010 ⁶

2013	2014	2015	2016	Benchmark
1,356	1,357	1,366	999	1010

- Percent of students meeting college readiness benchmark on SAT in Mathematics.

Benchmark: 60% ⁶

2013	2014	2015	2016	Benchmark
35.2%	33.0%	36.1%		60%

- Gap in student achievement measures between groups with traditionally low educational attainment (traditionally underrepresented groups) and the general populace.

Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

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Performance Measures:

- Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).

Benchmark: 1:0.25 ^{1, 2}

2013	2014	2015	2016	Benchmark
1:0.24	1:0.25	1:0.24	1:0.24	1:0.25

- Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.

Benchmark: 8 graduates at any one time ¹

2013	2014	2015	2016	Benchmark
8	8	8	8	8

- Number of Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.

Benchmark: 60% ¹

2013	2014	2015	2016	Benchmark
				60%

- Percentage of Family Medicine Residency graduates practicing in Idaho.

Benchmark: 60% ¹

Program	2013	2014	2015	2016	Benchmark
Boise	54%	54%	53%	53%	60%
ISU	48%	48%	50%	50%	60%
CDA					60%

- Percentage of Psychiatry Residency Program graduates practicing in Idaho.

Benchmark: 50% ¹

2013	2014	2015	2016	Benchmark
100% (3)	100% (2)	100% (1)		50%

- Percent of graduates (baccalaureate and above) in high paying jobs three years after graduation.

Benchmark: 80% ¹

2013	2014	2015	2016	Benchmark
				80%

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.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Performance Measures:

- Percentage of students participating in internships.

Benchmark: 30% ^{1, 4}

2013	2014	2015	2016	Benchmark
4.1%	3.5%	3.4%		30%

- Percentage of undergraduate students participating in undergraduate research.

Benchmark: 30% ^{1, 4}

2013	2014	2015	2016	Benchmark
				30%

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Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Performance Measures:

- Institution expenditures from competitive Federally funded grants

Benchmark: \$112M ^{1, 4}

2013	2014	2015	2016	Benchmark
\$89,099,167	\$81,951,549	\$106,047,448	\$104,850,624	\$112,000,000

- Institution expenditures from competitive industry funded grants

Benchmark: \$7.2M ^{1, 4}

2013	2014	2015	2016	Benchmark
\$9,253,841	\$7,748,543	\$7,748,543	\$7,389,079	\$7,200,000

- Funding of sponsored projects involving the private sector.

Benchmark: 10% increase ^{1, 4}

2013	2014	2015	2016	Benchmark
108	69.4%(183)	-27.3% (133)	24.1% (165)	10% increase

- Total amount of research expenditures

Benchmark: 20% increase ^{1, 4}

2013	2014	2015	2016	Benchmark
(\$121,580,993)	17.4% (\$142,771,851)	2.8% (\$146,699,825)		20% increase

- Number of startups, number of patents, and number of disclosures.

Benchmark: 10% increase ^{1, 4}

	2013	2014	2015	2016	Benchmark
Startups	5	-100% (0)	0% (0)	8	10% increase
Patents	540% (32)	-59.4% (13)	-23.1% (10)	80% (18)	10% increase
Disclosures	-21.8% (43)	9.3% (47)	-38.3% (29)	38% (40)	10% increase

Objective C: Economic Growth – New objective currently under development.

Performance Measures:

- Percentage of graduates employed in Idaho 1 and 3 years after graduation

Benchmark: 1 year - 75% ^{1, 4}

2013	2014	2015	2016	Benchmark
				75%

Benchmark: 3 years - 80% ^{1, 4}

2013	2014	2015	2016	Benchmark
				80%

- Increase in gross state product (GSP)

Benchmark: 3% or more annual growth ⁴

2013	2014	2015	2016	Benchmark
2.6%	2.1%	1.9%		3% or more annual growth

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

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

Performance Measures:

- Number of publicly available data dashboards

Benchmark: 10 or more annually ⁴

2013	2014	2015	2016	Benchmark
		5		10 or more

- Number of data requests from school districts

Benchmark: 20 or more annually ⁴

2013	2014	2015	2016	Benchmark
				20 or more

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

Performance Measures:

- Median SAT/ACT scores of students in public institution teacher training programs.

Benchmark: ACT – 24 ⁶

2013	2014	2015	2016	Benchmark
				24

Benchmark: SAT – 1010 ⁶

2013	2014	2015	2016	Benchmark
				1010

- Percentage of first-time test takers from approved teacher preparation programs that pass the Praxis Subject Assessments (formerly the Praxis II).

Benchmark: 90% ^{1, 4}

2013	2014	2015	2016	Benchmark
				90%

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.).

Performance Measures:

- Percent of Idaho community college transfers who graduate from four year institutions.

Benchmark: 50% ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
		49.4%		50%

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- Percent of dual credit students who go-on to postsecondary education within 12 months of graduating from high school.

Benchmark: 80% ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
71%				80%

- Percent of dual credit students who graduate high school with an Associate's Degree

Benchmark: 10% ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
0.2%	0.2%	0.3%		10%

- Percent of postsecondary first time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and language arts.

Benchmark: 2 year – less than 55% ^{1, 4}

2013	2014	2015	2016	Benchmark
62.8%	62.9%	60.7%		<55%

Benchmark: 4 year – less than 20% ^{1, 4}

2013	2014	2015	2016	Benchmark
21.5%	23.2%	23.5%		<20

- Percent of postsecondary students participating in a remedial program who completed the program or course

Benchmark: 95% ^{1, 4}

2013	2014	2015	2016	Benchmark
				95%

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

Performance Measures:

- Expense per student FTE

Benchmark: \$12,000 or less ^{1, 4}

2013	2014	2015	2016	Benchmark
\$20,303	\$21,438	\$22,140		\$12,000 or less

- Graduates per \$100,000

Benchmark: 1.7 or more ^{1, 4}

2013	2014	2015	2016	Benchmark
1.5	1.5	1.5		1.7 or more

- Number of degrees produced

Benchmark: 14,000 ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
13,491	13,778	14,026	14,409	14,000 or more

- Number of graduates

Benchmark: 13,000 ^{1, 4, 5}

2013	2014	2015	2016	Benchmark
13,397	12,428	12,616	13,012	13,000 or more

- Cost per undergraduate weighted student credit hour

Benchmark: no more than \$320 ^{1, 4}

2013	2014	2015	2016	Benchmark
\$493	\$519	\$537		<\$320

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- Average net cost to attend public institution.

Benchmark: 4 year - 90% of peers (using IPEDS calculation)³

2013	2014	2015	2016	Benchmark
103.1%	107.0%	98.6%		90% of peers

Benchmark: 2 year – 90% of public 2-year institutions from WICHE states²

2013	2014	2015	2016	Benchmark
94.5%	98.6%	99.4%		90% of WICHE peers

- Median number of credits earned at completion of Associate's or Baccalaureate degree program.

Benchmark: 115% of required for transfer students^{1, 4}

	2013	2014	2015	2016	Benchmark
Associates					115%
Baccalaureate	Transfer = 108.9 (31 to 59 credits)				115%

Benchmark: 115% of required for non-transfer students^{1, 4}

	2013	2014	2015	2016	Benchmark
Associates	Full-time = 89.5; Part-time = 89.9;				115%
Baccalaureate	Full-time = 140.8; Part-time = 135.1;				115%

- Institutional reserves comparable to best practice.

Benchmark: A minimum target reserve of 5% of operating expenditures^{1, 4, 6}

2013	2014	2015	2016	Benchmark
BSU = 5.0%; ISU = 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU = 16.2%; UI = 4.2%; LCSC = 6.5%			5%
BSU = 5.0%; ISU = 11.7%; UI = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU = 16.2%; UI = 4.2%; LCSC = 6.5%			5%

Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Performance Measures:

- Next Steps Idaho usage

Benchmark: 10% annual increase per year⁴

2013	2014	2015	2016	Benchmark
		10.930	105.8%	10% increase

1 – Benchmarks are set based on an analysis of historical trends combined with desired level of achievement.

2 – Benchmarks are set based on performance of their WICHE peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

3 – Benchmarks are set based on performance of their IPEDS peer institutions and are set to bring them either in alignment with their peer or closer to the performance level of their peer institutions.

4 – Benchmarks are set based on analysis of available and projected resources (staff, facilities, and funding) and established best practices and what can realistically be accomplished while still qualifying as a stretch goal and not status quo.

5 – Benchmarks are set based on the 60% goal.

6 – Benchmarks are set based on industry standards.

Key External Factors

Accreditation

Eligible Idaho public Universities are regionally accredited by the Northwest Commission on Colleges & Universities (NWCCU). To that end, there are 24 eligibility requirements and five standards, containing 114 subsets for which the institutions must maintain compliance. The five standards for accreditation are statements that articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions. The five standards also serve as indicators by which institutions are evaluated by national peers. The standards are designed to guide institutions in a process of self-reflection that blends analysis and synthesis in a holistic examination of:

- The institution's Mission and Core Themes;
- The translation of the Mission's Core Themes into assessable objectives supported by programs and services;
- The appraisal of the institution's potential to fulfill the Mission;
- The planning and implementation involved in achieving and assessing the desired outcomes of programs and services; and
- An evaluation of the results of the institution's efforts to fulfill the Mission and assess its ability to monitor its environment, adapt, and sustain itself as a viable institution.

Current Initiatives

1. Support and facilitate the implementation of the Governor's Task Force for Improving Education 20 recommendations.
2. Ensure college and career readiness of all students
3. Development of intentional advising along the K-20 education continuum that links education with careers
4. Support accelerated high school to postsecondary education and career pathways
5. Develop a statewide model for remedial placement and education
6. Provide clear statewide articulation and transfer options
7. Establish metrics and accountability for all components of the public education system
8. Strengthen collaborations between education and business/industry partners
9. Provide meaningful financial aid/support to students
10. Develop transfer coordinated admission policies between community colleges and four year institutions to create pathways from 2 year to 4 year institutions.
11. Continued assessment of postsecondary institution mission fulfillment and effectiveness through the accreditation process.

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Goal 1: A Well Education Citizenry -- Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Objective A: Access - Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

Activity	Description	Status
Advanced Opportunities	Beginning in FY2017, Idaho Code §33-4602 authorizes an allocation of \$4,125 to every student in grades 7-12 attending an Idaho public or charter school to use towards Advanced Opportunities (i.e. dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs).	Operational.
Adult Degree Completers Scholarship	New scholarship for adult students returning to a public college or university after an absence of at least three years or more and who are completing their first undergraduate degree. It is estimated that 28% of Idahoans have some college and no degree.	Proposed (FY18 budget request) The Governor's Office and the Board will be co-sponsoring enabling legislation.
College & Career Advising	Beginning in FY2017, the Idaho Legislature appropriated \$5M as direct funding to school districts to provide college and career advising and mentoring. school district/charter school must have a College and Career Advising and Mentoring Plan, plans must be submitted to the State Board of Education and the effectiveness of the plans must be reported annually. The Board provides schools districts with information about six evidence-based advising model programs which can be used, and also will provide professional development opportunities for advisors.	Implementation stage. College & Career Advising plans have been submitted.
Direct Admissions	Automatically admit all graduating Idaho high school seniors to six or more of Idaho's public college and universities based students' GPA and SAT score.	Operational.

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Goal 1: A Well Education Citizenry -- Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Eastern Idaho community college	The Board supports expanding access to quality, affordable postsecondary education. Leveraging the existing EITC campus and infrastructure to provide access to postsecondary academic (lower-division) and CTE programs in the Idaho Falls area presents a unique opportunity.	Holding \$5M in trust as seed money for the creation of a new community college in eastern Idaho.
Expanding Online Program Offerings	A Board-authorized Online Program Fee provides institutions with flexibility needed for competitive pricing.	Operational. Six new programs have been added since the fee was first authorized in 12/2014.
Idaho College Portal	A single-site application for Idaho resident high school seniors to apply to any Idaho public colleges and universities. Students will only need to provide enough personal information to verify their identity, and then the system will automatically populate the remaining necessary fields with data pulled in from ISEE. Students will be able to apply to one or more institutions from a dropdown list. When combined with Direct Admissions, this will eliminate another unnecessary barrier to the Board's attainment goal and will leverage the Board's governance structure.	In development stage. Will go live for the 2017-18 application cycle.
www.NextSteps.Idaho.Gov	One-stop-shop portal for students and parents, and teachers of Idaho-specific information about postsecondary opportunities.	Operational and expanding.

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Goal 1: A Well Education Citizenry -- Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Open Educational Resources	"OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge." (Hewlett Foundation)	The Board and the State Dept. of Ed are working together on an initial effort to develop OER for the top five enrolled dual credit courses.
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Objective B: Adult learner Re-Integration – Improve the processes and increase the options for re-integration of adult learners, including veterans, into the education system.

Activity	Description	Status
Adult Degree Completion Scholarship	[see Goal 1, Obj. A]	
Co-requisite Remediation	Evidence suggests that co-requisite remediation (i.e. enrolled in credit bearing, gateway courses while being required to attend mandatory academic and non-academic supports) results in better outcomes.	The co-requisite model is nearly fully scaled in Idaho for English/ language arts. The institutions now working to scale co-requisite math remediation to the greatest possible extent.
Articulation & Transfer Portal	Online crosswalk used to determine how course credits (including dual credit) will transfer to another public college or university in Idaho. Also includes an Advanced Placement crosswalk.	Operational.
Outcomes-based Funding	Provide incentive funding for colleges and universities to ensure that students complete academic and technical programs and obtain certificates and degrees which will prepare them for productive careers in the State's workforce.	Proposed (FY18 budget request)

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Goal 1: A Well Education Citizenry -- Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Prior Learning Assessment	Use of validated methods for assessing learning to enable students to demonstrate knowledge, competencies and skills in a particular field and have that learning evaluated for college credit by appropriate faculty.	Board policy is being updated to establish new statewide expectations and minimums.
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Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

Activity	Description	Status
Advanced Opportunities	[see Goal 1, Obj. A]	
College & Career Advising	[see Goal 1, Obj. A]	
Outcomes-based Funding	[see Goal 1, Obj. B]	
Direct Admissions	[see Goal 1, Obj. A]	
Idaho College Portal	[see Goal 1, Obj. A]	

Objective D: Quality Education – Deliver quality programs that foster the development of individuals who are entrepreneurial, broadminded, critical thinkers, and creative.

Activity	Description	Status
Program Prioritization	Board-directed initiative for college and universities to rigorously evaluate, prioritize and rank all academic and non-academic programs into quintiles. The process has been institutionalized and deeply embedded into the resource allocation processes at the institutions.	Operational.
Improve Teacher Prep Programs	Ongoing work is being done with individual programs as well as the various teacher preparation groups within the state. Most recently consensus was reached on measures for identifying varying levels of program performance. Work in this area is ongoing and will involve the process for evaluating programs for continued state approval.	In Progress

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Goal 1: A Well Education Citizenry -- Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population

Low Performing Schools	Pursuant to S1412 (2015), OSBE received \$750k to conduct school improvement evaluations. OSBE awarded a contract to University of Idaho to perform evaluations of one school district in each of the six education regions of the state.	Contract awarded to UI College of Ed to conduct improvement evaluations for one school district in each of the six regions.
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Objective E: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

Activity	Description	Status
College & Career Advising	[see Goal 1, Obj. A]	
K-20-workforce longitudinal data system	The state has three separate longitudinal data systems (K-12, postsecondary and workforce) from which masked data can be extracted in order to analyze college and career preparedness. The state also participates in a voluntary data exchange with several states (including OR and WA) in order to track movement across state lines.	Operational and expanding.

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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.

Objective A: Workforce Readiness – Prepare students to efficiently and effectively enter and succeed in the workforce.

Activity	Description	Status
CTE program alignment	Ensure CTE credits earned in high school meet content and competency requirements to transfer to college.	In Progress.
Computer Science Co-Op Program	Participating college & university students would take one to two years of core classes and then alternate school semesters in school with working for a relevant Idaho business. Modeled after Univ. of Waterloo's renowned program.	Proposed.
Idaho SkillKStack	Badging/micro-certification platform that allows Idaho's educators to validate the skills their students demonstrate proficiency in leading to industry-relevant badges, which can stack towards college credit or industry certifications.	In Progress.

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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.

Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.

Activity	Description	Status
Higher Education Research Council	Idaho Global Entrepreneurial Mission (IGEM) grant program (as seed funding for strategically investing in the development of expertise, products, and services which result in state economic growth) and Incubation Funds program (to support technology transfer and commercialization)	Operational.
Capital project	Construction of two facilities to house cybercore and collaborative computing center. Will provide significant educational opportunities for Idaho postsecondary students.	Proposed.

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

Objective A: Data-informed Decision Making - Increase the quality, thoroughness, security of data and accessibility of aggregate data for informed decision-making and continuous improvement of Idaho's educational system.

<i>Activity</i>	<i>Description</i>	<i>Status</i>
K-20-workforce longitudinal data system	[see Goal1, Obj. E]	

Objective B: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

<i>Activity</i>	<i>Description</i>	<i>Status</i>
Career Ladder Performance Eval Audits	Pursuant to H571 and H647 (2016), the Board has been charged with conducting independent reviews of career ladder evaluations	Contract awarded to BSU College of Ed to perform audits.
Improve Teacher Prep Programs	[see Goal 1, Obj. D]	

Objective C: Alignment and Coordination – Facilitate and promote the articulation and transfer of students throughout the education pipeline (Secondary School, Technical Training, 2yr, 4yr, etc.)

<i>Activity</i>	<i>Description</i>	<i>Status</i>
Prior Learning Assessment	[see Goal 1, Obj. B]	
CTE program alignment	[see Goal 2, Obj. A]	
Articulation & Transfer Portal	[see Goal 1, Obj. B]	
Co-requisite Remediation	[see Goal 1, Obj. B]	

Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation.

<i>Activity</i>	<i>Description</i>	<i>Status</i>
Program Prioritization	Rigorous evaluation and prioritization of postsecondary academic and non-academic programs based on meaningful metrics.	Has been institutionalized and deeply embedded into the institutions' resource allocation process.
Outcomes-based Funding	[see Goal 1, Obj. B]	

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

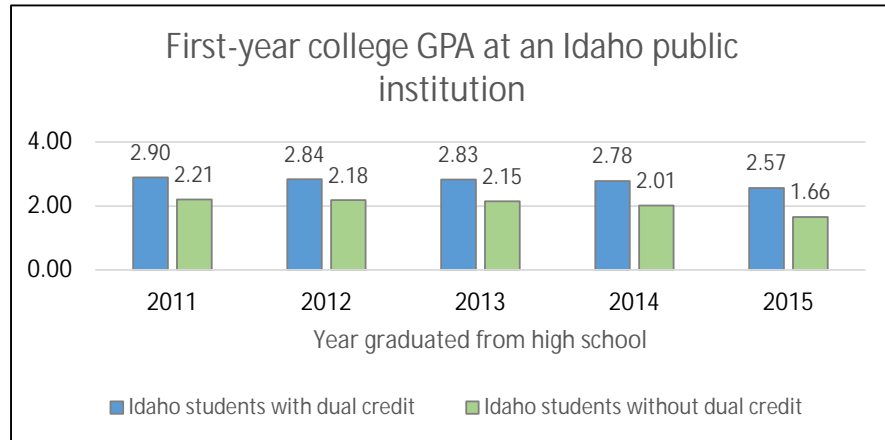
Graduate Program Audits	Newly approved graduate programs are reviewed to ensure enrollment assumptions manifest.	Operational.
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Objective E: Advocacy and Communication – Educate the public and their elected representatives by advocating the value and impact of the educational system.

Activity	Description	Status
Direct Admissions Media Campaign		Ongoing.
NextSteps.Idaho.gov	[see Goal 1, Obj. A]	
Regional Superintendents Meetings		Ongoing.
K-12 stakeholder meetings	Meeting with IASA, ISBA and IEA representatives monthly	Ongoing.
Legislative advocacy	Meet with members of House & Senate Ed Committees, and JFAC throughout the year.	Ongoing.

Prepares High School Students for College

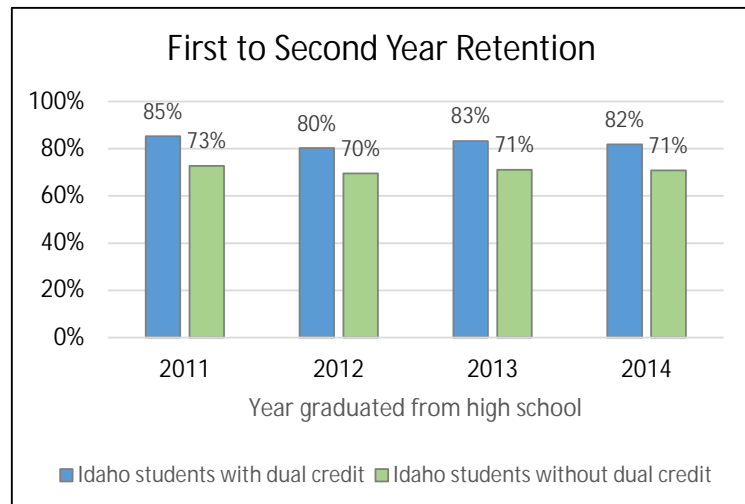
Since 2011, Idaho high school students who have participated in dual credit courses earned higher grades in their first year of college



than Idaho students who did not take dual credit courses. Graduates in 2015 who took dual credit courses averaged a 2.57 GPA in their first year of college while 2015 graduates who did not take dual credit courses averaged a 1.66 GPA.

Increases the Likelihood of Success as College Students

Idaho students who took dual credit courses while in high school had significantly higher college retention rates from their first year to their second year at a postsecondary institution. Across all years, more than 80 percent of dual credit students returned to college their second year. Across all years, the retention rate for non-dual credit students was around 70 percent.



Summary

Dual credit students earn higher grades when attending college, and continue their college careers at higher rates than students who do not take advantage of dual credit courses while in high school.

*These data were analyzed using the Idaho Statewide Longitudinal Data System for Idaho college and university students from 2011 through 2016.

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November 22, 2016

Office of the State Board of Education

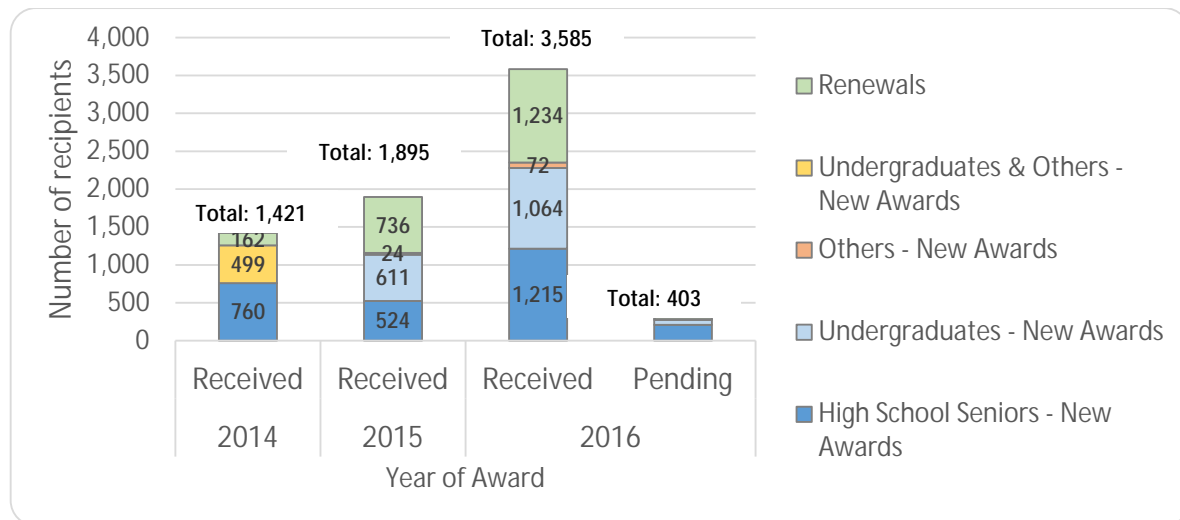
3

Idaho State Board of Education Report on Idaho Opportunity Scholarship 2017



The Opportunity Scholarship is designed to help low-income, high-achieving Idaho students attend and complete college in Idaho.¹ In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately \$1.045 million in FY2014 to approximately \$5.127 million in FY2015, \$5.191 million in FY2016, and \$10.142 million in FY2017.

Recipients of the Opportunity Scholarship



The number of students receiving the Idaho Opportunity Scholarship has increased dramatically since 2014.² In 2014, there were 1,421 total recipients. Of those, 162 were renewals. By 2016, there were 3,585 total recipients.³ Renewals made up

¹ To qualify for the scholarship, a student must: be an Idaho resident who is a graduate of an Idaho high school, have had a cumulative GPA of 3.0 or above, complete the application and the Free Application for Federal Student Aid (FAFSA) by March 1, and enroll as a full-time undergraduate student seeking their first undergraduate degree. Students can use the Opportunity Scholarship at any public Idaho institution as well as BYU-Idaho, Northwest Nazarene University, and the College of Idaho.

² The award year refers to the calendar year in which the scholarships were awarded. The funds would have been disbursed in the following fiscal year. In other words, scholarships awarded in award year 2016 would have been disbursed in fiscal year 2017.

³ We do not include those awards that are pending in this discussion.

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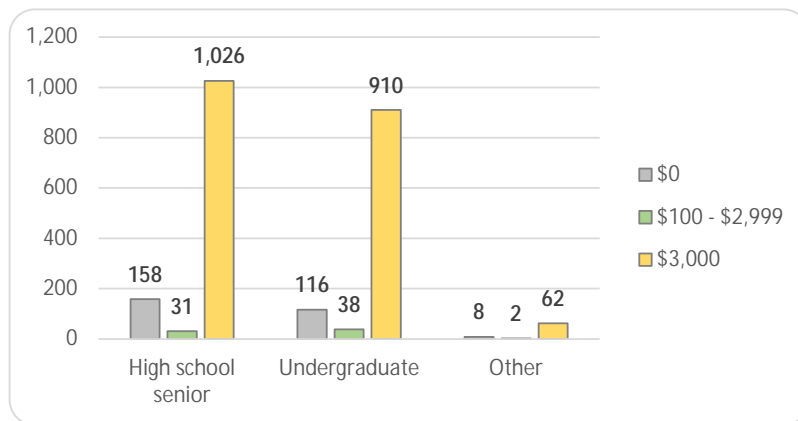
1,234 of those recipients. While the total number of awards increased by 150 percent, the number of renewals increased by 660 percent.

Award Amount

The maximum award a student can receive is \$3,000 per year.

However, a student may receive less if they receive other scholarships and grants. The student can only receive an award up to the difference between the cost of college and all

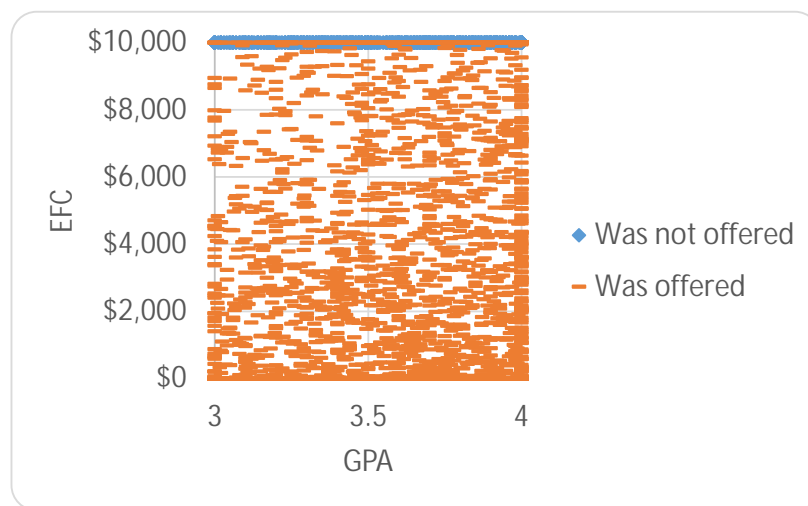
other scholarships and grants. In award year 2016, there were a total of 282 students (158 high school seniors, 116 college undergraduates, and 8 others) who received an award of \$0 due to other scholarships and grants. These students can renew their Opportunity Scholarship and be awarded a positive amount in subsequent years. The average award across all students who received a positive amount in award year 2016 was \$2,897.



The Award Process

The Idaho Opportunity Scholarship has two main selection criteria: academic achievement and financial aid. First-time applicants are ranked using a process that assigns academic achievement a rank of 30 percent and financial need a rank of 70 percent. After all renewals are

funded, the remaining funds are distributed to the first-time applicants with the highest overall rankings. This figure shows the Estimated Family Contribution (EFC) and GPA for those students who were awarded a scholarship versus those that were not awarded. In award year 2016, all otherwise eligible students with an EFC of up to \$11,500 were awarded the scholarship.



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Idaho Opportunity Scholarship Evaluation – 2017 Preliminary¹

Cathleen M. McHugh, Ph.D.²

November 21, 2016

In 2013, the Idaho Legislature expanded the existing Idaho Opportunity Scholarship by directing money from other scholarship programs into the Opportunity Scholarship. Funding for the Opportunity Scholarship increased from approximately \$1.045 million in FY2014 to approximately \$5.127 million in FY2015, \$5.191 million in FY2016, and \$10.142 million in FY2017. The legislation that expanded the Opportunity Scholarship also directed the Idaho State Board of Education to evaluate the program on a regular basis. This paper serves as a preliminary evaluation for 2016. It will be updated as data on college enrollment becomes available.

The Idaho Opportunity Scholarship

The Idaho Opportunity Scholarship is awarded to Idaho residents who graduate from Idaho high schools and enroll in an Idaho postsecondary educational institution in order to pursue their first undergraduate degree or certificate. In addition to traditional high school graduates, both home-schooled students and students who obtain a General Equivalency Diploma (GED) are eligible for the scholarship. Students can initially receive the scholarship either as a high school senior or as an undergraduate attending an eligible Idaho postsecondary educational institution. Students who initially receive the scholarship as an undergraduate must have graduated from an Idaho high school and be making satisfactory academic progress. Students apply electronically.³ In addition to the application, students must complete the Free Application for Federal Student Aid (FAFSA).

A student must have an unweighted cumulative GPA of 3.0 in order to be eligible for the scholarship.⁴ High school GPAs are used for students who have not yet graduated from high school while college GPAs are used for students who apply as undergraduates. After initial receipt of the scholarship, students can renew their scholarship for up to four years if they continue to meet the eligibility requirements. These requirements include maintaining a 3.0 GPA during college and maintaining satisfactory academic progress. There are also eligibility requirements with regard to the number of postsecondary academic credit hours attempted/completed. Students who have attempted or completed 100 credits must identify a major and submit an academic transcript to the Board Office. A student will not be eligible for renewal of the Opportunity Scholarship if they cannot complete their degree in the major identified in 2

¹ This is an update of the paper "An Evaluation of the Idaho Opportunity Scholarship". It was originally written in November 2015 and updated in January 2016. In this update, figures have been updated, added, and deleted. Some of the report, such as descriptions of the scholarship and descriptions of the dimensions on which to evaluate the scholarship, has remained unchanged.

² Cathleen M. McHugh, Ph.D.
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³ Students are able to request paper applications if they are unable to complete the application electronically.

⁴ Students who receive a GED must receive their GED in Idaho and take either the ACT or SAT to be eligible for the scholarship. GED students must receive a score of at least 20 on the ACT or receive a score of at least 950 on the SAT.

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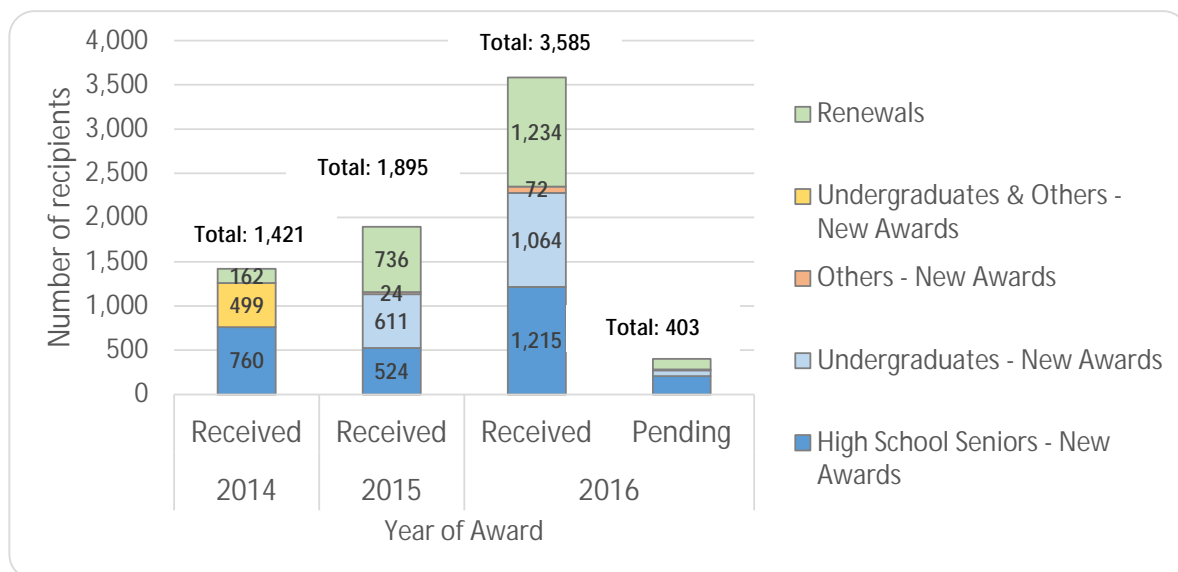
semesters. Finally, if students interrupt their enrollment for more than 4 months but less than 2 years, then they must file a request for an extension of the scholarship.

The maximum amount of the scholarship is set by the State Board of Education annually based on the educational costs for attending an eligible Idaho postsecondary educational institution. Scholarship renewals are funded at the current level of the scholarship and receive funding priority. After all renewals are funded, scholarships are awarded to first-time applicants. First-time applicants receive a score which is a weighted average of financial need (70 percent) and academic eligibility (30 percent). First-time applicants are then ranked according to that score. Awards are given to the highest ranking applicants until all funds are disbursed. Not all recipients receive the same scholarship amount. A recipient will receive less than the maximum amount if they have other financial aid and receipt of the full scholarship would cause their total financial aid package to be greater than the cost of college.

The number of students who receive a scholarship depends on the degree to which the Idaho Legislature funds the Idaho Opportunity Scholarship. As funding has increased, the number of students who received the award has increased (see Figure 1). In award year 2014 (FY2015), 1,421 students were awarded an Opportunity Scholarship. By award year 2016, that number had increased to 3,585 with an additional 403 awards pending.

Renewals are given funding priority. Therefore, when a student is awarded an Opportunity Scholarship, funds are encumbered not only in the award year but also in subsequent years. If funding for the Opportunity Scholarship is not increased after a year with a large number of first-time awards, then the number of first-time awards will fall in subsequent years as renewals crowd out the availability to make new awards. Between 2015 and 2016, the total number of new awards approximately doubled. It is likely that the number of new awards will fall in the 2017 award year as priority is given to renewal awards unless funding for the Opportunity Scholarship is increased.

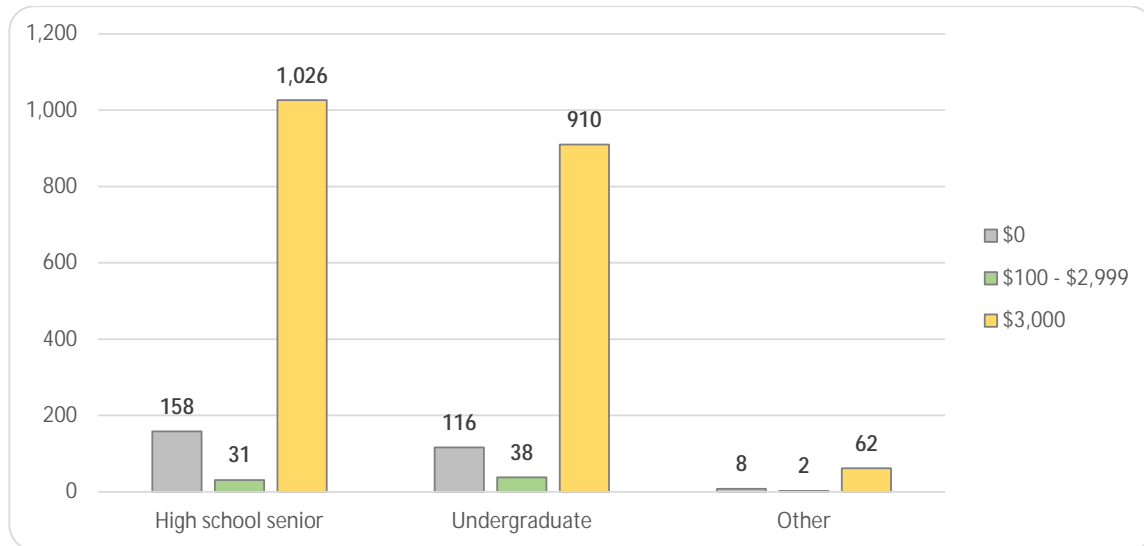
Figure 1: Number of students receiving Opportunity Scholarship, 2014 through 2016 award years



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The maximum award a student can receive is \$3,000 per year. However, a student may receive less if they receive other scholarships and grants. The student can only receive an award up to the difference between the cost of college and all other scholarships and grants. In award year 2016, there were a total of 282 students (158 high school seniors, 116 college undergraduates, and 8 others) who received an award of \$0 due to other scholarships and grants. These students can renew their Opportunity Scholarship and be awarded a positive amount in subsequent years. However, they did use a year of eligibility for the scholarship in the year they received an award of \$0. The average award across all students who received a positive amount in award year 2016 was \$2,897.

Figure 2: Amount of Opportunity Scholarship awarded by student status, 2016 award year



Evaluating the Idaho Opportunity Scholarship

There are several dimensions on which to evaluate the effectiveness of a scholarship. This paper will evaluate the Idaho Opportunity Scholarship using the following questions.

- First, is the scholarship process functional? Do applicants face unnecessary barriers in the application or renewal process?
- Second, is the scholarship serving its intended population? The Idaho Opportunity Scholarship is focused on helping economically disadvantaged students who show academic promise. Is this the population actually served?
- Third, is the Idaho Opportunity Scholarship effective in changing behavior? Are recipients more likely to go on to college than similar non-recipients? Are recipients more likely to stay in state than similar non-recipients? Are recipients more likely to complete college than similar non-recipients?
- Fourth, are there any unintended consequences of the Idaho Opportunity Scholarship? Students will lose their Opportunity Scholarship if they do not maintain a 3.0 GPA in college. Does this affect which major they choose or which major they ultimately graduate with? Do students who become ineligible to renew their scholarships still complete college?

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Not all of these questions will be completely answered in this paper due to data limitations. As the data becomes available, all of the above questions will be examined.

Data Note

Applications for the Idaho Opportunity Scholarship are due in the spring and the recipients are announced in the late spring/early summer. Funds are then disbursed the following academic year. Therefore, one can refer to any particular scholarship year by the year it was awarded or the year in which funds were disbursed. Throughout this paper, we use years to refer to the year the scholarship was awarded. Table 1 shows the relationship between the year of award, the graduating class who would have received the scholarship, and the year when the funds were actually disbursed.

Table 1: Relationship of scholarship years

Year of Award	High School Graduating Class Receiving Award	Fiscal year of disbursement	Academic year of disbursement	Type of Opportunity Scholarship
2013	2013	FY2014	2013-2014	Old
2014	2014	FY2015	2014-2015	New
2015	2015	FY2016	2015-2016	New
2016	2016	FY2017	2016-2017	New

How well does the Idaho Opportunity Scholarship function?

This section examines if students face any obstacles in applying for or renewing the Idaho Opportunity Scholarship. In 2015, there were 5,824 initial applications for Idaho scholarships (see Figure 2). About half of those applications were from high school seniors and about half were from college undergraduates. In 2016, there were 4,728 applications – a decrease of approximately 20 percent. Applications from college undergraduates decreased the most with a 33 percent decrease while applications from high school seniors decreased 5 percent.

As mentioned earlier, Opportunity Scholarships are awarded based on a score. The score has two components: financial need and academic accomplishment. After each application is scored, they are ranked and scholarships are awarded by this ranking. However, not all applications are actually scored and ranked. Figure 3 shows the share of applications received for the Idaho Opportunity Scholarship that were actually ranked. Applications would not be ranked if the applicant did not have a qualifying GPA (a GPA of 3.0), if the applicant did not submit a FAFSA, or if the application was otherwise incomplete. As can be seen, 80 percent of applications submitted by high school seniors were ranked while less than 60 percent of those submitted by college undergraduates were ranked in 2015. In 2016, approximately 80 percent of applications submitted by both high school seniors and college undergraduates were ranked. Between 2015 and 2016, the number of *ranked* applications fell 7 percent for high school seniors and 5 percent for college undergraduates.

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Figure 2: Number of applications in 2015 and 2016 award years

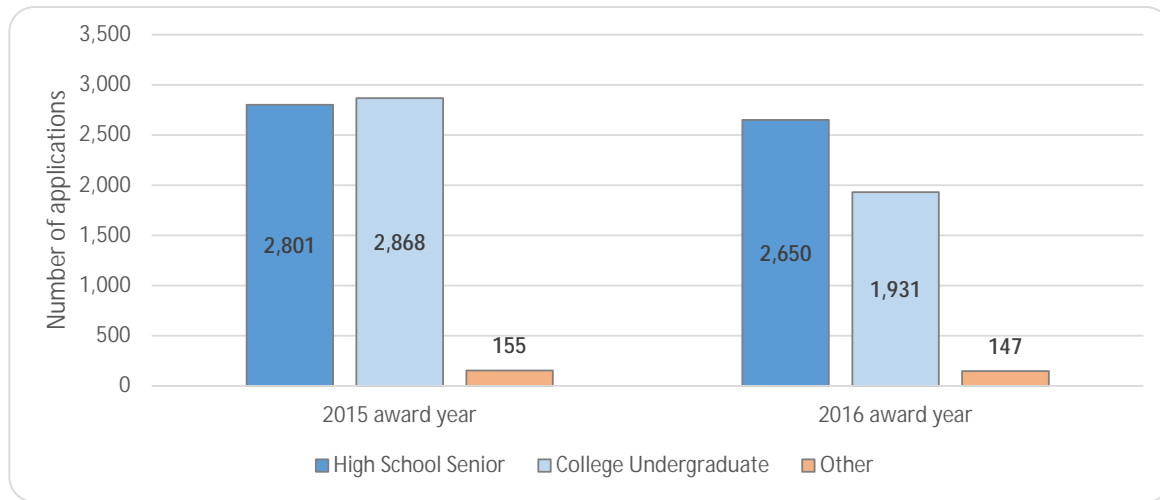
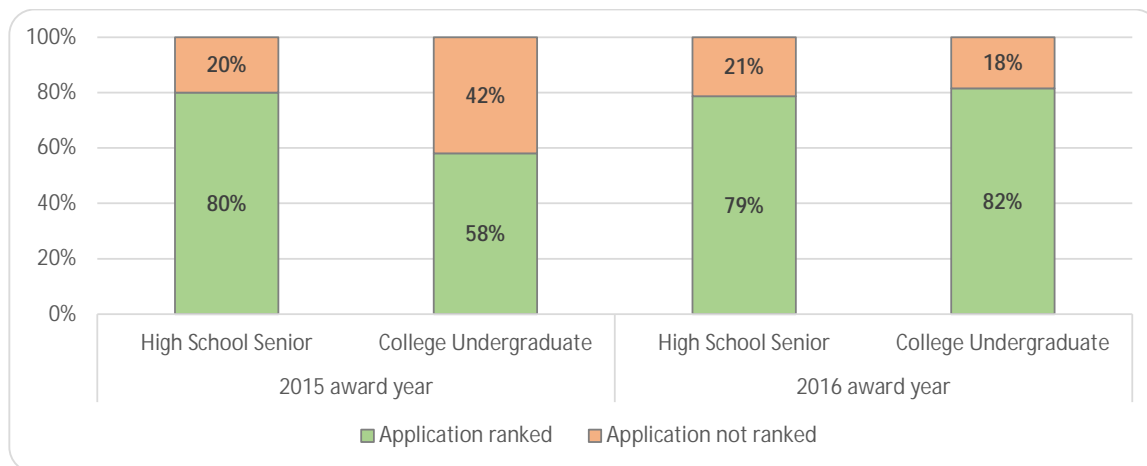


Figure 3: Share of Idaho Opportunity Scholarships that were ranked in 2015 and 2016 award years



Figures 4 and 5 show what was deficient in applications that were not ranked. In 2015 (see Figure 4), the most common deficiency for both high school seniors and college undergraduates was lack of a FAFSA. Almost 80 percent of undergraduates and 66 percent of high school students who were not ranked in 2015 did not file a FAFSA. The vast majority of those students who did not file a FAFSA did have an eligible GPA. This estimate could be understated as the "Other" category includes students who filed the FAFSA after the deadline.⁵

⁵ It also includes students who indicated they no longer wished to be considered for the scholarship, renewal students who were initially misclassified as first time applicants, students who actually did not attend an Idaho high school, homeschooled students who did not submit a transcript, or students who were not citizens of the United States.

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Figure 4: Reasons applications were incomplete for 2015 award year

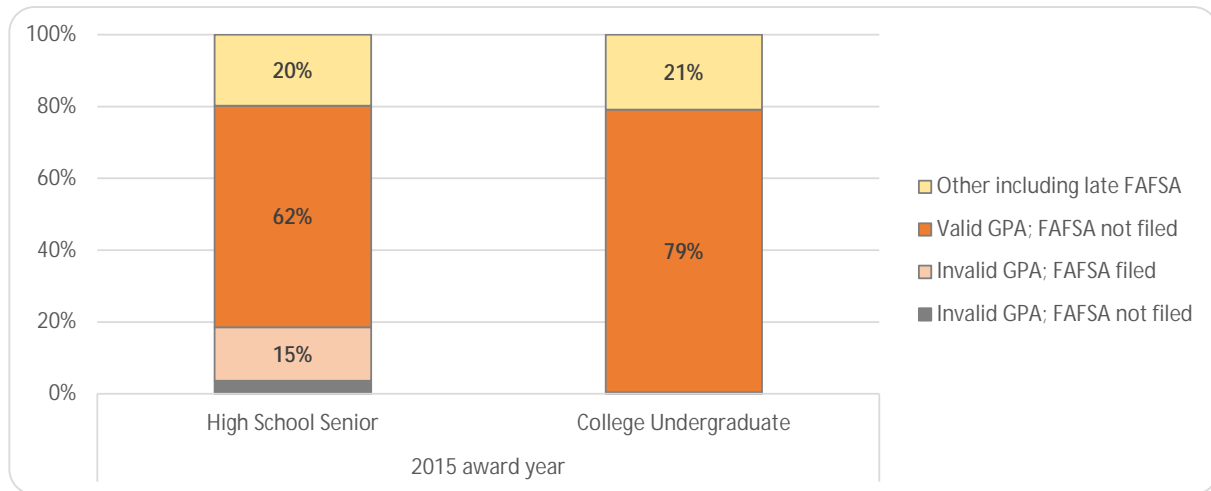
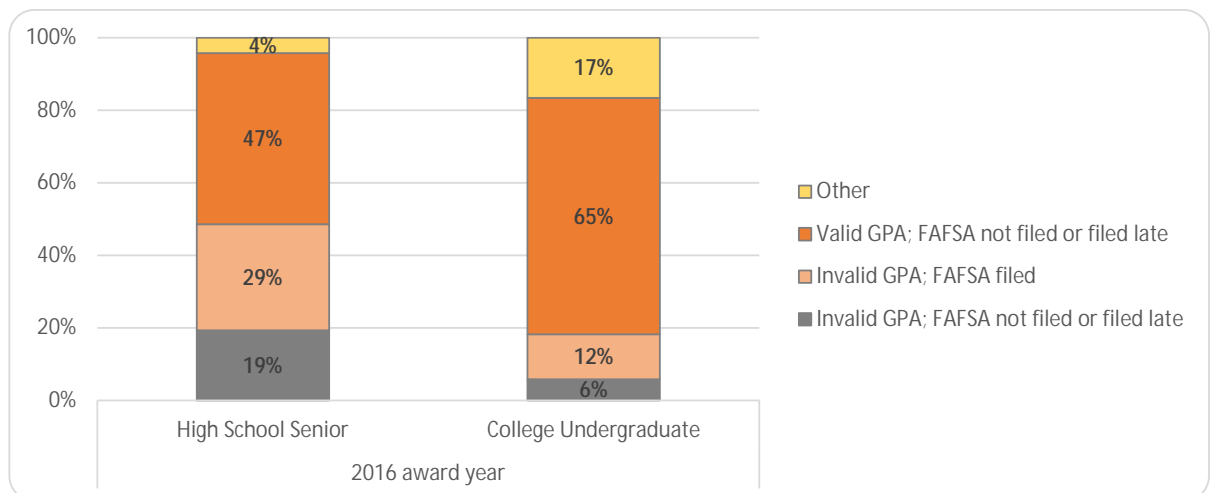


Figure 5: Reasons applications were incomplete for 2016 award year



For 2016, we were able to split those who filed a late FAFSA out of the “Other” category and include it in the “FAFSA not filed” category. In 2016 (see Figure 5), on-time completion of the FAFSA continued to be a roadblock for college undergraduates who otherwise would have likely qualified for the scholarship. Almost two-thirds of the applications that were not ranked were not ranked solely due to a missing or late FAFSA. However, it became less of a roadblock for high school seniors. In 2016, approximately half of the applications that were not ranked were not ranked solely due to a missing FAFSA. In 2015, it has been 62 percent.

The FAFSA is an important part of the application process. It is the only way in which the State Board can actually verify a student’s financial need. Therefore, it is likely it will remain a necessary part of the application. OSBE staff believes completion of the FAFSA will become less of an issue for students as the FAFSA transitions to being based on income from two years ago rather than last year’s income. In 2017, students will be able to complete both their application for the Idaho Opportunity Scholarship and their FAFSA during College Application Week.

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In 2016, 29 percent of high school seniors who applied and were not ranked did not have an eligible GPA. The Opportunity Scholarship is based on a student's *unweighted* GPA. Students may apply without being eligible if they do not properly understand the difference between their unweighted and their weighted GPA.

Students must meet several requirements in order to renew. One of the requirements is that they maintain a 3.0 GPA in college. As data becomes available, we will show the share of high school seniors who received the scholarship in award year 2015 and did not renew due to the GPA requirement.

A student also cannot renew if they have 100 credits and cannot complete their major in two semesters. In the future, we will examine how many students will be affected by this requirement due to the accumulation of dual credits.

Above we identified barriers to students who started the application process. There may also exist barriers to students even beginning the application process. It would be extremely difficult to identify barriers to even starting the application process. However, one can examine whether or not the applicant pool mirrors the underlying population in order to understand if these barriers (and the barriers identified above) are disproportionately born by certain groups of students. In the future, we will examine them by race/ethnicity, gender, and school district region in order to understand if there are groups which are under-represented in the ranked applicant pool. In this version, we show preliminary evidence that students from school districts in Regions 4, 5, and 6 are under-represented in the ranked applicant pool. Table 2 shows the share of 2015 high school graduates from each region as well as the share of 2016 ranked applications from each region. (This will be updated as data on the number of 2016 graduates from each region becomes available.) In future work, we will also examine reasons why these regions are under-represented.

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Table 2: Share of ranked applicants from each school district region, 2016 award year

Region	2015 graduation year		2016 award year	
	Total graduates	Share of graduates	Total ranked applicants	Share of ranked applicants
1	2,082	12%	265	13%
2	876	5%	108	5%
3	7,523	44%	989	50%
4	2,033	12%	212	11%
5	1,540	9%	143	7%
6	2,898	17%	279	14%

Is the Idaho Opportunity Scholarship serving its intended population?

Does the Idaho Opportunity Scholarship serve the population it was designed to serve? The Idaho Opportunity Scholarship was designed to help high achieving, low-income students. Thus, there are two main selection criteria – academic achievement and financial need. Figure 6 shows the GPA and EFC⁶ of those who applied and were ranked for award year 2015. Those who did not receive the scholarship are marked with blue diamonds and those who did receive the scholarship are marked with orange dashes. The recipients all fall into a triangle of the graph due to the weighting process. The weighting process ensures that students with the highest GPAs will qualify with relatively higher EFCs than students with the lowest GPAs. In 2015, students who had a 4.0 were awarded the scholarship if their EFC was around \$6,000 or below. Students with an EFC of \$0 were not awarded the scholarship unless they had a GPA slightly above 3.2.

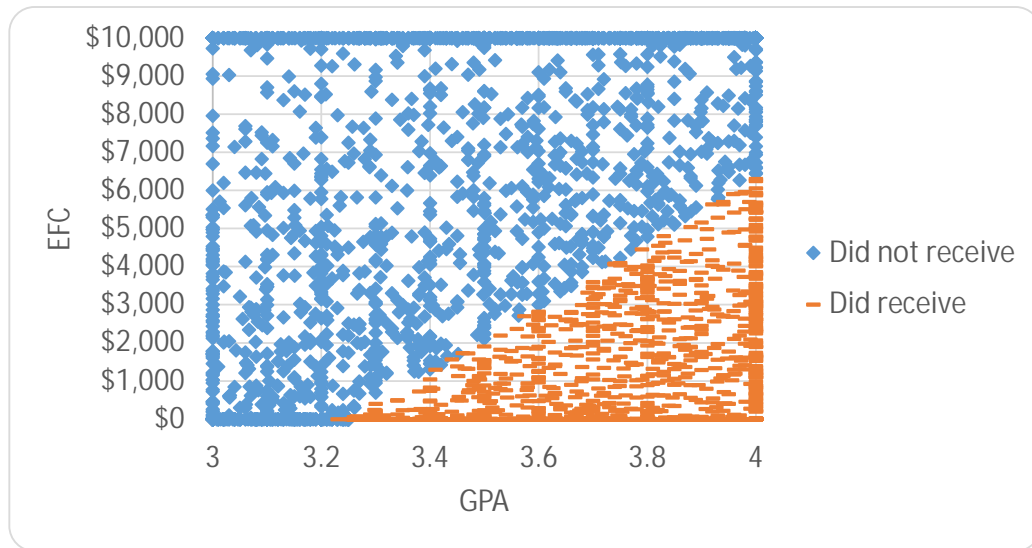
Figure 7 replicates Figure 6 but for the 2016 award year. For the 2016 award year, there is no triangle demarcating recipients and non-recipients. Due to the increase in funding between FY2016 and FY2017, the vast majority of students who qualified for the Opportunity Scholarship in award year 2016 were awarded the Opportunity Scholarship. Students who had a 4.0 GPA were awarded an Opportunity Scholarship as long as their EFC was below the cost of college. All students with an EFC below \$11,500 who met the other criteria were awarded an Opportunity Scholarship.⁷

As can be noted, there are equity discrepancies across the different years of the scholarship due to the changes in funding. In the 2015 award year, there were students with EFCs of \$0 who did receive the Opportunity Scholarship while all students with EFCs of \$0 were awarded in the 2016 award year. Due to the increase in first-time awards in award year 2016 and the likely increase in renewals in award year 2017, it is likely that there will be first-time applicants in award year 2017 with a \$0 EFC who will not receive the Opportunity Scholarship unless funding for the scholarship is increased.

⁶ In Figures 6 and 7, all EFCs above \$10,000 are reported as \$10,000.

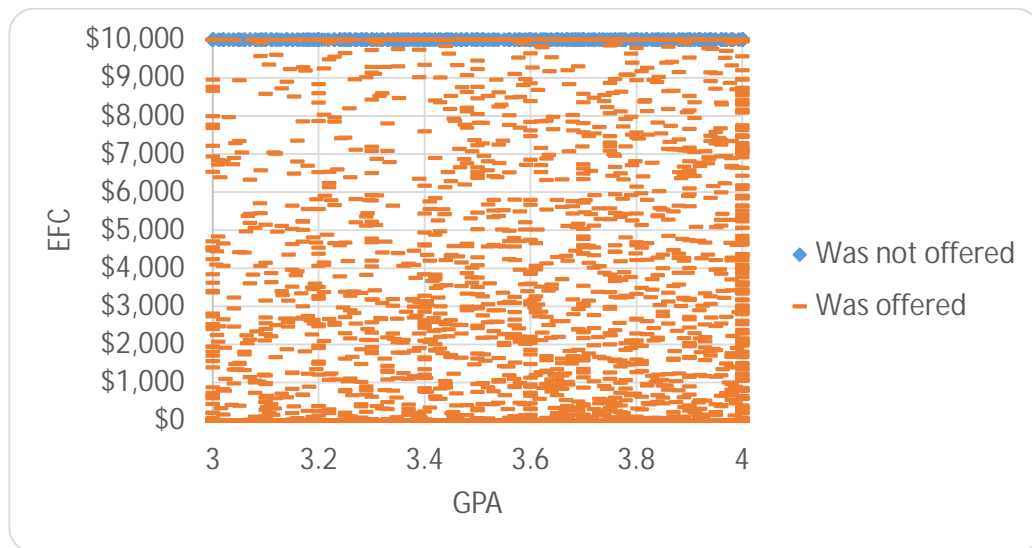
⁷ Some students' EFCs were updated after the March 1 deadline. While these updated EFCs were uploaded into the system, receipt of the scholarship was not affected as receipt of the scholarship is calculated using EFC as of March 1.

Figure 6: EFC and GPA of applicants that were ranked in the 2015 award year



Note: Only students ranked using their GPA are included. Not included are 2 students whose status is under review.

Figure 7: EFC and GPA of applicants that were ranked in the 2016 award year



Note: Only students ranked using their GPA are included. Not included is 1 student whose status is under review.

To better understand if the Opportunity Scholarship is serving the intended population, one also needs to examine if the ranked applications are representative of the state. If they are, then the weighting formula will automatically ensure that the students with the most financial need and highest academic achievement receive the scholarship. We discuss our work on this in the previous section.

Is the Idaho Opportunity Scholarship effective at changing behavior?

To understand if the Idaho Opportunity Scholarship is effective at changing behavior, we examine several questions. Are recipients of the Idaho Opportunity Scholarship more likely to go on to college in the fall immediately after graduation than similar non-recipients? The Opportunity Scholarship just covers fees at the two-year institutions and covers about half of tuition and fees at the four-year institutions in Idaho.⁸ Therefore, even students who receive the scholarship will still have to have other sources of funds in order to attend college. Are recipients more likely to stay in-state to go to college than similar non-recipients? Do recipients of the Opportunity Scholarship complete college at higher rate than similar non-recipients?

At this stage, we will do a simple comparison of go-on rates for different populations for the first two questions. First, we will compare the go-on rates for all recipients versus the rate for all high school seniors. This will obviously be higher and does not tell us if the Opportunity Scholarship actually changes behavior. For illumination on that point, we will compare the go-on rates for recipients who just barely qualified for the scholarship versus those who just barely did not qualify for the scholarship. Differences in behavior between these two groups is likely due to receipt of the Opportunity Scholarship. We will do this analysis as the necessary data becomes available. We will do similar analysis for the probability a student stays in state. This data is also not yet available.

In the long run, we will examine completion rates of those who receive the Opportunity Scholarship versus those who do not. This data will not be available for several years. In the short run, we can examine retention rates of those who received the scholarship versus retention rates of other undergraduates with similar EFCs and GPAs. The complete data for this is also not yet available.

Does the Idaho Opportunity Scholarship have unintended effects?

While the Idaho Opportunity Scholarship may affect some behavior, there may also be unintended effects. A recent study found that recipients of Georgia's HOPE Scholarship were less likely to graduate with a STEM degree⁹ than they would have been without the scholarship. The study concluded that the decline came from students who started out in STEM majors but then switched to a non-STEM major before graduation in order to maintain their GPA so they would remain eligible for the scholarship. The same study also found some evidence of high school GPA inflation after the HOPE scholarship was instituted. In this section, we will examine if either of these effects are apparent in Idaho. The data for this analysis is still pending.

In this section, we will also examine whether or not students who receive the Opportunity Scholarship and then are not able to renew it graduate from college at the same rate as similar students. This data is also not yet available.

Conclusion

This analysis is one of the preliminary steps of an evaluation of the Idaho Opportunity Scholarship for award year 2016. This evaluation will be updated as the necessary data becomes available.

⁹ Solquist, David L., and John V. Winters. "The effect of Georgia's HOPE scholarship on college major: a focus on STEM.", IZA Journal of Labor Economics (2015) 4:15.

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SUBJECT

Higher Education Research 2017-2021 Strategic Plan

REFERENCE

April 2010	The Board was provided with a summary of the Statewide Strategic Plan for Higher Education Research
October 2010	The Board was provided with an update of the progress made toward the development of the Statewide Strategic Plan for Higher Education Research
December 2011	Board approved the Statewide Strategic Plan for Higher Education Research
December 2012	The Board was updated on the progress made in the Higher Education Research Strategic Plan
December 2013	The Board was updated on the progress made in the Higher Education Research Strategic Plan and received the annual report of the Higher Education Research Council
February 2015	Board approved the Statewide Strategic Plan for Higher Education Research
October 2016	The Board was provided the Performance Measure Report for the Higher Education Strategic Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W, Higher Education Research, recognizes the significant role science, technology, and other research play in statewide economic development as well as the need for collaboration and accountability in publicly funded research, to this end, the Higher Education Research Council (HERC) is assigned the responsibility of directing and overseeing the development, implementation, and monitoring of a statewide strategic plan for research. The Statewide Strategic Plan for research will assist in the identification of general research areas that will enhance the economy of Idaho through the collaboration of academia, industry, and/or government. The Research Strategic Plan was completed and approved by the Board in December 2011. The Board then approved an updated plan in 2015. The Board has received annual performance measure reports each year.

The plan represents the role Idaho's research universities play in driving innovation, economic development, and enhancing the quality of life in Idaho through national and internationally research programs in strategic areas. The plan identifies areas of strength among Idaho's research universities; research challenges and barriers facing universities; research opportunities Idaho should capitalize upon to further build its research base, and steps for achieving the research vision for Idaho's universities.

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The Higher Education Research Council, comprised of the Vice Presidents of Research from the three universities, the Provost and Vice President of Academic Affairs at Lewis-Clark State College, and industry partners; met in July 2016 and revised the strategic plan. In September the Council met and approved the proposed amendments to the attached Higher Education Research Strategic Plan.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths will lead to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation.

ATTACHMENTS

Attachment 1 – Statewide Strategic Plan for Higher Education Research Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The strategic plan is monitored annually and updated as needed based on the work of HERC and direction from the Board. This latest revision provides additional focus on the five high impact areas of focus and rationale behind the chosen performance measures. Staff recommends approval of the revised strategic plan.

BOARD ACTION

I move to approve the 2017-2021 Higher Education Research Strategic Plan as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



HIGHER EDUCATION RESEARCH STRATEGIC PLAN

(20176-20210)

Submitted by: Higher Education Research Council

State Board of Education Approved ~~February~~
~~December 2016~~

EXECUTIVE SUMMARY

Research is being increasingly acknowledged by industry, government and education as a key factor in the future economic vitality of Idaho. The universities and colleges of Idaho's system of higher education understand the need for greater collaboration in order to be competitive in today's global environment. Recognizing the need to build on and emphasize existing strengths and opportunities in Idaho's research community, the vice presidents ~~of~~ for research economic development developed the following statewide strategic plan for research to ensure the greatest potential for achieving a vital and sustainable research base for Idaho. The strategic plan identifies the key research areas ([basic, translational and clinical](#)) that will become the focal points for research and economic development through partnering among academia, industry and government in science, technology, and creative activity.



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Research is fundamental to the mission of a university due to its role in knowledge discovery and in providing new ideas for technology commercialization via patents, copyright, licenses and startup companies. University faculty who engage in research and creative activity are at the leading edge of their respective fields. Research also enhances the national reputation of the faculty and the universities. These faculty and their vibrant research programs attract the best graduate and undergraduate students by providing unique cutting-edge learning experiences in their research laboratories, studios, field sites and classrooms. On the most basic level, [and also bolstered through collaborative, interdisciplinary and interprofessional research, such activities](#) ~~research~~ strengthens a university's primary product — innovative, well-educated students ready to enter a competitive workforce.



Research is the foundation of a university's economic development role. The influx of research dollars from external grants and contracts creates new jobs at the university, along

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with the attendant purchases of supplies, services, materials and equipment. The results of the research are new knowledge, new ideas, and new processes, which lead to patents, startup companies, more efficient businesses as well as a highly trained workforce prepared to tackle 21st century challenges.

Idaho's research universities have strengths and opportunities for economic development in 1) Energy [Systems](#), 2) Natural Resource Utilization and Conservation, 3) [Biosciences](#) [Biomedical and Healthcare Sciences](#), 4) Novel Materials and 5) [Software Systems](#) [Engineering](#) [and Cybersecurity](#).

By focusing collaborative efforts in these areas, the research universities will expand research success by:

- [Helping Idaho institutions focus on their research strengths;](#)
- [Strengthening collaboration among Idaho institutions;](#)
- Creating research and development opportunities that build relationships between universities and the private sector;
- Contributing to the economic development of the State of Idaho;
- Enhancing learning and professional development through research and scholarly activity – [also by promoting interdisciplinary and interprofessional research](#); and
- Building and improving the research infrastructure of Idaho universities to meet current and future research needs.

This statewide Strategic Research Plan for Idaho Higher Education is a tool for identifying and attaining quantifiable goals for research and economic growth and success in Idaho. The plan will be reviewed and updated annually as needed amid the fast-changing pace of research discovery.





VISION

Idaho's public universities will be a catalyst and engine to spur creation of new knowledge, technologies, products and industries that lead to advances and opportunities for economic growth and enhance the quality of life in Idaho and the nation.

MISSION

The research mission for Idaho's universities is to develop a sustainable resource base by:

- Identifying, recruiting and retaining top faculty with expertise in key research areas;
- Building research infrastructure including facilities, instrumentation, connectivity and database systems to support an expanding statewide and national research platform;
- Attracting top-tier students to Idaho universities at the undergraduate and graduate levels and providing outstanding education and research opportunities that will prepare them to excel in future careers;
- Raising awareness among state, national and international constituencies about the research excellence and capabilities of Idaho's universities by developing and implementing targeted outreach, programs and policies; and
- Collaborating with external public, private, state and national entities to further the shared research agenda for state, thereby promoting economic and workforce development and addressing needs and challenges of the state, region and nation.



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GOALS AND OBJECTIVES

Goal 1: Increase research at, and collaboration among, Idaho universities and colleges to advance areas of research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact.

Objective 1.A: Ensure growth and sustainability of public university research efforts.

Performance Measure 1.A.1: Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.
Benchmark: 10% increase per year.

Objective 1.B: Ensure the growth and sustainability of the existing collaborative research at the Center for Advanced Energy Studies (CAES).

Performance Measure 1.B.1: Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.
Benchmark: 10% increase per year.

Objective 1.C: Expand joint research ventures among the state universities.

Performance Measure 1.C.1: Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).
Benchmark: 50% increase per year.

Performance Measure 1.C.2: Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction). Benchmark: 30% increase per year.

Performance Measure 1.C.3: Establish/fund at least one HERC-directed research project per year which collaborates with one other Idaho university that directly addresses issues of particular importance to the State of Idaho.
Benchmark: 1 per year

Goal 2: Create research and development opportunities that strengthen the relationship between state universities and the private sector.

Objective 2.A: Increase the number of sponsored projects involving the private sector.

Performance Measure 2.A.1: Number of new sponsored projects involving the private sector.
Benchmark: 50% increase per year.

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Goal 3: Contribute to the economic development of the State of Idaho.

Objective 3.A: Increase the amount of university-generated intellectual property introduced into the marketplace.

Performance Measure 3.A.1: Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).
Benchmark: 15% increase per year.

Performance Measure 3.A.2: Number of invention disclosures (including [plant biomic](#) varieties).
Benchmark: 1 for every \$2M of research expenditures.

Performance Measure: 3.A.3: Amount of licensing revenues.
Benchmark: 10% increase per year.

[Performance Measure: 3.A.4: Number of startup companies.](#)
[Benchmark: 10% increase per year.](#)

~~*Objective 3.B: Increase the number of university startup companies (include startups outside of Idaho).*~~

~~Performance Measure 3.B.1: Number of startup companies. Benchmark: 10% increase per year.~~

Goal 4: Enhance learning and professional development through research and scholarly activity.

Objective 4.A: Increase the number of university and college students and staff involved in sponsored project activities.

Performance Measure 4.A.1: Number of undergraduate and graduate students paid from sponsored projects.
Benchmark: 20% increase per year.

Performance Measure 4.A.2: Percentage of baccalaureate students who [graduated in STEM disciplines and](#) had a research experience.
Benchmark: 20% increase per year.

Performance Measure 4.A.3: Number of faculty and staff paid from sponsored projects.
Benchmark: 20% increase per year.

RESEARCH OPPORTUNITIES

Idaho's research universities have developed statewide strengths in strategic research areas that have great potential to drive future economic growth and success. The criteria used to select these areas include: number of faculty and qualifications; peer-reviewed publications and impact; infrastructure (facilities, equipment, information technology, staff); external grant and contract funding; academic programs; student involvement; potential benefit to the State [of Idaho](#); and technology transfer activity, including patents, licenses, and startup companies. By **focusing** collective research efforts and resources in these areas, the universities will be on the most efficient and effective route to research success and state-wide economic development. These high impact areas include 1) Energy [Systems](#), 2) Natural Resource Utilization and Conservation, 3) [BiosciencesBiomedical and Healthcare Sciences](#), 4) Novel Materials, and 5) [Software Systems Engineering and Cybersecurity.Development](#).

Energy [Systems](#): Energy is a critical driver of any economy. The projected increases in the population of the world and increases in the standard of living will produce severe strains on the ability to meet the demands of the next few decades. In addition, finite reserves of fossil fuels and pollution from their combustion requires that alternative sources of energy production be developed. The combination of natural resources in Idaho and presence of the Idaho National Laboratory makes energy a natural area of emphasis. Indeed, the three universities with research capabilities already have extensive research projects in this area. The Center for Advanced Energy Studies ([CAES](#)) is an example of the significant investment the three [Idaho](#) universities, [the University of Wyoming](#), and the Idaho National Laboratory have made to develop expertise in nuclear [science and engineering-and safety, biofuel production from dairy wastematerials science and engineering, energy systems design and analysis, fossil carbon conversion, geological systems and applications, geothermal exploration, carbon sequestration,—energy policy and cybersecurity, and energy—efficient structuresenvironmental and resource sustainability. Intellectual property has already been generated from these products and is licensed.](#) Further growth in these areas not only takes advantage of the strong base but strongly supports [a positive economic development impact](#) through new markets for new product development

Natural Resource Utilization and Conservation: In the broad field of natural resource utilization and conservation, Idaho's universities have expertise in water resources, [wildfire management and restoration](#), agriculture, forestry, recreation, and geophysics and geochemical detection, [geographical information systems](#), and monitoring of groundwater pollutants. For example, university geologists, ecologists, and policy experts are collaborating on broad-ranging research projects that examine and predict the impact of climate change on Idaho's water resources. As water is essential to agriculture, recreation, the ecosystem, and human health, the universities have research strength in an area of tremendous societal and economic impact. Agriculture remains an important part of the economy of Idaho. Development of new [plant-biomic](#) varieties with improved resistance to disease and climate change remain an area of importance as does the development of new feeds for domestic fish production. The often competing

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demands for preservation and exploitation put on the environment require understanding of the various ecosystems in the state and region as well as societal, [human health](#), and economic impacts of policy decisions. [Recent national research imperatives, as particularly captured in National Science Foundation's Innovation at the Nexus of Food, Energy, and Water Systems \(INFEWS\) foundation-wide program and the Department of Energy's report Water-Energy Nexus: Challenges and Opportunities increasingly require multi-sectoral, multi-disciplinary approaches to problems in natural resource utilization and conservation. The depth and breadth of relevant research expertise in the biophysical, rural health and social science fields within Idaho's universities underscores an opportunity that a national emphasis on food, energy, and water security provides. Provided that enhanced coordination and collaboration between Idaho's universities can be successfully executed, we are particularly well-placed to exhibit national and international leadership at the nexus of food, energy, water system research.](#) The future economic success of the state will rely on a deep understanding of these processes.

[BiosciencesBiomedical and Healthcare Sciences](#): Idaho's universities have well-established research programs in selected areas of [biosciencesbiological and biomedical sciences](#). University microbiologists and informatics experts, for example, study real-time change in pathogenic microorganisms that enable them to become resistant to drugs and chemical toxins thus resulting in worsening human disease and mortality rates. These effects are not restricted to humans, domestic and wild animals as well as food plants and trees are experiencing the same phenomena. Also, weeds are becoming resistant to herbicides. These phenomena are having a significant negative impact on Idaho's agriculture and forests. Further stress is being put on these important commercial sectors through climate variability. Research in these areas is critical for preserving important economic sectors of Idaho's economy while addressing future global needs.

[The public health infrastructure in rural Idaho is not well understood but is potentially the most fragile aspect of the state's health care system. The rural environment, especially typical in Idaho where agriculture, manufacturing, and fishing are important or dominant parts of the economy, presents extraordinary threats to health. Agriculture brings the use of pesticides and herbicides as well as heavy and potentially dangerous machinery. Manufacturing – depending on the type – is a consistently hazardous industry, and employees involved in fishing and forestry are at much higher risks of trauma. Healthcare and in particular a focus on rural health, provides significant opportunities for economic development in Idaho. Partnerships with private entities in the healthcare industry, funding through the National Institutes of Health and other federal agencies utilize the natural laboratory of Idaho's rural population. Idaho's universities' contributions towards this emerging area of scholarship will add to the global competitiveness of the United States and the State.](#)

Novel Materials: The global materials industry is worth an estimated \$550 billion, conservatively. Materials revolutionize our lives by offering advanced performance and new possibilities for design and usage. For example, the market for biocompatible materials has grown from a few to \$60B in the past decade. Market size is growing for materials in emerging areas such photonic materials, electronic and dielectric materials, functional coatings, and green materials. Materials research in Idaho is conducted by a

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wide range of scientists in diverse fields. Across the state, faculty members in Biology, Chemistry, Geosciences, Physics, Electrical Engineering, Mechanical Engineering, Nuclear Engineering and Materials Science and Engineering conduct research on improving and developing new materials. Current materials researchers in Idaho cover a broad spectrum of specializations, including semiconductor device reliability, microelectronic packaging, shape memory alloys, DNA machinery, environmental degradation, materials for extreme environments, biomaterials and bio-machinery, materials characterization, and materials modeling. Nanoscale materials and devices, functional materials and their uses and materials for energy applications are a focus of research throughout the state. These areas of research are highly synergistic with local industries and the Idaho National Laboratory (INL). Access to materials characterization equipment and processing laboratories has resulted in collaborations with small businesses and start-up companies.

~~Software Development~~ Systems Engineering and Cybersecurity: Device control and information management, and cybersecurity are an essential part of 21st century life and, therefore, are an important part of educational requirements. For instance, large amounts of sensitive data are collected, processed, and stored electronically but must be accessed and moved in order to have any impact. In fact, many systems are computer controlled through networks. These include such things as the electric transmission grid and transportation in major cities. The universities are beginning to develop research expertise in software development and data management lifecycle design and operations and secure and dependable system design and operations. This area provides a significant area of opportunity for positive economic development impact in Idaho, partnerships with the Idaho National Laboratory, and in as well as for improving the global competitiveness of the United States. There are already a significant number of firms in Idaho whose interests are in software development for device control, information management and processing. In addition, many of the major research projects being undertaken in the region by various state and federal agencies as well as the universities require the handling of significant amounts of data in a secure and dependable fashion. Each university has some expertise in this area but not a critical mass. Currently, research funding in the universities from private and governmental sources is limited by the number of qualified personnel. In addition, within Idaho there is a high demand for graduates at all levels in computer science, hence workforce development in these areas should be a matter of urgency.

EXTERNAL FACTORS: IDAHO RESEARCH ADVANTAGES, THREATS, AND CHALLENGES

There are unique advantages and challenges to research in Idaho. This document seeks to provide guidance on building upon the advantages present in Idaho and address the challenges through the goals in this strategic plan.

Research Advantages

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The Idaho National Laboratory (INL) and the Center for Advanced Energy Studies: Idaho is fortunate to be home to the Idaho National Laboratory, one of only [20-17 U.S. Department of Energy](#) national laboratories in the U.S. The INL's unique history and expertise in nuclear energy, environmental sciences and engineering, alternative forms of energy, and biological and geological sciences and related fields provides an excellent opportunity for research collaboration with Idaho's university faculty in the sciences, engineering, business and other fields.

The Center for Advanced Energy Studies (CAES), established at the request of the U.S. Department of Energy, is a public-private partnership that includes Idaho's research universities ~~(–Boise State University, Idaho State University, and the University of Idaho)–~~, [the University of Wyoming](#), and the Battelle Energy Alliance (BEA), which manages the INL. The CAES partners work together to create unique educational and research opportunities that blend the talents and capabilities of Idaho's universities and the INL. A 55,000 square-foot research facility in Idaho Falls supports the CAES energy mission with laboratory space and equipment for students, faculty, and INL staff in collaborative research projects. The State of Idaho ~~invested~~ [invests](#) \$3.2M [per year](#) in direct support of the three Idaho research universities ~~during FY09 and FY10. During these first two years, the CAES partners won \$24M in external support for CAES research that has contributed to both scientific advances and economic development in the state and region.~~

Natural Resources: Idaho's beautiful natural resources are well known to fishermen, hunters, skiers, and other outdoor enthusiasts. Through its rivers, forests, wildlife, geological formations, and rangelands, Idaho itself is a unique natural laboratory for geological, ecological, and forestry studies. Idaho is home to some of the largest tracts of remote wilderness in the lower 48 states. In addition, the proximity of Yellowstone National Park and the Great Salt Lake provide additional one of a kind opportunities for ecology and geology research.

Small Population: Idaho's relatively small population of [1.4–6](#) million people enables every group in the state to be included in research surveys, providing more accurate information than a sampling of only some groups.

Intrastate Networks: The existing networks within the state, including agricultural extension services and rural health networks, provide a foundation for collecting research data from across the state, and rapidly implementing new policies and practices as a result of research discoveries.

Research ~~Threats~~Challenges

[The goals set forth in this strategic plan are specifically designed to address challenges in Idaho. These challenges are identified below and include a description of the challenge and the goal from this strategic plan that addresses that specific challenge.](#)

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~~Economy:~~ ~~The current economic recession is the most severe downturn most of us have seen in our lifetimes. The immediate effects of this recession on university research are state-wide budget cuts, with results that include hiring freezes, loss of university faculty and staff, higher teaching loads for faculty (with correspondingly less time for research), and delayed improvements in research infrastructure, including major equipment.~~

~~However, it is not only the current recession which threatens Idaho university research. Idaho has relatively few industries, and seems to attract fewer new companies and industries than other states. When one major sector suffers, as agriculture is at the present time, the entire state suffers. As state institutions, the research universities suffer. Over time, a relatively slow state economy leads to at least two problems: 1) recruitment and retention of faculty, who go to institutions offering higher salaries, more startup money, and better infrastructure; and 2) aging infrastructure, keeping Idaho researchers behind their national peers in terms of having the most up-to-date facilities and equipment. Without proper infrastructure, Idaho research faculty is at a distinct disadvantage in competing with peers across the nation for federal grants.~~

~~Lack of Coordination Among Universities In Advancing Research and Economic Development (technology transfer):~~ ~~By and large the research universities have not coordinated and shared their technology transfer and economic development activities among themselves. This not only decreases each university's competitiveness at the national and state level but also increases the costs for achieving a particular goal. There is some redundancy in programs, services and infrastructure between the universities. This duplication both limits the success that any one university can achieve and increases the cost.~~

~~Historical Competition Between Universities:~~ ~~One of the greatest problems with growing the research and economic development enterprise within the Idaho university arena has been the competitiveness between research universities. This problem existed at all levels within the universities themselves, extended through university administration to the state level, and was even prevalent in the press. While competition between the universities is to be expected when all are competing for a finite pot of money within the state and is even healthy at some level, the level of competition was counterproductive. The real competition that Idaho universities face is other universities in the United States when it comes to research dollars and attracting faculty and students. Economic development is also not a competition between the state universities but rather a competition with other states.~~

~~Goal 1 is designed to remedy these two challenges by "increas(ing) research at, and collaboration among Idaho universities and colleges to advance research strengths and opportunities pertaining to critical issues in Idaho, while also providing a vision for national and global impact."~~

~~*Competition from Other Universities:* In research, university faculty competes nationally for grant funds from federal agencies such as the National Science Foundation,~~

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Department of Energy, and the ~~National Institutes of Health~~ Department of Health and Human Services. Many other states' universities are well ahead of Idaho's universities in terms of state funding per student, patent royalty income, endowments, etc., and are able to move ahead at a faster pace, leaving Idaho universities further behind as time goes on.

Goals 1 and 2 are designed to make Idaho's research universities more competitive nationally and globally through collaboration with each other and by "(strengthening) the relationship between state universities and the private sector."

University Culture: Each of Idaho's research universities aspires to greater levels of achievement in research and creative activity, yet many faculty at each of the universities are not fully engaged on a national level in their respective fields. This is changing for the better under new leadership and with new research-active faculty hires at each institution, but these cultural differences remain, resulting in discomfort with change aimed at making the universities more nationally competitive.

While Goal 1 urges the researchers at Idaho's universities to keep a national and global vision for their research, Goal 4 aims to enhance the research capabilities of faculty by "(enhancing) learning and professional development."

Private Sector Support: Idaho has very little high-technology industry within its borders. This reduces the potential for developing an applied research initiative within the universities that, in many states, provides one important arm of economic development and technology transfer. This also means that it is much harder to develop those private/public partnerships that provide the universities with additional capital to construct research and technology transfer facilities.

The private sector plays a critical role in research. Goal 2 states that we will "create research and development opportunities that strengthen the relationship between state universities and the private sector."

Fragmented Economic Development Initiatives: There are seemingly too many economic development initiatives in Idaho and they are not well coordinated. It is imperative that state, university, and community initiatives work together toward common and agreed to goals. As it is, little progress is being made towards developing an economic strategy for the state that includes the research universities and little money has been secured to drive the economic development process. In fact, it is not uncommon to find that different entities in Idaho are competing against each other.

Positive economic impact is the result of well-organized and collaborative research. It requires strategic planning and execution. Goal 3 indicates that Idaho's research universities focus on "(contributing) to the positive economic impact of the State of Idaho."

Research Challenges

~~*Attraction and Retention of Faculty and Students:* The ability to attract and retain faculty who contribute to the research enterprise is critically dependent on nationally-competitive salaries, the quality of the student body, and the condition of the research and support facilities and the availability of faculty with related interests. Declining state investment in the research universities which results in non-competitive salaries, non-existent or below average raises, decaying or inadequate infrastructure and lack of administrative support discourages top-tier faculty from applying for and accepting open positions and encourages the best faculty to leave. Similarly, non-competitive graduate student stipends keep the best students from accepting positions in the Idaho universities.~~

~~*Vastness of State and Distances Between Schools:* Although the distances between the research universities is not much different from those in other western states, the topography of Idaho increases the time and cost required for travel well beyond those experienced in other states. This fact discourages collaborations between faculty members and administrators at the different research universities as well as between universities and other entities within Idaho. Although video conferencing can alleviate this problem, there is limited capability at each university. There is also the continuing problem of finding funds to pay for the necessary connectivity between the universities as well as to the world outside of Idaho.~~

~~*Aging Infrastructure:* Modern research requires access to sophisticated and precision instrumentation which, in turn, requires a stable and controlled environment in order to operate. The three research universities in Idaho have limited numbers of these facilities or even space that could be economically converted into modern laboratory space. At present all laboratory space—modern or otherwise—is occupied. This means that there is little room for growing the research enterprise and certainly no space to accommodate new faculty or major new projects.~~

~~*Data Issues:* There is very little long-term, quality data available on the research enterprise or economic development. The data that exists are scattered among various entities in a variety of formats thus make it hard to centralize and use. Furthermore, there is no one entity responsible for collecting, analyzing and dispersing it. This is also true for many of the sectors that will strongly influence the future economic impact of Idaho. While there are large amounts of data that have been collected on watersheds, forests and agricultural operations and the environment—to name a few—they are distributed across a number of agencies and individuals within those agencies. Worse yet, much of this information is lost every time a researcher retires.~~

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~~*Lack of National and International Competitiveness:* While each Idaho research university has faculty members that can successfully compete on the national and international scene for research funds, no one university has the necessary reputation, breadth of faculty expertise or facilities to compete for the large projects that are necessary to establish a national or international reputation and substantially grow its research funding. This becomes less relevant if the universities work together and better coordinate their research activities. It is more than simply agreeing to cooperate on developing projects; it must extend to each university developing complementary research programs so that, taken together, they can successfully compete within any university in the country in selected areas.~~

~~*Lack of Diversity:* The population of faculty, staff and students at each of the three research universities, like that of the State, is fairly homogeneous. This lack of diversity—be it cultural, socio-economic or ethnic—hurts the universities and surrounding communities in several different ways. First, it makes recruitment of students, faculty and staff from under-represented groups more difficult. Second, it is noted on accreditation~~

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~~reports and, as such, is a negative reflection on the institution. Finally, it limits the competitiveness of the university in several federal agencies where plans for including under-represented groups in the program are a key element of the proposal.~~

Conclusion

This statewide Strategic Research Plan for Idaho Higher Education provides a framework to mitigate these external challenges and help Idaho institutions continue to focus on their research strengths. Overcoming the challenges discussed in this document will require enhanced cooperation between the functional groups at each Idaho university, fueled by a desire to work together towards the common goal of improving Idaho's economy for future generations.

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**CONSENT AGENDA
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TAB	DESCRIPTION	ACTION
1	BAHR-SECTION II - BOISE STATE UNIVERSITY Campus Law Enforcement Services Contract with Boise Police Department	Motion to Approve
2	BAHR-SECTION II - IDAHO STATE UNIVERSITY Lease of Real Property to McDonald's USA, LLC	Motion to Approve
3	BAHR-SECTION II - UNIVERSITY of IDAHO Human Resources Third Party Administration Services Contract	Motion to Approve
4	IRSA – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR	Motion to Approve
5	IRSA – STATE GENERAL EDUCATION COMMITTEE APPOINTMENTS	Motion to Approve
6	IRSA – EPSCoR COMMITTEE APPOINTMENTS	Motion to Approve
7	PPGA – ALCOHOL PERMITS – PRESIDENT APPROVED REPORT	Information Item
8	PPGA - UNIVERSITY OF IDAHO – NAMING OF INDOOR GOLF FACILITY	Motion to Approve
9	PPGA – STATE REHABILITATION COUNCIL – APPOINTMENT	Motion to Approve
10	SDE – PROFESSIONAL STANDARDS COMMISSION - BOISE STATE UNIVERSITY HEALTH ENDORSEMENT	Motion to Approve

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**CONSENT AGENDA
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BOISE STATE UNIVERSITY

SUBJECT

Campus law enforcement services contract with the Boise Police Department

REFERENCE

October 2004	Idaho State Board of Education (Board) approved contract with Boise City Police Department to provide campus law enforcement services.
June 2008	Board approved renewal of contract with Boise City Police Department to continue to provide campus law enforcement services through September 2012.
June 2012	Board approved renewal of contract with Boise City Police Department to continue to provide campus law enforcement services through September 2016.
June 2014	Board approved a revision of contract with Boise City Police Department to increase the cost of the contract through September 2016.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a
Section 67-9225, Idaho Code

BACKGROUND/DISCUSSION

Since October 2004, Boise State University (BSU) has contracted with the Boise City Police Department (“BPD”) to provide law enforcement services on campus. In June 2014, the Board approved a revised contract that expired in September 2016. A three-month extension to the contract was signed in September 2016 that will expire at the end of December 2016.

BSU wishes to enter into an agreement with BPD for continued services for three and three-quarters additional years with an additional two one-year renewal options, through 2021. The City of Boise has given preliminary approval for the proposed agreement, subject to final City Council action.

The proposed contract term is for three years beginning January 1, 2017, through September 30, 2019.

Due to the unique nature of campus law enforcement services, it is important for BSU to continue the mutually beneficial relationship with its service provider. Therefore, provided that the contract costs remain competitive and the service exceptional, BSU would like to continue its arrangement with BPD in lieu of seeking a new service provider through the competitive bid process.

IMPACT

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In addition to the three year contract cost, BSU will pay \$8,762 to the City of Boise to represent the increase in cost not captured in the three month extension of the previous contract pertaining to October 1, 2016 to December 31, 2016. Annual costs are as follows:

Jan. 2017-Sept. 2017	\$ 902,530
Extension Cost for Oct. 1 – Dec. 31	\$ 8,762
Oct. 2017 - Sept. 2018	\$1,239,474
Oct. 2018 - Sept. 2019	\$1,276,658
Total	\$3,427,424

Possible extensions, at Boise State's election:

Oct. 2019 – Sept. 2020	\$1,314,958
Oct. 2020 – Sept. 2021	\$1,354,407

This cost represents an average annual increase of three percent. The increase is intended to support the cost increases of maintaining a law enforcement unit on campus with specialized training and personnel.

ATTACHMENTS

Attachment 1 – Proposed Contract

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to execute a campus law enforcement contract with the Boise Police Department in substantial conformance with the proposed contract in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY LAW ENFORCEMENT SERVICES AGREEMENT

This University Law Enforcement Services Agreement is entered into between the City of Boise, by and through the Boise Police Department (“City” or “BPD”), a political subdivision of the State of Idaho, and Boise State University, by and through the Department of Public Safety (“University” or “Public Safety”), a state educational institution of higher education, on the date written below.

RECITALS

WHEREAS, University desires to contract with the City for the performance of law enforcement functions and police services from BPD; and

WHEREAS, City is agreeable to rendering such services on the terms and conditions set forth herein, and agrees to provide law enforcement services at and for the benefit of the University, its students, faculty and staff, and those in the campus community; and

WHEREAS, the parties wish to state more fully their rights and responsibilities regarding such law enforcement functions and services.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

1. Law Enforcement Protection and Services. BPD will provide law enforcement services upon the Main Campus of Boise State University and upon and for those University properties within the Area of Service defined below. BPD agrees to employ, furnish, and supply all necessary personnel, together with their equipment, supplies and supervision, records and record-keeping, vehicles, communication equipment, along with maintenance, and such other items as are reasonable, customary and necessary. Services will include, but not be limited to: the investigation and enforcement of state criminal and traffic laws, filing investigative and other required reports or documents, patrolling and maintaining building security, traffic control and enforcement (but not parking control), accident investigation and assistance to other law enforcement agencies as appropriate, and the preservation of peace. BPD will also provide certain non-law enforcement services, including but not limited to participation in University’s Campus

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ATTACHMENT 1

- Assessment, Resource and Education (“CARE”) Team related to threat assessments, as well as participation in training programs, either independently, or alongside Public Safety personnel.
2. Area of Service. BPD will provide the services upon the Boise State University Main Campus and within buildings at the Main Campus, shown by Exhibit A, along with University-owned, controlled or maintained buildings and properties within the Boise Police jurisdiction areas, which properties will be updated from time to time and provided to the assigned BPD Lieutenant. Calls for service that are for University properties not located on the Main Campus may be answered by the Patrol Division of BPD assigned to the area the properties are located in.
 3. Law Enforcement Unit. The parties agree and intend to establish BPD as a campus law enforcement unit in accordance with the definition of a law enforcement unit contained in 34 CFR § 99.8(a)(1)(i)-(ii). As such, BPD is a law enforcement unit made up of officers or officials authorized or designated by University to:
 - a. enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against any individual or organization other than the agency or institution itself; and
 - b. maintain the physical security and safety of the University.
 4. Term.
 - a. Unless sooner terminated as provided for herein, this Agreement shall be effective on January 1, 2017 and expire upon September 30, 2019.
 - b. At the option and election of the University, this Agreement shall, upon written notice to the City at least ninety (90) days prior to any expiration, be renewable for two (2) successive one year periods. In the event such written notice is not provided, this Agreement shall finally terminate at the end of such thirty-three (33) month period, on September 30, 2019.
 5. Cancellation. Either party may cancel this Agreement for nonperformance or inadequate or poor performance with ninety (90) days written notice. Any cancellation of this Agreement based upon inadequate or poor performance or service expectations not being met must be in good faith and any amounts due under this Agreement shall be

calculated through the actual date of termination of this Agreement rather than the date of notice of termination.

6. Consideration. University, in consideration of the functions and police services provided under the terms of this Agreement, will pay (in monthly installments) to the City the total sum of:
- i. Partial Year 1, January 1, 2017 – September 30, 2017: \$902,530. Upon signing of this Agreement, University will pay \$8,762 to City to represent the increase in cost not captured in the extension of the previous Agreement pertaining to October 1, 2016 – December 31, 2016.
 - ii. Year 2, October 1, 2017 – September 30, 2018: \$1,239,474.
 - iii. Year 3, October 1, 2018 – September 30, 2019: \$1,276,658.
- b. If the parties agree to renew and extend this Agreement in any subsequent year pursuant to Section 4(b), the consideration to be paid by University to City shall be as follows:
- i. Year 4, October 1, 2019 – September 30, 2020: \$1,314,958
 - ii. Year 5, October 1, 2020 – September 30, 2021: \$1,354,407
- c. For the duration of this Agreement, University will also pay an additional \$450 per month for dispatch overtime and parking permit costs.
- d. From time to time, University requires additional law enforcement presence at University or non-University events. BPD will make available additional officers in uniform at an extra rate of \$60 per hour for University events and \$66 per hour for non-University events occurring at Main Campus venues. The rate will increase for University events and non-University events, respectively as follows:
- i. Partial Year 1, January 1, 2017 – September 30, 2017: \$60 and \$66 per hour
 - ii. Year 2, October 1, 2017 – September 30, 2018: \$62 and \$68 per hour
 - iii. Year 3, October 1, 2018 – September 30, 2019: \$62 and \$68 per hour
 - iv. (Optional) Year 4, October 1, 2019 – September 30, 2020: \$64 and \$70 per hour
 - v. (Optional) Year 5, October 1, 2020 – September 30, 2021: \$64 and \$70 per hour

University events are defined as those events held or sponsored by University officials, departments, or organizations, including student organizations, or those events for which the Department of Public Safety requests additional BPD staffing or involvement.

Non-University events are defined as those events held by outside individuals, corporations or agencies at which the outside entity or person requests additional BPD officer staffing or involvement.

7. Regulated Environment. City and BPD are aware of University's reporting, investigation, record-keeping and compliance obligations and the measures undertaken pursuant to *Family Educational Rights and Privacy Act* ("FERPA") (20 U.S.C. § 1232g), the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act* and its amendments within the *Higher Education Opportunity Act* (the "Clery Act"), *Title IX of the Education Amendments of 1972* (34 CFR Part 106) ("Title IX") and Section 304 of the *Violence Against Women Reauthorization Act of 2013* ("VAWA"), and as such, will aid and support University in meeting its obligations under these laws, as the same may be amended from time to time, including but not limited to providing access to or copies of LE Records necessary to meet its obligations.
8. Types of Records.
 - a. Law Enforcement Records (LE Records) are:
 - i. created by BPD, the law enforcement unit;
 - ii. created for a law enforcement purpose; and
 - iii. maintained by BPD, and not the University. See 34 CFR § 99.8(b)(1)LE Records.
 - b. LE Records do not include records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a disciplinary action or proceeding conducted by the Human Resources department or Dean of Students at University. See 34 CFR § 99.8(b)(2).
 - c. Education Records:
 - i. Are directly related to a student; and
 - ii. Are maintained by the University, and not BPD;

- iii. Include but are not limited to grades, transcripts, class lists, student course schedules, student financial information, and student discipline files.
 - iv. May be held and maintained by the University in any way, including, but not limited to, handwriting, print, computer media, videotape, audiotape, film, microfilm, microfiche, and e-mail. See 34 CFR § 99.2.
- 9. Access to LE Records by University and Information Sharing.
 - a. Recognizing the University responsibility to respond promptly and effectively to protect the campus community from and investigate hate crimes, violent crimes, or crimes of gender based or sexual violence, and the University's urgent need to receive information that affects the campus students, faculty, and staff safety, BPD will disclose LE Records, information and investigatory records to University officials as soon as practicable and under confidential stamp. In instances where immediate sharing of records is not possible, BPD will actively and promptly communicate with University Public Safety or Title IX officials to ensure the safety of the campus community, including, if known, the name and description of the victim and perpetrator, a description of the incident, including location and date and time, and any DR or other report number assigned to the police incident report documenting the investigation being conducted. Pending the release of records, the BPD Lieutenant or his/her designee assigned to the University will verbally communicate with the Executive Director of the Department of Public Safety or the University Title IX Representative with as much information as is possible to aid and support the University in its investigation.
 - b. Routing for Screening Decisions. LE Records, DRs or other reports that contain evidence meeting the elements of hate crimes, violent crimes, and crimes of gender based or sexual violence alleged to have occurred on the Main Campus or University-owned, controlled or maintained buildings and properties within the Boise Police jurisdiction areas will be routed to the Ada County Prosecuting Attorney's Office, Boise City Attorney's Office, or other special prosecutor as assigned, for a charging or "screening" decision unless the relevant prosecuting agency has been consulted and has indicated otherwise.

- c. LE Records. LE Records related to University business, regardless of format, will be freely shared with the University and may be utilized for any lawful purpose, including but not limited to Title IX, Clery Act, Student Conduct, or Human Resource disciplinary proceedings, but will not be released by the University to any outside party, nor will LE Records created and maintained by BPD be held by the University as a record of the University. LE Records are not records belonging to the University and must be requested by the public through the Boise Police Department. BPD is the custodian of LE Records it produces and any persons requesting LE Records will be referred to BPD to submit a public record request.
- 10. Access to Education Records by BPD and Information Sharing.
 - a. BPD officers and staff assigned to University:
 - i. perform an essential institutional service and function for which the University would otherwise use employees;
 - ii. are designated as “school officials;”
 - iii. possess a “legitimate educational interest” in student educational records. See 34 CFR § 99.31(a)(1)(i)(B); and
 - iv. may view or have access to student education records in order to perform their professional duties, subject to certain limitations.
 - v. Limitations.
 - 1. FERPA still applies to the student education records and information from those records. BPD officers and employees, with whom Education Records and information from Education Records are shared, are employees are subject to:
 - a. FERPA’s redisclosure requirements in 34 CFR § 99.33(a);
 - b. FERPA’s consent requirements in 34 CFR§ 99.31;
 - c. Are under the direct control of the University with respect to the use and maintenance of the Education Records; and
 - d. Meeting the criteria established by the University’s annual notification of FERPA rights, as required by 34 CFR § 99.7 in order to maintain designation as school officials with a legitimate educational interest.

2. BPD officers participating in the CARE Team functions may only use Personally Identifiable Information (PII) from Education Records to conduct threat assessments. For the sake of clarity and the avoidance of doubt, a BPD officer serving on the CARE Team may not share any PII with the Police Department from a student's education records to which he or she was privy to as a member of the CARE Team.
3. A BPD officer may disclose PII from a student's education records, on behalf of the University, to appropriate officials where a CARE Team determination finds that a health or safety emergency exists. See §§ 99.31(a)(10) and 99.36.
- vi. By allowing BPD officers, as school officials, to have appropriate access to a student's Education Records, BPD and University can work cooperatively to detect warning signs and determine whether a particular student poses a risk or a threat to him/herself and/or the campus community. To allow this communication to occur, both BPD and University must comply with the confidentiality requirements of FERPA for education records as set forth above.
11. Independence and Performance of Duties. BPD personnel are not the employees of University, but will be and remain the employees of City. Nothing in this Agreement shall be deemed or construed to: (i) create a partnership, joint venture, or employer-employee relationship between University and BPD or City personnel; or (ii) constitute BPD or City employees, officers, or agents as University employees, officers or agents. BPD is retained by the University only for the purposes and to the extent set forth in this Agreement, and BPD or City's relation to the University shall during the term of this Agreement be that of an independent contractor. BPD employees shall not be considered as having an employee status or as being entitled to participate in any plan, arrangements, or distributions by the University pertaining to or in connection with any qualified pension plan or providing any other health or welfare plan with similar benefits for regular employees. BPD shall be responsible for the payment of any taxes due, if any, on any monies received from University. Except as provided below and herein,

BPD reserves the right to determine the deployment method(s) for officers performing duties under this Agreement in the direction of their work, and the manner in which the services contemplated by this Agreement shall be provided.

- a. The parties agree that deployment of services will be accomplished by foot, bicycle, and/or vehicle patrols.
 - b. Required Staffing Levels will be determined by the parties and will be set forth in a Standard Operating Procedure.
 - c. Dispatch personnel employed by BPD will provide support services in parallel fashion to Public Safety officials and BPD alike.
12. Controlling Procedures. The procedures of BPD personnel will be governed by the Boise Police Policy Manual (“Manual”) except as specifically set forth in this Agreement. Where University procedure directly conflicts with the procedures set forth in the Manual, the provisions of the Manual shall prevail. The Executive Director of the Department of Public Safety or his/her designee will be consulted regarding Boise Police Standard Operating Procedures (SOPs) that mutually affect BPD and University or Public Safety officers and officials.
13. Open Dialogue. BPD will maintain an open dialogue with University and exchange information regarding scheduling needs, public safety concerns, and matters of mutual interest; provided however, that no special relationship or duty is created or contemplated by this reference. In emergency situations or when there is an ongoing threat to the campus community or a member of the campus community, the Executive Director of the Public Safety Department or his/her designee and the assigned BPD Lieutenant or his/her designee will ensure information sharing occurs as quickly and as often as the situation will allow for, given the constraints that may exist.
14. Clery Act Requirements. Pursuant to the Clery Act, each BPD officer is considered a “Campus Security Authority,” meaning each has a responsibility for campus security and has a duty to follow Clery Act requirements, including but not limited to: maintaining the daily log, providing appropriate information for timely warnings or emergency notifications, completing the appropriate Clery Act paperwork when crimes are reported to them, and completing Clery Act training provided by the University. BPD is the primary law enforcement agency to which University would refer crimes to be

- investigated and reported. As such, BPD will be required to provide annual Clery Act statistics for the Annual Security Report. BPD will have the primary responsibility to ensure the accuracy of the crime log, as well as ensuring it is available in accordance with this Agreement and Clery Act requirements. Clery Act training and education for officers specially assigned to the University or who may be deployed to the University for replacement or backfill will be determined by the University Clery Compliance Officer, in consultation with the BPD Lieutenant.
15. Title IX Requirements. BPD will ensure that personnel who are regularly assigned to work on the Main Campus or within the Area of Service, as well as personnel who may be assigned to provide support, including replacement or backfill for University-assigned officers, are aware of their responsibilities under Title IX of the Education Amendments of 1972 and Section 304 of the Violence Against Women Reauthorization Act of 2013 and ensure compliance under these federal acts. BPD personnel assigned to the University will complete an annual Title IX training module provided by the University.
16. Peace Officer Standards and Training and Personnel. BPD will utilize P.O.S.T.-certified officers in meeting its obligations under this Agreement. Six (6) officers will be assigned to the University in addition to one (1) Lieutenant and four and two-tenths (4.2) Police Admin Specialists. BPD agrees to consult with University in the scheduling of personnel. Appropriate University Public Safety officials will be consulted in the selection process of any BPD officer or dispatcher being considered for new assignment to the University. BPD retains its discretion to make officer assignments to University; provided however, that BPD agrees to consult with the University's Executive Director of the Public Safety Department or his/her designee in the selection and placement of BPD officers on assignment to the University.
17. Backfill and Replacement. BPD reserves the right to assign officers from different units to the University campus. However, BPD may give preferred assignment for extra shifts to regularly-assigned University officers to ensure consistency of the operational philosophy of BPD and University. All non-University officers with a temporary work assignment at University will be required to complete training related to University BPD Unit operating procedures.

18. Assigned BPD Lieutenant. Taking into consideration the operational needs of BPD, the Lieutenant assigned to the University Unit will be considered for a rotational position every four years. Absent budgetary constraints, a newly assigned Lieutenant will be trained and transitioned into the University assignment by the exiting Lieutenant for a period no less than four weeks. The Lieutenant assigned to manage the University Unit will participate as a member of University's Campus Assessment, Resource and Education ("CARE") Team. As a member of the CARE Team, and within BPD budgetary constraints, the Lieutenant will maintain an ATAP membership and will attend appropriate training sessions and conferences to maintain a competency in the best practices for the threat assessment.
19. Contract Management and Administration; Problem Solving. BPD and Public Safety will each designate an employee to be its administrator of this Agreement for the purpose of coordinating the efforts of University employees and the employees of BPD.
 - a. For the City and BPD, the administrator shall be the person serving in the Lieutenant position.
 - b. For the University, the administrator shall be the Executive Director of the Department of Public Safety.
 - c. Each party agrees to provide its full cooperation and assistance to the other, so as to facilitate the performance of this Agreement. Matters of dispute shall be resolved through good faith negotiations within the Chain of Command, and whenever possible, in a face to face meeting or series of meetings. Where those persons cannot resolve a disputed matter to their mutual satisfaction, they will be joined in the resolution process by their immediate superiors, the COD Captain for the City of Boise and the Chief Operations Officer for the University. Where the matter remains in dispute, and without a satisfactory resolution, the parties may, if both parties are in agreement that mediation is necessary, seek to mediate the dispute through a shared cost, mediation process.
20. Key Personnel.
 - a. BPD shall not substitute Key Personnel assigned to the performance of this Agreement without consultation with the Executive Director of the Department of Public Safety. For the purposes of this Agreement, Key Personnel shall include:

Lieutenant position and the Police Admin Specialist(s) who shall report to the assigned Lieutenant. These key personnel positions shall not languish unfilled. Unless otherwise agreed to by the parties, any anticipated or unanticipated absence of more than 30 days shall require the unfilled Key Personnel position(s) to be replaced with a candidate chosen in consultation with the University who has received training necessary to serve in the University law enforcement position.

- b. Unless otherwise agreed to by the parties, BPD shall have a duty to backfill or replace officers with trained officers if a University assigned officer absence exceeds 30 days. This may be on a temporary duty basis. Service and work performed under this Agreement may not be subcontracted or assigned without prior written approval from the Director of the Department of Public Safety and the Chief Operations Officer for the University.
21. Training. Training, as determined by University in consultation with the BPD Lieutenant, shall be required for:
- a. personnel who are regularly assigned to work on the Main Campus or within the Area of Service and
 - b. personnel who regularly provide support, including replacement or backfill, for University-assigned officers.
22. Law Enforcement Services Hours. BPD will provide the law enforcement services as specified herein on a twenty-four (24) hour-a-day, seven (7) day-a-week basis, unless otherwise agreed to by the parties.
23. Police Admin Specialist Hours and Training. BPD will provide Police Admin Specialist personnel at the BPD Campus Substation as specified herein on a twenty-four (24) hour-a-day, seven (7) day-a-week basis.
- a. Individual shift scheduling of Police Admin Specialists shall be at the discretion of BPD; provided, however, that the BPD Campus Substation office hours shall be on a twenty-four (24) hour-a-day, seven (7) day-a-week basis.
 - b. Training for Police Admin Specialists will be determined by the BPD Lieutenant, in consultation with the Executive Director of the Department of Public Safety. The Executive Director of the Department of Public Safety will assign a liaison to the

BPD Lieutenant and Police Admin Specialists to ensure the needs of the University are met.

24. University Policies. University may from time to time adopt policies governing the conduct of students and other persons present on the Main Campus or upon University properties in the Area of Service. To the extent that violation of University policies constitutes a violation of applicable law, including a breach of the peace, or a threat to public health or safety, BPD will take the appropriate law enforcement actions as BPD determines in its sole discretion to be proper under the circumstances. To the extent that violation of those policies does not constitute a violation of applicable law, BPD is not required to take any law enforcement action and may leave the enforcement of policies to University.
25. Vehicles, Equipment, Facilities. All vehicles, equipment, and facilities are and shall be owned and maintained by the purchasing party.
 - a. Vehicles. City, at its sole cost and expense, shall provide, maintain and repair appropriate vehicles as may be reasonably required to perform any of the duties assigned hereunder. BPD agrees at a minimum to provide:
 - i. two (2) suitable patrol vehicles equipped with appropriate law enforcement equipment, such as lights, sirens, approved weapons and radio; and
 - ii. one (1) unmarked patrol vehicle, as well as any law enforcement equipment approved to be carried by the officers.
 - b. Equipment.
 - i. City. City shall, at its sole cost and expense, provide to its officers all equipment required or necessary to perform their duties, including uniforms, badges and other accoutrements, weapons, manuals, report forms, and such other equipment and materials as the City routinely issues to its police officers and upon the terms in the Collective Labor Agreement. All equipment provided by the City (or provided by the police officers at their expense) shall remain the property of the City (or the police officer, as the case may be). Additionally, as part of the Agreement price, BPD agrees to provide computers and printer equipment for BPD law enforcement purposes.

- ii. University. University shall, at its sole cost and expense, provide such other specialized equipment as it shall require for police officers assigned to University, if any. Such University-supplied equipment shall remain the property of University, to be returned at the conclusion of the assignment. Any such specialized equipment will be identified and inventoried as such, with the City signing acknowledgment of receipt of such equipment and returning the same as soon as the equipment is no longer needed by the City. Any equipment belonging to University may only be used in connection with the service provided herein and may not be removed from the Main Campus of the University without the authorization of the Executive Director for Public Safety, unless necessary to assist a BPD officer or Public Safety officer in providing emergency response and assistance. Cost of repairs related to abusive damage to University-provided equipment, caused by the City, will be the responsibility of the City.
- c. Facilities.
 - i. University. University hereby grants to City a revocable license to occupy and utilize certain office space (“Non-leased Space”) upon the Main Campus of University or at other locations on University property in order to perform the Police Services. The Non-Leased Space shall be rent free but occupancy shall be pursuant to and conditioned upon the terms and conditions set forth in Exhibit B (attached hereto and incorporated herein). Additionally, City shall enter into a lease for any facility utilized by the City for purposes outside of the Police Services provided hereunder.
 - ii. University shall provide office space, furniture, and equipment, including but not limited to: telephones, computers/monitors/printers for the BPD dispatch center, and a radio communication system deemed sufficient by BPD for the purposes of this Agreement.
 - iii. University will provide four (4) reserved parking stalls for BPD vehicles and substation employees. Curb parking for marked police vehicles will be located in front of the substation. Properly identified police vehicles may park anywhere on campus within legal zones and restrictions. Additional

parking for BPD personnel will be managed consistent with University Parking and Transportation Department policy and practice.

- iv. BPD will pay University for parking and use of any private vehicles for officers or other employees, using parking rates and rules applicable to University employees.

26. Indemnification.

- a. To the extent permitted by Idaho law, City shall indemnify, defend, and hold harmless University, its officers, agents, and employees from any and all liability, loss, damage or claims, of any description, which results directly or indirectly from the negligent acts or omissions or other tortious conduct of City, its officers, agents or employees in performing the services and duties described in this Agreement except those which arise out of the negligent acts or omissions or other tortious conduct of University, its officers, agents, and employees. Such indemnification and defense shall be limited to only those claims, and only to the extent that, City itself could be liable under state and federal statutes, regulations, common law, and other law. In no event will the indemnification provisions herein alter or waive the protections afforded and/or defenses that may be available to the City under the Idaho Tort Claims Act, including any defenses, burdens of proof, immunities, and limitations on damages to which City would be entitled if the claims were asserted against City.
- b. To the extent permitted by Idaho law, University shall defend, indemnify, and hold City, its officers, agents, and employees harmless from any and all liability, loss, damage or claims, of any description, which results directly or indirectly from the negligent acts or omissions or other tortious conduct of University, its officers, agents or employees in performing the duties described in this Agreement, except those which arise out of the negligent acts or omissions or other tortious conduct of City, its officers, agents, and employees. Such indemnification and defense shall be limited to only those claims, and only to the extent that, University itself could be liable under state and federal statutes, regulations, common law, and other law. In no event will the indemnification provisions herein alter or waive the protections afforded and/or defenses that may be available to the University under the Idaho Tort Claims Act, including any defenses, burdens of proof, immunities, and

limitations on damages to which University would be entitled if the claims were asserted against University.

- c. Nothing herein shall be deemed to constitute a waiver by City or University of any privilege, protection, or immunity otherwise afforded to it under the Idaho Constitution, or other applicable law. Nothing contained herein shall be deemed a waiver of University's sovereign immunity, which is hereby expressly retained.
27. Insurance. City will, at its sole cost and expense, procure and maintain throughout the term of this Agreement:
- a. Commercial general liability insurance with limits not less than \$500,000.00 as is required by the Idaho Tort Claims Act with combined property damage and bodily injury liability, including blanket contractual and personal injury liability;
 - b. Automobile liability, including property damage and bodily injury with combined limits of not less than \$500,000.00; and
 - c. Worker's compensation insurance in amounts as required by statute, regardless of the number of employees, or lack thereof, to be engaged in the completion of this Agreement.
28. Use of Marks or Logos. Except as authorized by the Executive Director of the Department of Public Safety, in consultation with the Office of Trademark and Licensing, BPD shall not, prior to, in the course of, or after performance under this Agreement, use University's name or marks, including but not limited to its logos, in any advertising, badging, promotional media or vehicle wraps. Likewise, unless University is authorized by the Chief of Police, it shall not use BPD's name, marks, or logos in any advertising, badging, promotional media or vehicle wraps.
29. Entire Agreement. This Agreement constitutes the entire Agreement of the parties, and, except for that Memorandum of Understanding Between Boise State University and the City of Boise Regarding Gender Based Violence (the "MOU"), shall supersede all prior agreements, oral or written, between the parties, on the subject matter. The MOU executed between the parties for the purpose of coordinating investigations and responses related to sexual assaults or other gender-based violence shall be read and construed in a manner to be consistent with this Agreement, and any conflicts or

- inconsistencies shall be resolved through a meeting between the administrators for the parties.
30. Anti-Discrimination/Equal Employment Opportunity. Acceptance of this Agreement binds the City to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that 'No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.' In addition, 'No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance' (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the CMI Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Action of 1990, are also incorporated into this Agreement. The City shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws.
31. Default; Notice and Opportunity to Cure; Notice of Termination. Where performance has been deemed, in the sole discretion of either party to this agreement, to be substandard, or does not meet the service levels or expectations of either party, or key personnel do not meet the expectation of the University, then either party may choose to notify the other with reasonable specificity, of the deficiency, or the failure to meet expectations, or the key personnel issues requiring resolve. Upon receipt of the notice, the party shall be provided a thirty day period of time to communicate with the other party to seek clarity and cure or adjust its performance or key personnel in accordance with expectations. If, at the conclusion of such thirty day period, the notifying party is not satisfied with the other party's efforts to cure or adjust performance, then the

- notifying party shall issue a second notice, a notice of cancellation or termination pursuant to this section and Section 5, which shall be effective sixty (60) days following receipt of the notice of cancellation. Amounts due under this Agreement shall be calculated through the actual date of cancellation or termination of this Agreement on a pro rata basis rather than the date of notice.
32. Appropriation by Legislature Required. University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate it or the State of Idaho beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. University reserves the right to terminate this Agreement in whole or in part if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for University to continue such payments, or if the Executive Branch mandates any cuts or hold backs in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease thirty (30) calendar days after notice to BPD. Amounts due under this Agreement shall be calculated through the actual date of termination of this Agreement on a pro rata basis rather than the date of notice of termination.
33. Notice. Notices required or contemplated under this Agreement shall be in writing and mailed or hand-delivered to the respective parties at the following addresses, or such other addresses as the parties hereto may, by notice, designate in writing to each other.

BOISE STATE UNIVERSITY

Kevin Satterlee
COO/VP/Special Counsel
Boise State University
1910 University Drive
Boise, Idaho 83725
Phone: (208) 426.1233

BOISE POLICE DEPARTMENT

Chief William Bones
Chief of Police
Boise City Police Department
333 N. Mark Stall Place
Boise, Idaho 83704
Phone: (208) 570.6000

34. No Waiver of Future Breach. The failure of a party hereto to insist upon strict performance or observation of this Agreement shall not be a waiver of any breach or of any terms or conditions of this Agreement by any other party.
35. Severability. In the event any provision or section of this Agreement conflicts with applicable law, or is otherwise held to be unenforceable, the remaining provisions shall nevertheless be enforceable and carried into effect.

**CONSENT AGENDA
DECEMBER 15, 2016**

ATTACHMENT 1

36. Attorney Fees. In the event of any litigation arising under or as a result of this Agreement or arising from all of the acts to be performed hereunder or the alleged breach of this Agreement, the prevailing party shall recover its costs and reasonable attorney fees.
37. Governing Law. This Agreement shall be governed and interpreted pursuant to the laws of the State of Idaho.
38. Amendment. No amendment, alteration, or modification of this Agreement shall be effective unless made in writing and duly executed by the parties hereto.
39. Counterparts. The parties will execute five (5) counterparts of this Agreement and each such counterpart shall be deemed an “original” for all purposes.

**CONSENT AGENDA
DECEMBER 15, 2016**

ATTACHMENT 1

DATED this ____ day of _____, _____.

BOISE CITY

BOISE STATE UNIVERSITY

William Bones
Chief of Police

Stacy Pearson
Vice Pres., Finance and Admin.

BOISE CITY MAYOR

ATTEST:

David H. Bieter

Boise City Clerk

EXHIBIT A – Depiction of Main Campus

**EXHIBIT B
TERMS AND CONDITIONS**

Occupancy of any Non-Leased Space shall be subject to the following terms and conditions:

No expansion of the utilized space will be allowed without the express written consent of the University.

All Non-Leased Space shall be utilized only for the purposes described in the Agreement as of the date of this Agreement and for no other purposes without the express written consent of the University.

University reserves the right to relocate BPD to other suitable and comparable Main Campus space to the extent the Non-Leased Space is required for other educational or University operational purposes. Prior to initiating any relocation, the University will review functionality and any response time concerns with BPD.

BPD will keep and maintain the Non-Leased Space in a neat, clean and orderly condition.

City will not operate the Non-Leased Space in such a fashion as to incur extraordinary utility costs and will use best practice efforts to minimize lighting and HVAC utility costs.

BPD shall comply with all present and future laws and regulations relating to regulated materials, including hazardous materials and agrees to abide by the Environmental Regulations of the University. BPD shall not use or store Hazardous Materials upon or within the Non-Leased Space and shall not dispose of any Hazardous Materials upon surrounding lands or waters.

BPD shall not make any improvements or do any other construction work on the Non-Leased Space or alter, modify, or make additions, improvements, or major repairs to the Non-Leased Space or install any fixtures or personal property therein or thereto without the prior written permission of the University.

Cost of repairs related to abusive damage to Non-Leased Space caused by BPD will be the responsibility of the City.

There shall be no assignment or subletting of the Non-Leased Space.

Any right to occupancy will terminate commensurate with the termination or expiration of this Agreement.

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**CONSENT AGENDA
DECEMBER 15, 2016**

IDAHO STATE UNIVERSITY

SUBJECT

Leasing of Idaho State University (ISU) real property in Pocatello, ID to McDonald's USA, LLC (McDonald's).

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

ISU requests Board authorization to negotiate and execute a lease with McDonald's. McDonald's is reinvesting in their restaurant located near ISU's campus in Pocatello, ID. As part of this rebuild, McDonald's would like to expand their drive-thru lanes onto ISU property located adjacent to their parcel of land. The adjacent parcel owned by ISU is currently a vacant lot with no current economic use. The proposed lease agreement has been reviewed by the Division of Public Works (DPW) and agreed to by McDonald's and is attached for reference.

ISU and McDonald's have conducted separate appraisals of ISU's parcel to determine the lease amount presented in the proposed lease agreement.

IMPACT

The proposed lease terms allow McDonald's to use this vacant lot for at least ten years with the option to extend their use for another ten or more years. ISU has no immediate use for this lot and would recognize income in the amount of roughly \$33,000 per year.

ATTACHMENTS

Attachment 1 – Pending Lease Agreement

Page 3

Attachment 2 – Map of Property

Page 27

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a long-term ground lease agreement with McDonalds, and to delegate authority to the Interim Vice President for Finance and Administration to execute all relevant documents in substantial conformance with the terms provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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City, State: Pocatello, ID
Address: _____ S. 5th Avenue
L/C: 011-0013

GROUND LEASE

This Ground Lease ("**Lease**") dated _____ is between **IDAHO STATE UNIVERSITY**, an institution of higher education, ("**Landlord**"), and **McDONALD'S USA, LLC**, a Delaware limited liability company ("**Tenant**"). For service of notices under this Lease, see Article 17.

1. **Premises:** Landlord, for and in consideration of the covenants contained in this Lease and made on the part of Tenant, demises and leases to Tenant, and Tenant leases from Landlord, the parcel of land owned by Landlord located in the City of Pocatello, County of Bannock, State of Idaho, having a frontage of not less than 120 feet on S. 5th Avenue, containing not less than 20,400 square feet (not including roads or public rights-of-way), more particularly described on Exhibit A ("**Leased Space**"), together with all of Landlord's easement rights and appurtenances thereto, all buildings and improvements now located on the Leased Space, and all necessary easements and appurtenances in Landlord's adjoining and adjacent land, highways, roads, streets, lanes, whether public or private, reasonably required for the installation, maintenance, operation and service of sewers, water, gas, drainage, electricity and other utilities and for driveways and approaches to and from abutting highways, for the use and benefit of the Leased Space, including the improvements to be erected on the Leased Space (the Leased Space, together with the easements and appurtenances described above and buildings and improvements existing on the date of this Lease are collectively referred to as the "**Premises**"). The easements, if any, are described on Exhibit A attached. If Tenant has the Premises or any portion thereof surveyed, then, at Tenant's option, the parties will execute a recordable amendment by which the survey description(s) are inserted in lieu of the description(s) contained on Exhibit A, but Tenant is not obligated to lease less than is described above.

2. Lease Term:

A. **Primary Term:** Tenant will have and hold the Premises for a term commencing on the date of the final execution of this Lease ("**Lease Commencement Date**") and ending 20 years from the date upon which Tenant opens for business in the Leased Space as developed in connection with the rebuild or remodel of the improvements located on Tenant's adjacent property ("Tenant's Adjacent Property") depicted on Exhibit A-1, attached ("**Primary Term**"). When the Primary Term is ascertainable and specifically fixed, or otherwise agreed to by Landlord and Tenant, Landlord and Tenant will enter into a supplement, suitable for recording, that will specify the actual dates of rent commencement and of the expiration of the Primary Term. If Landlord fails to execute and return the supplement within 15 days after delivery to Landlord, Tenant may execute and record the supplement on behalf of Landlord and Landlord appoints Tenant as its attorney-in-fact for such purpose.

B. **Option to Extend:** Landlord agrees that the Primary Term will be automatically extended for 4 successive option periods of 10 years each (each, an "**Option Period**") upon the same terms and conditions as contained in this Lease. No notice or act whatsoever is required by Tenant to extend this Lease. However, Tenant may, in its sole discretion, elect to do the following by sending notice to Landlord at least 90 days prior to the expiration of the Primary Term or any Option Period:

- 1) terminate this Lease as of the end of the Primary Term or any Option Period, whichever is applicable; or
- 2) exercise all or any number of the remaining options at the time of the notice.

The options contained in this Article will not be affected or terminated by Tenant's receipt or rejection of any offers relating to other options, including, but not limited to, rights of first refusal to purchase or lease, if any, contained in this Lease. The word "**Term**" as used in this Lease includes the Primary Term and all Option Periods unless Tenant terminates this Lease pursuant to this Article 2B or other provisions in this Lease.

3. Rent and Taxes:

A. **Rent:** Tenant's liability for rent commences on the date Tenant opens for business to the public in the Leased Space as developed in connection with a rebuild or remodel of the improvements located on Tenant's Adjacent Property (the "**Rent Commencement Date**"). Tenant, in consideration of the covenants made by Landlord, will pay rent to Landlord at the address provided in the notice section of this Lease (or such other address as Landlord designates in writing from time to time) according to the following schedule:

- 1) From the Rent Commencement Date until the last day of the month 120 months from the Rent Commencement Date, Tenant will pay \$2,800.00 per month.
- 2) For the remainder of the Primary Term, Tenant will pay \$3,080.00 per month.

If the Rent Commencement Date is other than the first day of the month, the first and last rent payment will be adjusted for the proportionate fraction of the whole month. Tenant will make all rent payments on the 15th of every calendar month for the then current month.

B. **Option Rent:** If this Lease is extended, Tenant will pay rent to Landlord according to the following schedule:

- 1) During the first Option Period, Tenant will pay \$3,388.00 per month.
- 2) During the second Option Period, Tenant will pay \$3,726.80 per month.
- 3) During the third Option Period, Tenant will pay \$4,099.48 per month.
- 4) During the fourth Option Period, Tenant will pay \$4,509.43 per month.

C. **Taxes:** Except as provided below, Tenant will pay promptly and before they become delinquent all real estate taxes generally imposed at any time during the Term from and after the Rent Commencement Date, upon or against the Leased Space, including the land and all buildings, furniture, fixtures, equipment and improvements now or later located on the Leased Space, lawfully assessed either in the name of Landlord, fee owner, or Tenant. Landlord will pay all special assessments levied prior to or during the Term.

Landlord will use its best efforts to obtain from the taxing authorities a separate assessment and separate tax bill for the land and buildings comprising the Leased Space and agrees to sign the Authorization and Notice to Tax Assessor attached as Exhibit B in order to facilitate this process. If Landlord does obtain such separate assessment and separate tax bill,

Tenant will pay the real estate taxes Tenant is obligated to pay directly to the taxing authority. Landlord agrees to give Tenant prompt notice of a separate assessment and separate tax bill to allow Tenant to avoid penalties and interest. If Landlord is unable to obtain such separate assessment and separate tax bill, and the tax bill covering the Leased Space includes property other than the Leased Space, Tenant will pay a fraction of the tax bill to Landlord calculated in the following manner: (i) in the case of land, if the land comprising the Leased Space is not separately assessed and included in a separate tax bill, the numerator of the fraction will be the land area of the Leased Space, and the denominator of the fraction will be the total land area of the property covered by the tax bill; (ii) in the case of buildings, if the building(s) on the Leased Space is not separately assessed and included in a separate tax bill, the numerator of the fraction will be the area of the building(s) on the Leased Space, and the denominator of the fraction will be the total area of all buildings located on the property covered by the tax bill. Tenant will pay its share within 45 days after Landlord notifies Tenant of the amount thereof and furnishes Tenant with a copy of the receipted tax bill showing that Landlord paid the taxes and the calculations by which Tenant's share was determined. Landlord will pay the tax bill when due. In no event will Tenant be liable for interest or penalties. In the event Tenant, for any reason except the fault of Tenant, pays a penalty or interest, Tenant is entitled to deduct the amount from subsequent rent payments.

The parties will make a prorata adjustment with respect to the commencement and ending of Tenant's tax liability if the commencement or ending of Tenant's liability does not coincide with the tax year.

Tenant will have the right, in its own name, to make and prosecute application(s) for abatement of taxes or appeals of assessments, and Landlord agrees to cooperate fully with Tenant. Landlord agrees to sign all necessary instruments in connection with such application or appeal. Landlord will not settle any such application or appeal without Tenant's prior written approval in each instance.

Notwithstanding anything contained in this Lease, Tenant is not obligated to pay any part of any franchise, excise, estate, inheritance, income or similar tax that is or may become payable by Landlord or that may be imposed against Landlord or against the rents payable under this Lease or upon Landlord's income or profits by reason of any law now in force or later enacted. Tenant is not under any obligation to pay any increase in taxes resulting directly or indirectly from or arising out of the sale or other transfer of ownership of the Leased Space or any portion of the Leased Space within the first 10 years of the Primary Term.

4. Landlord's Warranties and Covenants: Landlord covenants, represents and warrants that, during the Term:

A. **Zoning:** Landlord will, if necessary, use best efforts to cooperate with Tenant to obtain the approval of all public and governmental authorities as to all matters relating to zoning, subdivision, lot splits, lot ties, replats or similar requirements for use of the Premises along with the Tenant's Adjacent Property as a McDonald's restaurant in accordance with Tenant's plans and specifications as will permit Tenant to obtain all necessary permits, licenses and approvals referred to in Article 6A below. Landlord agrees to dedicate or grant any easements for public ways and to diligently perform.

B. **Utilities:** All water and gas mains, electric power lines, telephone lines, sanitary and storm sewer lines are located in the public right-of-way and at the property line of the Leased Space and are available and adequate for Tenant's intended use.

C. Demolition and Site Preparation: Landlord will (1) demolish and remove underground storage tanks and associated piping, dispensers, components and equipment, if any, located on the Leased Space, (2) remove all contaminated soil, and (2) in connection with the work outlined in (1) and (2) above, fill, grade, and compact the Premises and construct retaining walls, all to Tenant's specifications as required by Tenant to make the Premises ready for the construction of Tenant's improvements. Landlord will complete all work described in this Article 4C within 30 days from Tenant's notice of satisfaction and/or waiver of all contingencies and/or conditions of this Lease. Notwithstanding the foregoing, if Landlord determines in its sole discretion that the cost of such work is unreasonable, the Landlord may terminate this Ground Lease with no liability to Tenant.

D. Hazardous Substances: To the best of Landlord's knowledge, the Premises (including the surface and subsurface soil, surface water or groundwater, or the ambient air) are free of hazardous substances, wastes or materials, including petroleum (including fractions thereof and petroleum-based products), asbestos and polychlorinated biphenyls (hereinafter "**Hazardous Substances**") as defined or regulated under any federal, state or local laws, rules, regulations or ordinances relating to health, safety or the environment (hereinafter "**Environmental Law**").

If Hazardous Substances are discovered on the Premises prior to construction or operations, and if such compliance with Environmental Law requires remediation or removal, or if such Hazardous Substances on the Premises would otherwise interfere with Tenant or Tenant's subtenant's construction or operations on the Premises or add to the costs of such construction or operations, Landlord will, at Landlord's sole expense, promptly remediate, remove, and dispose of such Hazardous Substances in accordance with Environmental Law or as directed by any governmental authority (the "Remediation Work") to such extent and in such manner causing the least interference with Tenant's or Tenant's subtenant's operations and activities on the Premises. Notwithstanding the foregoing, if Landlord determines in its sole discretion that the cost is unreasonable, the Landlord may terminate this Ground Lease with no liability to Tenant. In connection with the work described in this Article 4D (the "Environmental Work"), Landlord will execute in Landlord's name all transportation and disposal documentation, such as landfill or other disposal tickets or documents, waste manifests, and notifications for waste removal, and Landlord will provide Tenant with copies of all such documentation promptly upon Landlord's completion thereof. To the extent allowed by law, Landlord also indemnifies and holds Tenant harmless and will defend Tenant from and against any liability, obligation, damage, cost, expense, fine and penalty, including attorneys' fees and costs, resulting directly or indirectly from the presence, remediation, removal or disposal of any such Hazardous Substances at the Premises discovered prior to construction or operations

E. Possession: The Leased Space is free and clear of all tenancies, whether oral or written, and Tenant will have sole and actual possession from the Lease Commencement Date.

F. Covenant of Title and Quiet Enjoyment: Landlord is well seized of and has good title to the Premises and all improvements located thereon on the Lease Commencement Date, free and clear of all liens, encumbrances, easements, tenancies and restrictions except those matters that appear of record as of the Lease Commencement Date. Landlord warrants and will defend title, and to the extent allowed by law, will indemnify and hold Tenant harmless from and against any liability, obligation, damage, cost, expense, fine and/or penalty that Tenant may suffer by reason of any claim against title or defect in the title or description of the Premises. In addition, Landlord agrees that neither Landlord, nor anyone claiming by, through or under Landlord, will

disturb or interfere with Tenant's quiet enjoyment of the Premises. Landlord agrees to provide Tenant with any and all non-disturbance agreements Tenant deems necessary, in a form acceptable to Tenant, covering any lenders or underlying fee owners within 14 days of Tenant's request. Such non-disturbance agreements will provide, in part, that so long as Tenant is not then in default beyond any applicable notice and cure period under this Lease, Tenant will not be disturbed in its peaceful enjoyment of the Premises, nor deprived of its rights pursuant to the terms of this Lease.

G. Intentionally deleted.

H. Compliance with Law: Subject to Tenant's obligations under Article 5F, Landlord will comply with all governmental laws, rules and regulations applicable to the Premises.

I. No Third Party Exclusive Use Rights: No exclusive use rights or restrictive covenants have been or will be granted to any person or entity that restrict Tenant's use of the Premises as a restaurant operating in any manner and serving any type of food or drink. In addition to Tenant's other remedies available under this Lease, at law or in equity, to the extent allowed by law, Landlord will indemnify and hold Tenant harmless from and against any liability, loss, obligation, damage, cost, expense, fine and/or penalty, including attorney's fees, that Tenant may suffer by reason of any breach by Landlord of the foregoing representation, warranty and covenant.

J. Notices of Violations: In the event that Landlord receives written notice of a violation of any federal, state or local law or ordinance at the Premises whether by Tenant or any other party (each, a "**Violation**"), Landlord will use commercially reasonable efforts to provide written notice of the Violation and all related materials received to Tenant within 7 days after Landlord's receipt of the Violation. If Landlord fails to adhere to the obligations contained in this Article 4J, and Tenant is materially harmed, then Landlord will reimburse Tenant within 30 days after Tenant's written request for the amount of any default judgment(s) incurred by Tenant in connection with the Violation. In the event that Tenant receives written notice of a Violation of any federal, state or local law or ordinance at the Premises whether by Landlord or any other party, Tenant will use commercially reasonable efforts to provide written notice of the Violation and all related materials received to Landlord within 7 days after Tenant's receipt of the Violation. If Tenant fails to adhere to the obligations contained in this Article 4J, and Landlord is materially harmed, then Tenant will reimburse Landlord within 30 days after Landlord's written request for the amount of any default judgment(s) incurred by Landlord in connection with the Violation

K. Tenant's Remedies: Landlord acknowledges that, in executing this Lease, Tenant is relying upon all of the covenants, representations and warranties contained in this Lease and that all such covenants, representations and warranties are material ones. Landlord accordingly agrees that, if Landlord does not cure or diligently commence to cure a default within 30 days after notice from Tenant, or if the default cannot be cured within such 30 day period, if Landlord does not commence to cure the default within such 30 day period and thereafter diligently pursue a cure, any breach of covenant, warranty or misrepresentation is grounds for Tenant to elect, at its option, to terminate this Lease or to cure Landlord's default(s) and send an invoice to Landlord for Tenant's reasonable costs to cure the default(s). Tenant will not have the right to terminate this Lease under Articles 4A, 4B and 4C after Tenant has notified Landlord that it has satisfied the contingencies and/or conditions precedent to this Lease. The remedies contained in this Article 4K are in addition to all other remedies Tenant has at law or in equity.

5. Tenant's Covenants: Tenant covenants and agrees that, during the Term:

A. **Rent:** Except as otherwise provided in this Lease, Tenant will pay rent on the days and in the manner provided in this Lease without offset or deduction.

B. **Liens and Encumbrances:** Tenant will not cause the estate of Landlord in the Premises to become subject to any lien, charge or encumbrance whatsoever, and Tenant will indemnify and keep indemnified Landlord against all such liens, charges and encumbrances. Tenant reserves the right to bond over any such lien, charge or encumbrance.

C. **Insurance and Indemnity:** At Tenant's expense, Tenant will insure and keep insured, or cause to insure and keep insured, from the date of actual possession, the building and improvements Tenant may construct on the Leased Space against loss or damage by means of all-risk insurance on a replacement cost basis with responsible insurance companies licensed in the state in which the Premises are located. Subject to the terms of this Lease such insurance policy will name Tenant as loss payee.

Tenant will also maintain, or cause to be maintained, and keep in force Commercial General Liability insurance, on an occurrence basis, insuring against claims for personal injury, death or property damage occurring in, on or about the Leased Space, with a single limit of \$1,000,000.00 per occurrence / \$1,000,000.00 general aggregate. As stated below, Tenant's insurance obligations may be satisfied by means of self-insurance. In the event that Tenant elects to purchase any insurance policy described in this Article 5C, Tenant shall deliver to Landlord a certificate of insurance naming Landlord and the State of Idaho as additional insureds.

Tenant further agrees to indemnify, defend and save Landlord harmless from any liability, loss, cost, expense or claim of any nature resulting from any damage to person or property arising solely out of the failure of Tenant or Tenant's agents, employees, servants, licensees or contractors, in any respect, to keep the Leased Space in a safe condition or to comply with and perform all of the requirements and provisions of this Lease. In the event of an adverse and final judgment against Landlord on such claims, the time for all appeals having expired, Tenant agrees to cause such judgment to be satisfied within 90 days, and agrees to indemnify and hold Landlord harmless from and against any losses, costs, expenses, damages, liabilities or reasonable attorneys' fees that arise if such judgment is not so satisfied.

Tenant will have the sole and exclusive right to retain counsel to determine all litigation issues including, without limitation, trial strategy, trial preparation, discovery techniques and strategy, right of appeal, and settlement decisions.

Landlord agrees to notify Tenant in writing by overnight delivery to Tenant's notice address in Article 17 immediately after Landlord receives any such complaint or claim. The notice will include a copy of all pleadings, if a complaint is filed, or of all correspondence and exhibits if a claim is filed or received by Landlord.

Notwithstanding any provision in this Lease to the contrary, Tenant may self-insure for all insurance coverage required in this Lease, to the extent that Tenant is not prohibited by law from doing so.

D. **Repairs:** Tenant will keep the Leased Space in a safe and good condition and repair, subject to ordinary wear and tear and to Landlord's obligations under this Lease, if any.

E. **Utilities:** Tenant will pay when due all charges for all utility services used on the Leased Space.

F. **Compliance with Law:** Tenant will comply with all governmental laws, rules and regulations applicable to the use, development or operation of the Leased Space.

6. **Right to Terminate:**

A. **Contingency Period:** If Tenant is unable to satisfy the contingencies and/or conditions precedent of this Lease within 210 days after the Lease Commencement Date (the "**Contingency Period**"), or if the soil tests, results of environmental due diligence, title, survey, permits, or any other matters do not meet with Tenant's approval or if they disclose matters that would make the Premises unsuitable for the purposes stated in this Lease, Tenant may elect to extend the Contingency Period for up to two additional 30 day periods by sending written notice of such election to Landlord. If Tenant is unable to satisfy the contingencies and/or conditions precedent of this Lease within the Contingency Period, as extended if Tenant so elects, Tenant or Landlord may, at any time after the expiration of the Contingency Period, as extended if Tenant so elects, terminate this Lease, and this Lease will be of no further force or effect as of the date such notice is given. Landlord and Tenant covenant to act in good faith and use due diligence to satisfy all contingencies and/or conditions for which they are responsible, and neither party will have the right to terminate this Lease unless they have so performed. Notwithstanding the foregoing, if Landlord elects to terminate this Lease as provided in this Article 6A, Tenant will have 10 days after receiving Landlord's termination notice to waive, in writing, the contingencies and/or conditions precedent. If Tenant does not waive the contingencies and/or conditions precedent, this Lease will terminate and be of no further force and effect 10 days after Tenant's receipt of Landlord's notice.

This Lease is subject to the following contingencies and/or conditions precedent:

1) **Permits:** Tenant has entered into this Lease in the expectation of obtaining, after expiration of all applicable appeal periods, all permits, variances, special use permits, licenses, permissions, approvals or other authorizations (collectively called "**Permits**") necessary for the construction or remodel and operation of a McDonald's restaurant on the Leased Space and the Tenant's Adjacent Property, including Tenant's signs and special service windows, and playland or PlayPlace and Tenant's ability to operate 24 hours a day, 7 days a week (all at Tenant's option), built according to Tenant's plans and specifications, including, without limitation, curb cuts in connection with the facility deemed necessary or desirable by Tenant.

Landlord agrees to execute such documents, make such appearances and do such other things as Tenant may reasonably request. If Tenant is unable to obtain all Permits, Tenant may terminate this Lease and declare it null and void and of no further force and effect as provided in Article 6A.

2) **Evidence of Title:** Tenant will apply for leasehold title insurance for a 2006 ALTA owner's policy, or other policy type sufficient to meet the needs of Tenant, from a title company acceptable to Tenant ("**Title Company**"), with a policy amount of not less than \$750,000.00 or the amount required by law or the title insurer, which policy will include an ALTA 13 endorsement, provide the insured with extended coverage, and cover the date of recording of the Memorandum of Lease, as provided in Article 16, showing title to the Premises in Landlord. If the report on title, title binder or commitment discloses any conditions, restrictions, liens, encumbrances, easements or covenants which, in Tenant's opinion, would affect Tenant's use and enjoyment of the

Premises, Landlord will have 30 days after the date Tenant notifies Landlord of such defects to make a good faith effort to cure such defects and to furnish a title report, binder or commitment showing such defects cured or released to Tenant's satisfaction, unless Landlord determines in its reasonable discretion, that the cost to cure is in excess of \$5,000.00 and terminates this Agreement with no liability to Tenant. Tenant may negate such termination if it serves notice to Landlord that it will pay such costs in excess of \$5,000.00 within 30 days after Landlord's termination notice. If such defects in title are not so cured or released to Tenant's satisfaction within such 30-day period, Tenant may, at its option, terminate this Lease and declare this Lease null and void and of no further force and effect.

Within 5 days after the Lease Commencement Date, Landlord will deliver to the Title Company, Landlord's prior title evidence, such as title policies, a current abstract or attorney's opinions, if available. Landlord may execute and deliver to the Title Company or Tenant any other affidavit, statement or other document normally required by the Title Company as a condition for the issuance of the title insurance policy with a contiguity endorsement insuring that the Leased Space is contiguous to the Tenant's Adjacent Property, and including any other endorsements requested by Tenant.

3) **Survey:** Tenant may order a certified topographical survey, in accordance with Tenant's standards, to be performed by a licensed surveyor, showing the area, dimensions and location of the Premises to the nearest monuments, streets, alleys on all sides, the topography, the location of all available utilities in adjoining streets, alleys or property, the location of all improvements and encroachments, the location of all recorded easements against or appurtenant to the Premises, and not disclosing any condition rendering the Premises unusable, in Tenant's sole opinion, for the purposes stated in this Lease. If the survey discloses any matter not acceptable to Tenant, then Tenant may, at Tenant's option, terminate this Lease and declare this Lease null and void and of no further force and effect.

4) **Soil Tests:** Tenant may order such boring, percolation, environmental, and other soil or groundwater tests describing the physical characteristics of the sub-strata of the Premises. If the reports disclose, in Tenant's sole judgment, any condition not acceptable to Tenant, then Tenant may, at Tenant's option, terminate this Lease and declare this Lease null and void and of no further force and effect.

5) **Environmental Site Assessments:** Tenant may order, at Tenant's expense, a written Phase I Environmental Site Assessment ("**ESA**") of the Premises to be conducted in accordance and compliance with ASTM E1527-13 and 40 C.F.R. Part 312, et seq., standards and regulations for conducting Phase I ESA's ("**ESA Standards and Regulations**"). An environmental professional, qualified to conduct an ESA in accordance with the ESA Standards and Regulations ("**Environmental Professional**") chosen by and acceptable to Tenant will conduct the ESA. If Landlord has a written Phase I ESA relating to the Premises prepared by an Environmental Professional within 6 months prior to the Lease Commencement Date in accordance with the ESA Standards and Regulations, Landlord will provide Tenant with a copy of Landlord's Phase I ESA, along with a letter from the Environmental Professional specifying that Tenant may rely upon the Phase I ESA. Tenant may choose, at Tenant's option, to rely upon Landlord's Phase I ESA. Tenant may update any environmental reports, at Tenant's expense, every 180 days.

If the Phase I ESA or any other soil tests identify any recognized environmental conditions, indicate that any Hazardous Substances are located on the Premises or recommend further Phase II environmental testing, Tenant may, at Tenant's option: (a) terminate this Lease

and declare this Lease null and void and of no further force and effect; or (b) order, at Tenant's expense, a written Phase II ESA to be undertaken as recommended by the Phase I ESA. Upon Tenant's review of the written Phase II ESA, the parties will act in accordance with Article 4D.

6) **Access:** Tenant obtaining access to public thoroughfare(s) is adequate, in Tenant's sole opinion, for Tenant's intended use of the Leased Space.

7) **Extraordinary Costs:** Tenant confirming that Tenant's total extraordinary costs do not exceed \$40,000.00. "**Extraordinary costs**" are all costs and expenses other than construction costs for Tenant's standard building and site improvements. Extraordinary costs include, but are not limited to: contaminated soil and ground water removal or remediation; costs to extend utility lines to the site; costs to construct off-site drainage or sewage treatment facilities; permit fees; impact fees; legal fees; expert and consulting fees for non-employees; costs and expenses for easements and additional property used in conjunction with the Premises; and costs or expenses related to roadways or the surrounding public rights-of-way. However, the parties' respective obligations to provide or pay for any of the above items may be stipulated elsewhere in this Lease. If Tenant determines that the total extraordinary costs will exceed the amount stated above, Tenant may, at Tenant's option, terminate this Lease and declare this Lease to be null and void and of no further force and effect.

8) **Intentionally Deleted.**

B. **Access:** Landlord grants to Tenant, its agents and contractors, the right to enter upon the Premises to make the soil tests, surveys and environmental assessments.

C. **Payment:** Tenant may terminate this Lease at any time after the date that is 10 years after the Lease Commencement Date by giving notice to Landlord, paying to Landlord the sum of 6 month's rent (at the rental rate effective on the date of such notice to Landlord), removing the Tenant drive-thru lanes and related improvements from the Premises and repairing any damage caused by such removal by paving, covering with gravel or landscaping such areas, and by delivering to Landlord an executed termination agreement suitable for recording. In such event, this Lease will terminate 3 months after the date of the notice. Thereafter, Landlord and Tenant will have no further rights, duties or obligations under this Lease, except that all rents, taxes and other monetary obligations prepaid by either party will be prorated for the applicable period.

7. **Use, Alterations and Title to Improvements:**

A. **Use:** Notwithstanding any other provision in this Lease to the contrary, Tenant has the right to use or occupy the Leased Space for any lawful purpose or purposes as it relates to its business located on Tenant's adjacent parcel.

B. **Alterations and Title to Improvements:** Tenant has the right to make, or permit any subtenant to make, alterations, additions and improvements to the Leased Space from time to time. All alterations, additions and improvements Tenant or any subtenant constructs are and will remain the property of Tenant at all times during the Term. Landlord agrees to execute all permit and other applications, consents and other reasonable documents ("**Documents**") that Tenant may require from time to time to obtain permits, variances, or other governmental approvals in connection with any construction or other use of the Leased Space that may be permitted under this Lease. Tenant will have the right to remove any alterations, additions and improvements at any time during the Term, and for a period of 30 days thereafter, and, for such purpose, to enter upon the Premises and shall pave, cover with gravel or landscape such areas. Tenant shall

remove any building or other drive-thru lanes and related improvements at or after the termination or expiration of this Lease and pave, cover with gravel or landscape the areas of such removal.

8. Assignment and Subletting: Tenant may, without the consent of Landlord, sublease the Premises or assign this Lease or its rights under this Lease to its parent corporation, subsidiaries, affiliates, related entities or franchisee, or the franchisee of any such parent corporation, subsidiary, affiliate or related entity. Tenant may not sublease the Premises or assign this Lease to any unrelated third party without the consent of Landlord, which consent and approval shall not be unreasonably withheld, conditioned, or delayed. In such event, Tenant will remain liable to pay all rent required under this Lease and to perform all terms, covenants, and conditions under this Lease. Without limitation, it is agreed that Tenant has the right to mortgage or otherwise encumber its leasehold interest.

9. Mortgaging of Leasehold Estate: If Tenant mortgages Tenant's leasehold estate and the mortgagee or holders of the indebtedness secured by the leasehold mortgage or trust deed notify Landlord, in the manner provided for the giving of notice, of the execution of such mortgage or trust deed and name the place for service of notice upon such mortgagee or holder of indebtedness, then, in such event, Landlord agrees that for the benefit of such mortgagees or holders of indebtedness from time to time:

A. Landlord will give to any such mortgagee or holder of indebtedness simultaneously with service on Tenant, a duplicate of any and all notices or demands given by Landlord to Tenant. Landlord will deliver such notices in the manner and subject to the terms of the notice provisions of this Lease.

B. Such mortgagee or holder of indebtedness will have the privilege of performing any of Tenant's covenants under this Lease, curing any Tenant default or exercising any election, option or privilege conferred upon Tenant by the terms of this Lease.

C. Landlord will not terminate this Lease or Tenant's right of possession for any Tenant default if, within a period of 20 days after the expiration of the period of time within which Tenant might cure such default under the provisions of this Lease, such mortgagee or holder of indebtedness commences to eliminate the cause of such default and proceeds diligently and with reasonable dispatch to complete such cure.

D. Except for the termination rights contained in this Lease, no negotiated termination of this Lease will be effective unless joined in by any such mortgagee or holder of the indebtedness.

E. No liability for the payment of rent or the performance of any of Tenant's covenants and agreements will attach to or be imposed upon any mortgagee, trustee under any trust deed or holder of any indebtedness secured by any mortgage or trust deed upon the leasehold estate, unless such mortgagee, trustee or holder of indebtedness forecloses its interest and becomes the Tenant under this Lease.

10. Landlord's Right of Re-Entry: If Tenant fails to pay rent when rent is due and payable, and continues in default for a period of 30 days after receipt of notice from Landlord, or if Tenant fails to promptly keep and perform any of Tenant's other covenants in accordance with the terms of this Lease and continues in default for a period of 30 days after receipt of notice from Landlord of default and demand for performance, then, Landlord may (a) declare the Term ended, and enter into the Premises and expel Tenant or any person occupying the Premises and repossess and enjoy the Premises as in Landlord's former estate; and/or (b) re-let the Premises, applying

the rent from the new tenant to this Lease, and Tenant will be responsible for only the balance that is due, should a balance exist. Tenant shall pay Landlord all reasonable costs Landlord incurs to remove any Tenant building or drive-thru lanes and related improvements from the Premises and paving, covering with gravel or landscaping such removal. If any default occurs other than in the payment of money, which cannot with due diligence be cured within a period of 30 days, and Tenant, prior to the expiration of such period, commences to eliminate the cause of such default, then Landlord will not have the right to declare the Term ended and/or relet the Premises by reason of such default.

11. Holding Over: If Tenant continues to occupy the Premises after the last day of the Term, and Landlord accepts rent thereafter, a month-to-month tenancy is created, and not for any longer period, either party having the right to terminate such month-to-month tenancy upon 30 days notice to the other. Rent for any such holdover period will be 110% of the monthly rent paid immediately prior to such expiration of the Term.

12. Condemnation: If all or any part of the Premises is taken or condemned by any competent authority for any public use or purpose during the Term, Tenant reserves unto itself the right to claim and prosecute its claim in all appropriate courts and agencies for an award or damages for such taking based upon Tenant's leasehold interest and Tenant's rights contained in this Lease, interruption of business, moving expenses, goodwill, and Tenant's ownership of buildings, alterations and improvements and other damages available under applicable law. Landlord will have the right to make a claim for the taking of, or injury to, the reversion. When the condemning authority takes or condemns a temporary interest, Tenant will receive all compensation for the temporary interest to the extent that the duration of the temporary interest is within the Term.

If a part of the Premises is taken or condemned which, in the sole judgment of Tenant, is sufficient to render the remaining portion unsuitable for Tenant's continued use or occupancy, then Tenant may, at any time, either prior to or within a period of 60 days after the date when possession of the Premises is required by the condemning authority, elect to terminate this Lease.

In the event of any taking or condemnation that does not result in termination of this Lease, this Lease will continue in effect with respect to the portion of the Premises not so taken, except that the rent payable under this Lease will be reduced by a fraction, the numerator of which will be the number of square feet of the Leased Space taken or condemned, and the denominator of which will be the square footage of the Leased Space prior to the taking or condemnation. This rental reduction will apply to any permanent taking or condemnation of a portion of the Leased Space in which the condemning authority receives a fee interest, any exclusive interest or any other interest which other interest makes such portion unsuitable, in Tenant's sole judgment, for private use in connection with Tenant's business, including, without limitation, any right of way easement. Tenant will, with all due diligence and at Tenant's own cost and expense, remove its building, drive-thru lanes and related improvements and pave, cover with gravel or landscape the areas of such removal to the extent practicable. If the business on the Premises is closed due to such taking or condemnation, then until the completion of such work and Tenant's re-opening for business, Tenant's obligation to pay rent, real estate taxes, and any other charges contained in this Lease will abate.

Landlord will give Tenant prompt notice of a taking or condemnation or proposed taking or condemnation of all or any portion of the Premises, and Landlord will include Tenant in any discussions or negotiations with the right of way agent or other condemning authority. Landlord will not convey any portion of the Premises in lieu of a taking or condemnation without Tenant's

prior written approval; and in connection with any such approved conveyance, Tenant will be entitled to the same rights and rental and purchase price reduction that Tenant would have been entitled to under this Lease had the conveyed property been actually taken or condemned.

13. **Intentionally deleted.**

14. **Intentionally deleted.**

15. **Trade Fixtures, Machinery and Equipment:** Landlord agrees that all trade fixtures, machinery, equipment, furniture or other personal property of whatever kind and nature kept or installed in the Premises by Tenant or subtenant will not become the property of Landlord or a part of the realty no matter how affixed to the Premises and Tenant or subtenant may remove same, in their discretion, at any time and from time to time during the Term or within 30 days thereafter. Upon request of Tenant, Landlord will execute and deliver any real estate consent or waiver forms submitted by any vendors, lessors, chattel mortgagees or holders or owners of any trade fixtures, machinery, equipment, furniture or other personal property of any kind and description kept or installed in the Premises by Tenant or any assignee or subtenant setting forth the fact that Landlord waives, in favor of such vendors, lessors, chattel mortgagees or any holders or owners, any lien, claim, interest or other right superior to that of such vendors, lessors, chattel mortgagees, owners or holders. Landlord further acknowledges that property covered by such consent or waiver forms is personal property and will not become a part of the realty no matter how affixed, and that such property may be removed from the Premises by vendors, lessors, chattel mortgagees, owners or holders at any time upon default in the terms of such chattel mortgage or other similar documents, free and clear of any claim or lien of Landlord.

16. **Recording:** Tenant and Landlord agree to execute and record a short form or memorandum of this Lease as soon as Tenant has approved the survey and legal description of the Premises.

17. **Miscellaneous Provisions:**

A. **Invalidity:** If any term or provision of this Lease or the application to any person or circumstance is, to any extent, invalid or unenforceable, the remainder of this Lease, or the application of such term or provision to persons whose circumstances other than those as to which it is held invalid or unenforceable, will not be affected.

B. **Successors:** The terms, conditions and covenants of this Lease are binding upon and inure to the benefit of each of the parties, their heirs, personal representatives, successors or assigns, and run with the land; and where more than one party constitutes lessors under this Lease, the word "Landlord" whenever used in this Lease will include all lessors jointly and severally.

C. **Incorporation/Writing:** All negotiations, considerations, representations and understandings between Landlord and Tenant are incorporated in this document. No waivers, alterations or modifications of this Lease or any agreements in connection with this Lease are valid unless in writing executed by both Landlord and Tenant.

D. **Construction:** This Lease will be construed not against the party who prepared this agreement, but as if negotiated in good faith and prepared by mutual agreement of both parties. The captions appearing in this Lease are inserted only as a matter of convenience and in no way define, limit, construe or describe the scope or intent of such paragraphs of this Lease or in any

way affect this Lease. Any gender used refers to any other gender more grammatically applicable to the party to whom such use of gender relates. The use of singular includes the plural and, conversely, the plural includes the singular.

E. **Notice:** If at any time, it is necessary or convenient for one of the parties to serve any notice, demand or communication upon the other party, such notice, demand or communication must be in writing, signed by the party serving notice, sent by nationally recognized overnight carrier or registered or certified United States mail, return receipt requested and postage or other charges prepaid. If intended for Landlord, the notice must be addressed to:

Idaho State University
921 So. 8th Ave. Stop 8410
Pocatello, ID 83209

If intended for Tenant, the notice must be addressed to:

One McDonald's Plaza
Oak Brook, IL 60523
Attention: Director, U.S. Legal Department #091
L/C: 011-0013

with a copy to:

12131 113th Avenue NE
Suite 103
Kirkland, WA 98034
Attention: Development Director
L/C: 011-0013

or such other address as either party furnishes to the other, in writing, as a place for the service of notice. In order for Landlord's notice changing the payee for any rental payments to be effective, in addition to the notice itself, Landlord must furnish Tenant with (1) certified copies of executed deed, death certificate or other document signed by the current Landlord (and, in the case of Landlord's death, an order appointing executor, letters testamentary or other probate documents signed by a court of competent jurisdiction) evidencing the change in title or the appointment of a new agent authorized to receive notices and collect rent, (2) in the event of a sale or assignment, an assignment of lease assigning Landlord's interest in the Leased Space executed by landlord and assignee, and (3) an executed IRS form W-9 showing the name and social security number or FEIN of the new rent payee. Notwithstanding the foregoing, if Tenant delivers a notice to Landlord at the address to which rental payments are sent at the time of the notice, such notice is adequate for the purpose of exercising any option right contained in this Lease, including, but not limited to, purchase options, rights of first refusal and options to terminate, if any. Any notice so sent will be deemed to have been given as of the time it is deposited with the overnight carrier or in the United States mail.

F. **Billing Statements:** All billing statements, rent statements and supporting information must be sent to McDonald's USA, LLC, One McDonald's Plaza, Oak Brook, IL 60523, Attention: REF, L/C: 011-0013. Tenant or the occupant of the Leased Space may pay such bills directly, and on or before 30 days after receiving notice of any duplicate or excess payments made by Tenant or the occupant, Landlord will reimburse Tenant for such duplicate or excess payments. Upon 30 days' notice to Landlord, Tenant has the right to change any address(es) for such billing

statements and information. Landlord must send notice of delinquencies in accordance with Article 17E. Landlord will give notice of any change in the name or address of the payee of such billings to Tenant at Tenant's notice address.

G. Waiver of Jury Trial: Landlord and Tenant agree to waive any right to have a trial by jury with respect to any lawsuit based on, or arising under, this Lease or any course of conduct, course of dealing, statements or actions of Landlord or Tenant in connection with this Lease.

H. Anti-Terrorism Representation and Warranty: Landlord and Tenant each represent and warrant that neither they nor the officers and directors controlling Landlord and Tenant, respectively, are acting, directly or indirectly, for or on behalf of any person, group, entity, or nation named by the United States Treasury Department as a Specially Designated National and Blocked Person, or for or on behalf of any person, group, entity, or nation designated in Presidential Executive Order 13224 as a person who commits, threatens to commit or supports terrorism; and that they are not engaged in this transaction directly or indirectly on behalf of, or facilitating this transaction directly or indirectly on behalf of, any such person, group, entity or nation. Each party agrees that in the event of a breach of this provision or any applicable law relating to the subject of this provision, the non-breaching party may take such action as may be necessary in order to comply with this provision and/or the applicable law, including, but not limited to, terminating this Lease.

I. Good Faith and Due Diligence: Landlord and Tenant covenant to act in good faith and use due diligence in the performance of their respective obligations under this Lease.

J. No Waiver: No waiver by either party of any term, covenant or condition ("**Provision**") under this Lease by the other party will be effective or binding upon such party unless given in the form of a written instrument signed by such party, and no such waiver will be implied from any omission by such party to take action with respect to such Provision. No express written waiver of any Provision will affect any other Provision or cover any period of time other than the Provision and/or period of time specified in such express waiver. One or more written waiver(s) of any Provision will not be deemed to be a waiver of any subsequent Provision.

K. Brokers Commission: Landlord and Tenant represent to each other that they have not dealt with any real estate agent, broker, finder or any other entity which is or may be entitled to a commission as a result of this transaction. Any party making a misrepresentation under this Article will hold the other party harmless from any losses, costs, or expense, including reasonable attorneys' fees and court costs, arising out of such breach. Notice of any claim under this Article must be given to the other party within 30 days from the date a request for a commission is made. The indemnifying party will have the right to defend and settle any claim.

L. Prevailing Party: If either party institutes any action at law or in equity against the other party to secure or protect its rights under or to enforce the terms of or for breach of this Lease, in addition to any judgment entered in its favor, the prevailing party will be allowed to recover its reasonable attorneys' fees together with court as set by the court.

M. Business Days: If any date set forth in this Lease for the performance of any obligations of Landlord or Tenant, or for the delivery of any instrument or notice as provided in this Lease, should be on a Saturday, Sunday or legal holiday, the compliance with such obligations or delivery will be deemed acceptable on the next business day following such Saturday, Sunday or legal holiday. As used in this Lease, the term "legal holiday" means any

state or federal holiday for which financial institutions or post offices are generally closed in the state in which the Premises is located.

18. Rule Against Perpetuities: If this Lease has not been previously terminated pursuant to its terms and provisions and if the Primary Term has not been ascertained within 30 full calendar months from the date appearing on page 1 of this Lease, then and in that event, this Lease will then become null and void and have no further force and effect whatsoever at law or in equity.

19. Conflicts of Interest: Landlord and (if Landlord is not an individual) the party(ies) executing this Lease for or on behalf of Landlord, or as a representative of Landlord represent that, to the best of his/her/their knowledge, he/she/they, or any person connected directly or indirectly with Landlord is/are not (an) agent(s), employee(s), servant(s), supplier(s), licensee(s) or officer(s) of Tenant or any subsidiary, affiliate or parent corporation thereof, or related to any agent, employee, servant, supplier, licensee or officer of Tenant or any subsidiary, affiliate or parent corporation. The parties executing this Lease acknowledge that Tenant relies upon Landlord's representations as inducement to enter into this Lease.

20. Authority to Sign: No employee or agent of Tenant (other than an authorized signatory) has authority to execute this Lease or make any other warranty, representation, agreement or undertaking. The parties' submission of this document for examination and negotiation does not constitute an offer to lease or a reservation of or option for the Premises, and this document will be effective and binding only upon final execution and delivery by Landlord and an authorized signatory of Tenant. The parties executing this Lease on behalf of Landlord and Tenant represent that they have the authority and power to sign this Lease on behalf of Landlord and Tenant. No act or omission of any employee or agent of the parties or any broker will alter, change or modify any provisions of this Lease.

21. Intentionally Deleted.

22. Addenda and Exhibits: This Lease includes the following Addenda and/or Exhibits, which govern over conflicting provisions (if any) of this Lease, and are made an integral part of this Lease and fully incorporated by reference:

Exhibit A: Legal Description of Leased Space and easements

Exhibit A-1: Depiction of Leased Space and Tenant's Adjacent Property

Exhibit B: Authorization and Notice to Tax Assessor

[The remainder of this page is intentionally left blank.]

LANDLORD AND TENANT, by their execution below, indicate their consent to the terms of this Lease.

LANDLORD:

IDAHO STATE UNIVERSITY,
an institution of higher education

By: _____
Its: _____

ATTEST

By: _____
Its: _____

WITNESS

Landlord's Information:
Telephone Number _____
Fax Number _____
Federal Tax I.D. or Social Security Number

(Attach Form W-9 for Execution)

**DIVISION OF PUBLIC WORKS,
DEPARTMENT OF ADMINISTRATION**

BY: _____
Linda Miller, Leasing Manager

TENANT:

McDONALD'S USA, LLC,
a Delaware limited liability company

By: _____
Its: _____

ATTEST

By: _____
Its: _____

WITNESS

STATE OF ILLINOIS)
COUNTY OF DUPAGE) SS

Given under my hand and notarial seal, this _____ day of _____, _____.

Notary Public

My commission expires _____.

ACKNOWLEDGMENT - CORPORATE

STATE OF _____)
COUNTY OF _____) SS

Given under my hand and notarial seal, this _____ day of _____, _____.

Notary Public

My commission expires _____.

Notary Public

My commission expires _____.

Notary Public

My commission expires _____.

STATE OF _____)
) SS
COUNTY OF _____)

Given under my hand and notarial seal, this _____ day of _____, _____.

My commission expires _____.

**EXHIBIT A
Legal Description of the Leased Space and Easements**

EXHIBIT A-1

Depiction of Leased Space and Tenant's Adjacent Property

EXHIBIT B
AUTHORIZATION TO TAX ASSESSOR

TO: TAX ASSESSOR OF _____ COUNTY DATE: _____

RE: TAX PARCEL NUMBER(S) _____
McDONALD'S RESTAURANT ADDRESS AND LOCATION CODE _____

McDonald's L/C: _____

The undersigned property owner, requests and authorizes you to do the following:

1. You may release or otherwise provide McDonald's USA, LLC ("McDonald's") with any and all information regarding the assessment or valuation of the real estate tax parcel described above.
2. If the McDonald's property is part of a larger tax parcel, McDonald's may prosecute an application to have the property described in Exhibit A attached, segregated and assessed as a separate tax parcel on your tax roll. (NOTICE TO TAX ASSESSOR IS ATTACHED)
3. McDonald's is authorized to file on my behalf an appeal or protest of any general or special assessment.
4. You should mail all further tax bills, notices of assessment and requests for information to McDonald's at the following address:

McDONALD'S USA, LLC (____ - ____)
P.O. Box 182571
Columbus, OH 43218-2571

5. This authorization will remain in full force and effect and you may rely upon it without liability to me until it is withdrawn or terminated by the undersigned in writing.

If any of the requests above cannot be granted without completion of additional forms or applications, please forward any such forms and applications, together with instructions, to: (name and address of Regional Coordinator)

TAXPAYER (LANDLORD) SIGNATURE(S)

PRINTED NAME(S) _____

ADDRESS: _____

NOTICE TO TAX ASSESSOR

TO: TAX ASSESSOR OF _____ COUNTY DATE: _____

RE: CURRENT TAX PARCEL NUMBER(S) _____

McDONALD'S RESTAURANT ADDRESS AND LOCATION CODE

McDonald's L/C: _____

APPLICATION FOR SEPARATE PROPERTY TAX TREATMENT

This is a request to separately assess the property that is the subject of a Ground Lease between _____, as Landlord and McDonald's USA, LLC, a Delaware limited liability company, as Tenant, dated _____. Please accept this as the Application of McDonald's USA, LLC to secure a separate Tax Parcel Identification Number (PIN) which will apply exclusively to the land and improvements on the property described on Exhibit A. After the new PIN is assigned, please complete the box below.

(to be completed by County Tax Assessor)

New Property Tax Identification Number: _____

Effective Date of New Property Tax Identification Number _____

The new PIN will first apply to the _____ installment of property taxes assessed for year 20____.

Signed: _____
(Authorized Signature)

Date: _____

Please return this completed form to:

_____ Coordinator, _____ Region

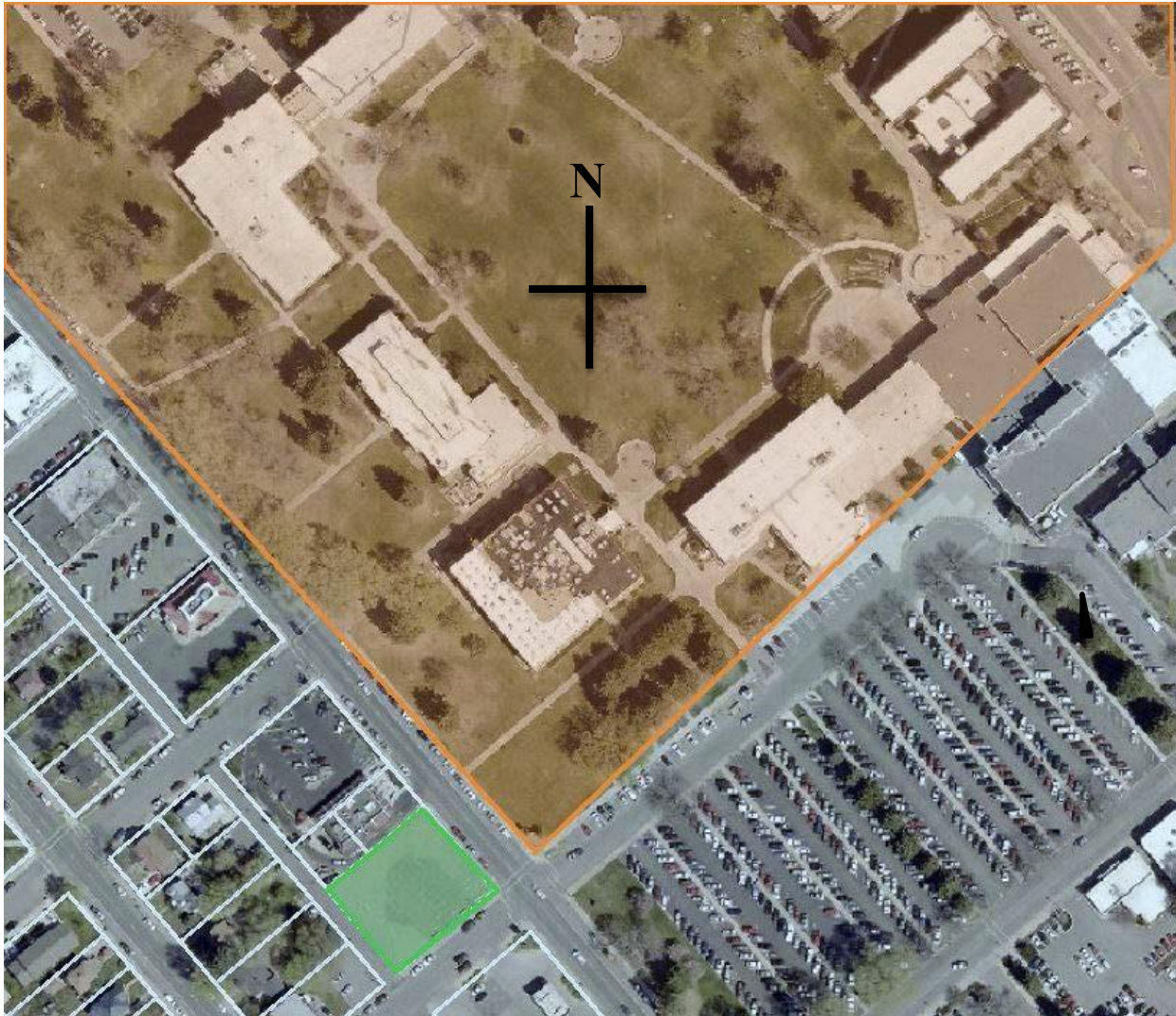
McDonald's USA, LLC, Attention: L/C: _____
(address) _____

_____ (phone) _____

_____ (fax) _____

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Lease with McDonald's – ISU's Lot's Legal Description and Campus Proximity



Legal Description (green shaded area): LOTS 7-10 BLOCK 305 POCATELLO TOWNSITE

Campus Proximity: The orange area is the southern tip of ISU's Main Pocatello Campus

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**CONSENT AGENDA
DECEMBER 15, 2016**

UNIVERSITY OF IDAHO

SUBJECT

Request approval for Human Resources (HR) Third Party Administration Services contract.

REFERENCE

June 2011

Idaho State Board of Education (Board) approved Benefit Enrollment Management Services contract between the University of Idaho and Morneau Shepell Limited.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Request for Proposals No. 16-78M was issued by the University of Idaho (UI) for services relating to employee benefit enrollment, retiree and Consolidated Omnibus Budget Reconciliation Act (COBRA) administration for UI's employee/retiree benefits plan. Three vendors responded. Based on proposals received, Morneau Shepell Limited (MSL) was deemed by UI to be the successful vendor, pending Board approval under Board Policy V.I.3..

IMPACT

The initial contract term is five years. The total number of enrollees is 3,456 which includes employees, retirees and COBRA participants. The cost per enrollee is \$11.50 per employee per month for a total of \$39,744 per month. The total per year is \$476,928. The total for the initial, five-year term is \$2,384,640.00. This amount will fluctuate somewhat based on the number of employee, retiree and COBRA participants from year to year.

ATTACHMENTS

Attachment 1 – Proposed Contract No. UI-794	Page 3
Attachment 2 – Morneau Shepell Limited's Proposal	Page 7
Attachment 3 – Request for Proposals No. 16-78M	Page 205

STAFF COMMENTS AND RECOMMENDATIONS

The vendor selected by UI from among three RFP respondents has provided support services for the UI since 2010. The support services include a robust account management and user-interface software system. Staff recommends approval.

**CONSENT AGENDA
DECEMBER 15, 2016**

BOARD ACTION

I move to approve the request by the University of Idaho to enter into a contract with Morneau Shepell Limited, for services relating to employee benefit enrollment, retiree and COBRA administration for the UI's employee/retiree benefits plan in substantial conformance to the contract materials submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
DECEMBER 15, 2016**

ATTACHMENT 1

UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-794

The University of Idaho (the “University”) hereby awards to Morneau Shepell Limited Agreement number UI-794 to furnish Third Party Administration Services to the University of Idaho, as specified in University of Idaho Request for Proposal 16-78M, in accordance with the terms and conditions of the Request for Proposal.

This Agreement is supplemented by a) University of Idaho Request for Proposal 16-78M; b) Morneau Shepell Limited’s proposal dated June 7, 2016; and c) University of Idaho General Terms and Conditions, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-794 ; 2) University of Idaho Request for Proposals 16-78M; 3) Morneau Shepell Limited’s proposal dated June 7, 2016; and 4) University of Idaho General Terms and Conditions.

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	University of Idaho Contracts & Purchasing Services 875 Perimeter Drive MS2006 Moscow, Idaho 83844-2006 Attn.: Julia R. McIlroy, Director Phone: (208) 885-6123 Email: juliam@uidaho.edu
-----------------	---

the Contractor:	Morneau Shepell Limited Seven Parkway Center Suite 500 875 Greentree Road Pittsburgh, Pennsylvania 15220-3508 Attn: Kevin Kanoon Phone: (412) 350-8227 Email: kkanoon@morneaushepell.com
-----------------	--

Any notice shall be deemed to have been given on the earlier of : (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the performance of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as specifically otherwise provided in this Agreement. Prices quoted in the RFP shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly. The bid price is included as Exhibit A to this agreement.

1.4 TERM OF AGREEMENT

The initial term of this Agreement shall be five (5) years, commencing upon the date of execution of this agreement by the University. If mutually agreeable, this agreement may be extended two (2) times in increments of five (5) years. All extensions or renewals must be communicated in writing and executed by both parties.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, purchase order number, itemization of materials and services, and correct Agreement pricing. A packing slip referencing current pricing must accompany each order.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
875 Perimeter Drive MS4244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement, including all exhibits and attachments which are hereby included and incorporated, constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by both the University and the Contractor.

The effective date of this contract is December 20, 2016

For the Regents of the
UNIVERSITY OF IDAHO

MORNEAU SHEPELL LIMITED

SIGN _____

SIGN _____

PRINT Julia R. McIlroy

PRINT _____

TITLE Director, Contracts & Purchasing

TITLE _____

DATE _____

DATE _____

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Proposal



University of Idaho

Employee Benefits Enrollment Management

RFP #: 16-78M

June 7, 2016; 5:00 PM

Kevin Kanoon
Partner, US Administration Solutions and
Client Relationship Lead for the University of Idaho
Tel.: 412.350.8227

Business. Needs. People.

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Notice of confidentiality

This document contains confidential information or details of proprietary processes or systems developed by our firm. Therefore, we respectfully request that the contents be held in strict confidence and not shared with any third parties without our written permission. The contents of this document are protected by copyright.

Executive Summary

Morneau Shepell is pleased to present this proposal to the University of Idaho ("the University") regarding Health & Welfare Benefit Plan Administration.

Morneau Shepell is proud to be the current administration provider for the University's employee plans. We wish to continue this partnership with an enhanced solution that supports activities performed by a team committed to quality and efficient service delivery.

Since our founding in 1966, we have believed that we are not simply administering benefits, but enabling employees to stay productive by developing technologies that simplify the way they manage their health, finances, and wellness. We put our customers' needs first to ensure we do the right thing and drive towards their expected results. This means providing the University employees with a clear perspective of their benefits plans and showing them how to best utilize those benefits to directly impact healthy behavior.

In addition, the University has a unique opportunity with Morneau Shepell to make a significant leap forward with technology by partnering with a firm that sees beyond simple benefits administration. We are offering to upgrade our solution for the University so you may take advantage of our enhanced employee self-service web tools. With this addition, your Human Resources vision will be driven through flexible and innovative technology, creating an incomparable user experience. We are investing significantly in our people, processes, and technologies to make certain that our client delivery is of the highest standards.

We know the University

Since 2010, Morneau Shepell has provided administration services for the University Health & Welfare plans. The team involved in day-to-day benefits administration activities knows your plans, your service expectations, and your culture; this same team will continue to serve the University in the future.

Your Morneau Shepell team has a sound understanding of the complexities involved in providing accurate, high-quality services that have focused on enhancing efficiency and continuous

improvement over the years. Going forward, our team will continue to be fully engaged in serving the University Health & Welfare plans, and your objectives will be our top priority. The University will continue to benefit from our extensive knowledge of your Health & Welfare plans, business processes, and the application of that knowledge through daily administration activities. But we will also seamlessly transition any new plans or service components, including record-keeping, data management, communications, reporting, and participant services ("call center").

Client Service

The University can expect a continuation of the account management and service delivery team that currently supports you in every aspect of Health & Welfare plan administration.

We will continue to adhere to clear Service Level Agreements related to customer service, overseen by an internal governance team that manages delivery in terms of quality controls, overall guidance, and direction. With a single view of employee benefit programs linked to business objectives, vision, University values and health priorities, our solutions ensure that HR programs and services are optimized to support your HR vision and your employee's physical, emotional and financial health.

The Flexibility of our System

Our proprietary pension and benefits administration software, *Ariel* Benefits, is a highly configurable and flexible system designed to efficiently implement and execute client-specific provisions and processes. Our system is rules-based, effective-dated, and event-driven, with an integrated work flow that will significantly reduce and automate routine administrative processing.

As a leading North American administrator of Health & Welfare plans, we are arguably the largest administrator of Flex Credit-based benefit plans. As models for benefits plan design and funding evolve, *Ariel* Benefits supports our U.S. clients who wish to deliver their own credit-based defined contribution plans.

Our *Ariel* Benefits system is a full benefits management, eligibility, and enrollment solution. It provides functionality including premium and cost calculations, online enrollment, a manager

About ARIEL

- Highly configurable, rules based platform
- Hard-coding or special releases not required for updates
- Supports all plans across North America from a single system
- Accurately enforces all plan and regulatory rules, including difficult tax calculations
- No workarounds to fit complex processes—eliminates difficult or costly changes to framework
- No client-specific versions of the application that break the upgrade path
- Includes an integrated workflow engine:
 - Automates complex processes
 - Ensures consistency
 - Makes high-touch service cost-effective
- Designed to support complex organizations with multiple eligibility groups, varying rules, and varying plan designs
- Interfaces with almost any payroll provider and can handle any practical file format

portal for location managers, automated feeds to all of your carriers, reporting, participant letter generation and management, and payroll deduction calculation and reporting, among others.

Morneau Shepell offers a comprehensive and sustainable solution for the University based on strong technology, robust quality assurance measures, tight integration of components, and rigor in process—all supported by dedicated benefits professionals and IT specialists.

Web Portal and Mobile Applications for Digital Management of DB and Health & Welfare Programs

Making a giant leap forward with technology means that mobile strategies and resources are essential. Morneau Shepell is a recognized leader in the development of employee self-service tools to support pension and Health & Welfare benefits management. Client-branded websites allow member self-service for plan-specific information, benefits enrollment, pension estimates, and “what if” modeling (for both traditional and credit-based plans), initiation of transactions, statement viewing, and form printing. They give plan participants easy access to answers to their most common questions—an important component to overall benefits plan education.

Our web solutions are highly flexible and can easily be adapted to your needs and environment. Our system portal offers a “one-stop-shop” for employees through a single, intuitive on-line interface. All informational and transactional tools can be delivered through a single, modular website, and provide tight integration for key businesses processes (such as plan enrollment, pension estimates, retirement modeling, on-line life event processing, health risk assessments, health indicator challenges, beneficiary changes, student status updates, termination of employment, single-sign-on to carriers for claims, etc.) to optimize employee engagement and overall management of Health & Welfare benefits.



Morneau Shepell has made significant investments in the technology and research and development fields. We have recognized the consumer adoption of the mobile device; therefore, we are developing support in this area across all of our products and services. We have deployed mobile applications for our Health & Welfare administration clients, also incorporating health risk assessments and enrollment (myPlans Connect®). In addition, responsive designs ensure that members can access online resources through their mobile browsers.



Through continued investment in our administration platform, and constant search for solutions that work for our clients' employees, we are able to offer a pioneering, integrated digital strategy, leveraged on decades of experience in delivering administration solutions.

As your partner, Morneau Shepell will continue to proactively look for savings that can be used to fund enhancements to your employees' experience, improve governance and oversight, reduce your operational risk, and enhance your employees' appreciation of the their benefits program. Our proposed online upgrades will further enhance your employees' understanding and appreciation of their Health & Welfare benefits.

Guaranteed Conversion Success

We carefully plan and manage all conversions to ensure an orderly and effective process. Our unique and proven workbook approach is executed by qualified project management professionals, quality assurance experts and data analysts.

Additionally, as your incumbent provider, we provide risk-free assurance; the University can continue to operate as we transition to our latest platform. Even if there are delays; there will be no operational impact to the University. We will take advantage of our experience with the University and our unique position of being the current administrator to run parallel testing while the conversion is being executed.

Summary

Thank you for allowing us the opportunity to submit this response to your Request for Proposal. We want to assure you of our commitment to meeting and exceeding your expectations if we are selected for this assignment. We very much look forward to the opportunity to continuing our

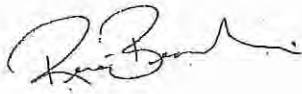
current relationship with the University and supporting your employee Health & Welfare plans through a comprehensive service solution.

Respectfully submitted,



Kevin Kanoon
Partner, US Administration Solutions and
Client Relationship Lead for the University
Tel: 412.350.8227
E-mail: kkanoon@morneaushepell.com

The undersigned, René Beaudoin, has full authority to enter into a binding Agreement on behalf of Morneau Shepell Limited so that an Agreement may be established as a result of acceptance of the proposal submitted:



René Beaudoin
Executive Vice President, US Region and Chief Technology Officer

A. Response Sheet

The proposal Response Certification (page 5) shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.

Please refer to the following page for our completed Response Sheet.

Following our Response Sheet we provide our signed Acknowledgement of Receipt for Addendum No. 4.

THE UNIVERSITY REQUEST FOR PROPOSALS NO. 16-78M

PROPOSAL RESPONSE CERTIFICATION


May 31, 2016

DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers 1 to 4 have been received and were examined as part of the RFP document.

René Beaudoin

Name



Signature

Executive Vice President, US Region and Chief Technology Officer

Title

Morneau Shepell Limited

Company

Seven Parkway Center - Suite 500, 875 Greentree Road

Street Address

Pittsburgh, PA 15220-3508

City, State, Zip

412.919.4800 / Office number in Toronto, Ontario, Canada: 416.385.2105

Telephone Number

416.697.2105

Cell Phone Number

rbeaudoin@morneaushepell.com

E-mail Address

Delaware

State of Incorporation

52-1883918

Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE) ☐

Women Owned Business Enterprise (WBE) ☐

Small Business Enterprise (SBE) ☐

Veteran Business Enterprise (VBE) ☐

Disadvantaged Business Enterprise (DBE) ☐

Business Classification Type is used for tracking purposes, not as criteria for award.



Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006
208-885-6123
208-885-6060
juliam@uidaho.edu

Date: May 26, 2016
To: All Interested Proposers
From: Julia R. McIlroy, Director
Subject: Request for Proposals No. 16-78M ~ HR Third Party Administration

This letter will serve as Addendum Number 4 to the above referenced Request for Proposals. The following change(s) will be made:

RFP due date: June 7, 2016 by 5:00pm

All terms and conditions of the RFP remain the same.

**Failure to acknowledge this addendum may result in rejection of your proposal.
Acknowledgement should accompany your offer.**

If you need additional information, please call (208) 885-6123, or e-mail juliam@uidaho.edu.

Thank you for your interest in the University of Idaho.

Morneau Shepell Limited
(Company)

(Signature)

B. Background and History

Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business.

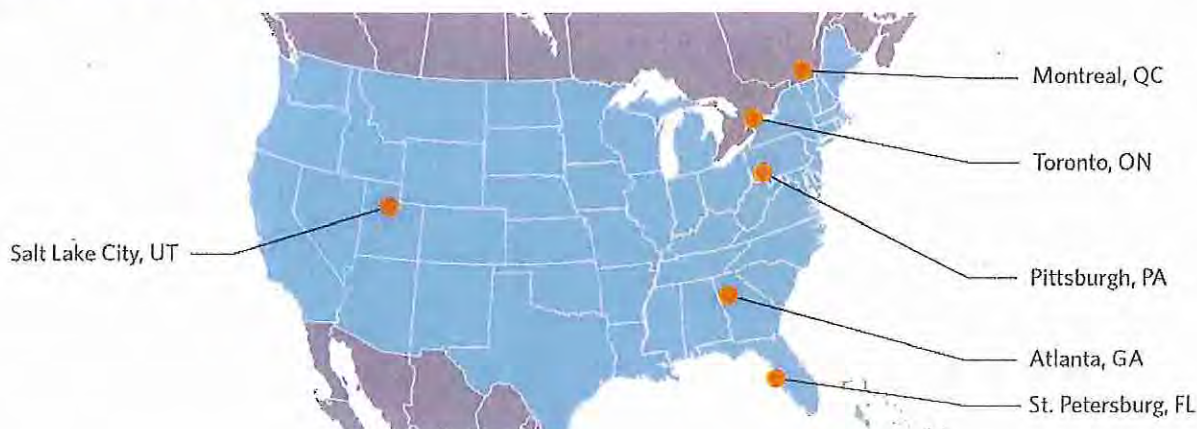
Overview of Morneau Shepell

Morneau Shepell is a leading North American provider of human resources consulting and administration services. Since our founding in 1966, we have been providing administrative and technology services for the full range of retirement, savings, and Health & Welfare benefits programs.

Morneau Shepell offers an integrative approach to health, benefits, retirement, and employee assistance needs. In the United States, Morneau Shepell provides expertise in plan administration, retirement solutions, and billing management with a highly flexible technology platform that improves its clients' performance.

Our U.S. business is energized across the country by our team of solution consultants, client support professionals, and technology experts at locations that include our Atlanta headquarters and extending to field offices and operations in Pittsburgh, Salt Lake City, and St. Petersburg. Additionally, we are supported by the extensive resources of our parent organization in Toronto and its network of expertise across Canada.

Locations of our Administrations Offices



With 50 years of experience, the Company has almost 4,000 employees and serves approximately 20,000 clients ranging from health plans, small businesses, large corporations, associations, unions, and local and state governments.

Corporate Statistics

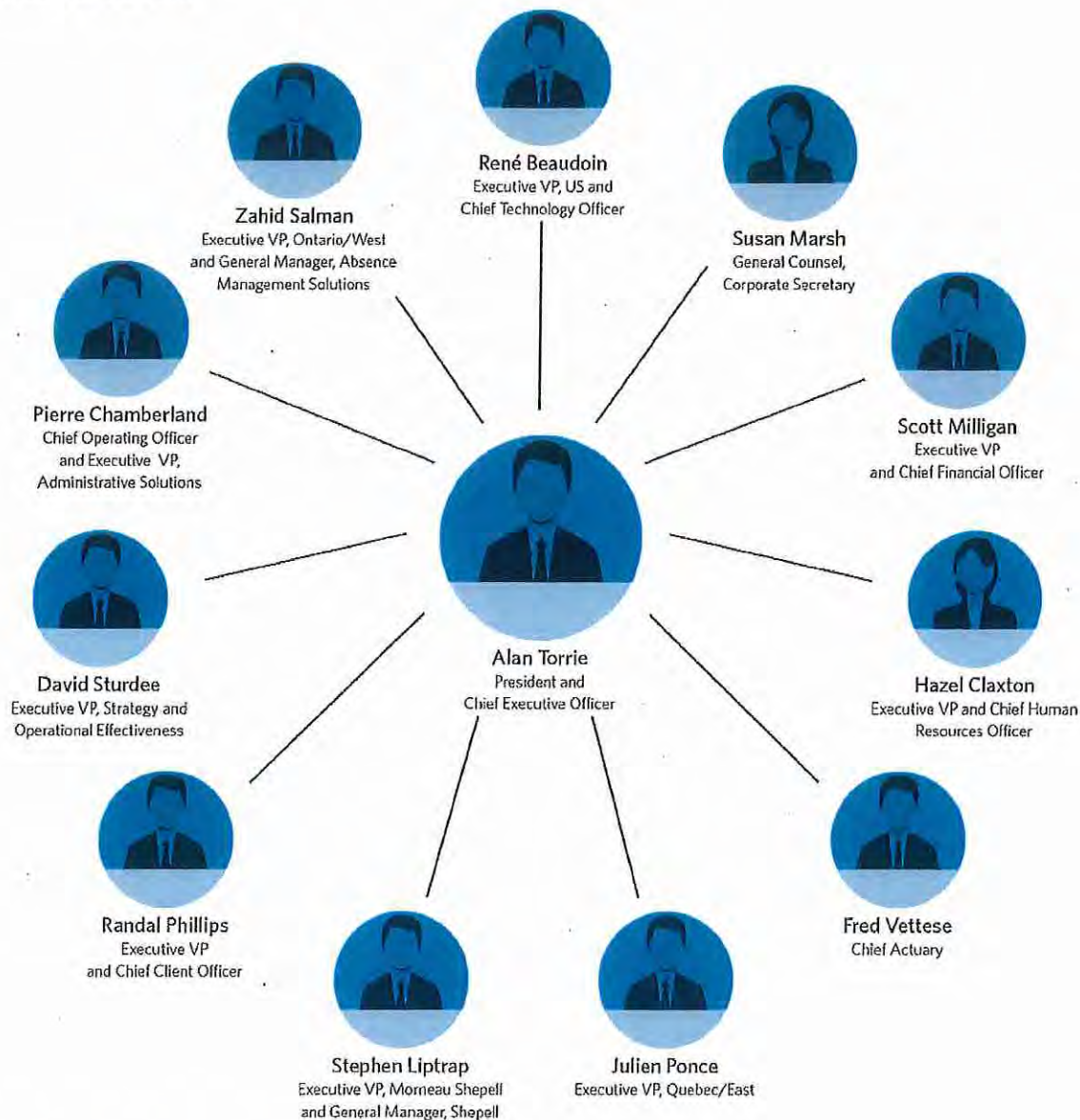


Officers of our Firm

Morneau Shepell's Executive Committee includes all principal officers (Chairman, CEO/President, Chief Operating Officer, Chief Financial Officer, Chief Information Officer, and Executive Vice Presidents) responsible for key strategic issues of the firm. The Executive Committee is supported by two Management Committees that are involved in business development and other management decisions.

Please refer to the following illustration for the officers of our firm.

Officers of our Firm



Number of employees

Morneau Shepell currently has almost 4,000 employees in offices across North America. Of that number, we have over 1,570 qualified professionals dedicated to pension and benefits administration.

In the U.S., we have just over 300 employees across 11 states, of which a large majority are located in Atlanta, Pittsburgh, St. Petersburg, Salt Lake City, Chicago and San Diego.

Operating Policies that would affect the Agreement

Morneau Shepell does not have any operating policies that would affect the Agreement.

Number of years in business



Morneau Shepell is proud to celebrate its 50th year of existence!

Morneau Shepell has helped organizations with the management of their benefit programs since our founding in 1966. We invest in our technology and people to ensure the best tools and services are delivered to our clients. As a major provider of employee wellness and health management solutions, our approach to administration has evolved from the typical transactional model to one that considers life events holistically and seeks to address their impact on the plan member's health, productivity and financial security.

History

The following illustration provides some key milestones in the company's history:

Morneau Shepell Historical Timeline



C. References

The Proposer shall provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where services similar in scope to the requirements of this RFP are currently provided. In addition, please provide references for three firms whose business you have lost in the last three years.

Current clients

We have selected three clients for whom we currently provide services similar in scope to the requirements of the University's RFP:

Reference 1	Public Education Benefits Trust (PEBT)
Address	160 Marsden Street Kimberley, British Columbia V1A 1G7 Canada
Contact	Ron Christensen, PEBT Vice-Chair Phone: 1+250.427.4265 E-mail: rchristensen@sd6.bc.ca
Services provided	<p>The PEBT was established in 2002 and provides benefits, including a self-insured (with durational pooling) LTD plan, for unionized support staff employees in the K-12 sector of BC. The Trust originally provided benefits for 14,000 members from 44 school districts, but was expanded in the last round of bargaining to 22,000 members representing 59 school districts in the province.</p> <p>The PEBT LTD program is very unique in that it is made up of two components; "Core" LTD and "Other" LTD. The "Core" LTD is funded with monies received from the provincial government. This makes the role of the Plan Actuary crucial as the benefit level provided under the "Core" LTD is based on available funding and the Board may change, with the advice of the Plan Actuary, the benefit level depending on whether there is an actuarial surplus or deficit associated with the "Core" LTD program. Since inception, there has been one change to the benefit level, where the coverage was increased from 50% of monthly earnings to 60% of monthly earnings.</p>

Reference 1	Public Education Benefits Trust (PEBT)
	<p>The "Other" LTD is made available to those school districts that previously had a disability arrangement in place that exceeded the "Core" LTD benefit offered through the PEBT. The "Other" LTD is paid by the school district and/or employee based on agreed cost-sharing arrangements, and is underwritten on a fully insured basis with insurer.</p> <p>The PEBT LTD program is also unique in that it includes a confidential joint early intervention service (JEIS) to assist plan members in their return to work. The JEIS is a mandatory part of the LTD program and is supported by support staff unions, participating employers, and the PEBT.</p> <p>Morneau Shepell is the benefit consultant and Plan Actuary to the PEBT assisting in the development and management of their LTD and JEIS programs as well as completing a full and comprehensive valuation of the life and LTD plans on an annual basis.</p>

Reference 2	State of Nevada (PEBP)
Address	901 South Stewart Street, Suite 1001 Carson City, Nevada 89701
Contact	Chris DeSocio, Information Technology Officer Phone: 1+775.684.7001 E-mail: cdesocio@peb.state.nv.us
Services provided	<p>The Public Employee Benefit Plan (PEBP) team administers Health & Welfare benefits for all Nevada state and some non-state plan participants using our <i>Ariel</i> Benefits software. This includes active participants, retirees, direct billing, and COBRA administration—all handled by PEBP using our software on a licensed basis.</p> <p>We were selected in 2006 to provide benefit administration tools to support the approximately 40,000 active plan members and retirees. PEBP sought out a vendor who would remain innovative and continually strive to raise the bar on administration. During the implementation, we immediately demonstrated our commitment to efficiency—working with PEBP we identified where automation could enhance productivity and the quality of service and integrating these tools into the service offering. Our software, implemented over an eight-month period beginning in June 2006, has achieved significant efficiencies for PEBP's processing team.</p> <p>We continue to deliver innovation, meeting with PEBP regularly to review upcoming changes to the program, review processes, and determine how productivity and quality may be further enhanced.</p>

Reference 3	Bristol-Myers Squibb
Address	777 Scudders Mill Road Princeton, New Jersey 08540
Contact	Sharon Birch, Global Benefits Operation Lead Phone: 1+609.897.3874 E-mail: sharon.birch@bms.com
Services provided	<p>Bristol-Myers Squibb has been a benefits outsourcing client with Morneau Shepell for 6 years. Morneau Shepell provides the following services to Bristol-Myers Squibb:</p> <ul style="list-style-type: none"> ▪ Online benefits knowledge center and enrollment tool ▪ Online benefit decision support tool ▪ Full service benefits call center ▪ Non-authenticated microsite housing benefit plan communications and information ▪ Back office processing center for benefits processing including but not limited to: <ul style="list-style-type: none"> ▪ QMCSO ▪ Life Insurance Claims verification ▪ Forms processing ▪ COBRA notification, enrollment and billing ▪ Direct billing for retirees and unpaid leaves ▪ Carrier eligibility interfacing ▪ Systemic payroll module for benefits deductions ▪ Retiree pension deduction calculations for benefits premium payments

Former clients

Please contact Brad Fusco or Kevin Kanoon prior to contacting these references, so we can properly introduce you and confirm their availability.

Reference 1	Hawker Beechcraft Corporation
Address	10511 E. Central Wichita, Kansas 67206
Contact	Nita Long, Director, Compensation and Benefits Phone: 1+316.778.1482 E-mail: Not available
Reason for Termination	Hawker Beechcraft Corporation was acquired by another company who managed benefits in-house.

Reference 2	IATSE 514
Address	4530 rue Molson Montréal, Quebec
Contact	Michel Charron, General Manager Phone: 1+514.937.7668 E-mail: michelcharron@iatse514.com
Reason for Termination	IATSE 514's HR team grew in numbers; they, therefore, made the decision to administer their benefit plan in-house.

Reference 3	Franklin Templeton Investments Corp (FTIC)
Address	5000 Yonge Street, Suite 900 Toronto, ON, M2N 0A7
Contact	Elizabeth Rose Phone: 1+ 416.957.6084 E-mail: Elizabeth.Rose@franklintempleton.ca
Reason for Termination	FTIC combined insurance and administration under one provider.

D. Experience and Support

Describe Proposer's experience in performing the requested services.

Experience

As a leader in benefits administration, Morneau Shepell provides cost-effective, high quality service and technology services to deliver made-to-fit solutions to our clients; clients such as the University. **We administer over 1,000 pension, and Health & Welfare plans covering over 5 million plan members.** In addition to serving the University, a sample list of other Health & Welfare clients we proudly serve are as follows:

- Christian Schools International ~15,000 employees
- Church Pension Group ~ 15,000 employees
- Bristol-Myers Squibb ~ 26,000 employees
- City of Chicago ~ 60,000 employees
- Department of the U.S. Army (Non-Appropriated Funds) ~ 45,000 employees
- Diocese of Cleveland ~ 5,000 employees
- Diocese of Rockville Center ~ 5,000 employees
- East Bay Utility District (EBMUD) ~ 1,800 employees
- Michigan Catholic Conference ~ 20,000 employees
- Montgomery County Public Schools ~ 25,000 employees
- National Rural Electrical Cooperation in America ~ 40,000 employees
- NTCA (The Rural Broadband Association) ~ 60,000 employees
- Portico (an organization that services the clergy and lay members of the Evangelical Lutheran Church in America) ~ 24,000 employees
- Reform Church of America ~ 5,000 employees
- State of Illinois ~ 300,000 employees
- State of Nevada ~ 45,000 employees

Key features of our service offerings

We deliver benefits administrative processing and call center services from four North American service centers (Atlanta, Pittsburgh, Salt Lake City, and St. Petersburg). The University currently receives benefits administration services from our Pittsburgh office.

As a leading benefits administrator, some key features of our solution that the University currently uses include:

- Enrollment of new employees
- Management of open enrollment
- Process life event coverage changes
- Maintain beneficiaries and dependents
- Process terminations
- Administer death events
- Respond to benefits-related questions and requests
- Maintain and support our benefits administration system for changes in legislation, plan rules, etc.
- Provide initial qualifying notice of COBRA rights
- Provide COBRA election notices and manage related enrollment and billing process
- Support H.S.A. and F.S.A. administration—leveraging the client's elected provider or one of our strategic alliances for claims payment
- Handle direct billing of leave, retirement, and other populations not paid via regular payroll or pension check
- Manage appropriate back-up procedures, and maintain a disaster recovery plan
- Co-ordinate and maintain insurer and other vendor data feeds
- Manage 'burden-of-proof' requirements and support dependent eligibility audits
- Perform other record-keeping functions
- Produce premium statements and complete reconciliations for insurance carrier payments
- Produce employer reports

A single platform for all of the University's administration needs

Morneau Shepell's broad range of services and experience provides us with a comprehensive understanding of benefit programs and their impact on a plan member's health and wellbeing. Our focus on total health within the context of a digital strategy gives us a fresh approach to benefits administration, by delivering a harmonious experience for our client's employees and members.

These services profoundly impact how we manage our administration business. The redesign of our *Ariel* Benefits Portal and mobile tools reflect feedback and experience gained through focus groups with employees and employers. Our platform was designed with three key principles in mind:



Easy

The platform must be easy to use and continue all of the guidance and validation necessary to ensure that the process is quick and accurate.

Integrated

We believe that An effective administration platform is integrated into the overall HRIS and payroll framework.



Flexible

Our platform is among the most flexible in the industry, capable of handling complex rules, integration between benefits and with other providers.

We believe that the employee experience is of paramount importance. The employee *should* be able to enroll for all benefits from one portal. Where plan members need access to other sites, having single sign-on keeps things simple and unified. Strong decision-support tools help the employee make the best decisions.

We will continue to work with the University's interests in mind and deliver greater efficiencies for its members, while maintaining the high quality of service that constitutes our value:

- The most risk free proposition as the University can continue to operate as we transition to our enhanced platform. As a result, even if there are delays; there is no operational impact to the University. *No other provider can provide this risk-free assurance.*
- Morneau Shepell is a technology innovator with 50 years of benefits administration experience.
- We have consistent and experienced people who understand technology, benefits, process, and customer service.
- We follow a methodical approach to implementations and conversions, and ongoing support.

Ariel Benefits

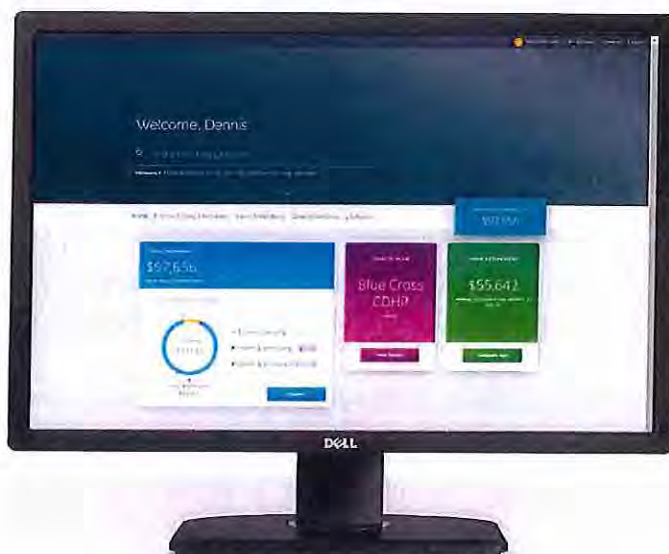
Ariel Benefits is a fully integrated platform where all aspects of administration – eligibility, enrollment, billing, and data management – reside in the same application. Our clients benefit from the consistent and reliable performance of a single solution. Workflow supports our back office processes allowing for consistent member service and compliance with regulations.

Our Health and Welfare (Benefits) Solution provides full back-office functionality including premium and cost calculations, online enrollment, a manager portal for member entities, automated feeds to all of your carriers, reporting, participant letter generation and management, payroll deduction calculation and reporting, among others.

Morneau Shepell's solution is a highly configurable system designed to efficiently implement and execute client-specific provisions and processes without the need for costly customization. Our solution is an effective-dated, event-driven system which allows for easy management of retroactive and prospective employment and plan changes.

Rich array of member self-service tools

- The *Ariel* Benefits employee self-service portal is built upon a content management framework, providing tremendous flexibility and ease of maintenance.
- The *Ariel* Benefits Portal is designed with the participant in mind, with issue-based navigation, decision support, helpful articles, and available single sign-on to other providers.
- *Ariel* Benefits can act as a central gateway to all of your employee programs, whether administered by Morneau Shepell, internally, or by another party. *Ariel* Benefits is designed to simplify an employee's understanding of the available programs, thus increasing utilization and perceived value.
- *Ariel* Benefits integrates with Wellness programs and incentives.



Array of administrator tools

- HR Administrator and Manager self-service access provides user-friendly access to tools and reports.
- Role-based security controls what each individual can do and which members they can see.
- Tools provide full transactional capabilities, historical inquiries, reporting, and more.
- Ad-hoc reporting capabilities are available through powerful web-based reporting.

Powerful and integrated administrative platform

Our *Ariel* Benefits platform:

- Is fully Web-Based for ease of access;
- Ensures that the University remains compliant with government regulations and legislation;
- Provides automated calculations of retroactive premiums through pervasive effective-dating;
- Eases the integration of HR, payroll and other external systems;
- Ensures real-time interoperability and reliability—self-service, back-office and billing systems are all components of the same system,
- Manages prospective and retroactive events concurrently and ensures payroll and carriers are notified accordingly;
- Highly transactional, resulting in full audit trails of changes and detailed coverage histories to support member inquiries;
- Integrated Billing and Receivables solution that directly links accounts receivable with participants' benefit choices;
- Has automated data exchange capabilities with external vendors or providers; and
- Provides mass or individual e-mail, web or paper communications with participants.

Integrative Health Management solutions

Complementing our leadership in Health & Welfare and Pension administration, Morneau Shepell is among the world's largest Health Management organizations. With a staff of thousands of counselors, consultants, health professionals and technology experts, our leadership in this arena profoundly impacts our approach to Health & Welfare and Pension Administration. This is particularly visible through our member portals and Digital Health Engagement tools, delivering individualized content to plan members. Our service centers are equally impacted, where service representatives take special care to ensure that issues are truly and fully resolved, probing for the "question behind the question", listening and empathizing with the plan member.

Our online enrollment tools are intended to educate, assist, and engage the plan member on desktop and mobile. Our latest decision support tools offer clients two choices for decision support: cost-based (calculating the most cost-effective plan) or consult-and-compare (ask a series of questions to recommend some best choices).



We recognize that not all clients fall into one decision support model; one pharmaceutical client implemented the cost-based estimator in 2015 to support their new consumer-directed plan, while another large municipality provided their retirees without interactive plan comparison tools. Most clients elect to implement a degree of dependent verification. Our rules are fully configurable to allow some events to require documents and others not. Members are guided through the submission process and automated follow-ups for missing documents helps ensure events are completed. The same technology supports one-time or periodic audits.



Our innovation in employee self-service continues. Our new myLife platform, launched in 2011, offers our clients new levels of flexibility in content management, ease-of-use, and individualization. As myLife and our content libraries have grown, our latest myLife design makes the best use of new responsive designs, uses functional widgets to allow in-place management of data, and organizes content in a way that exposes popular articles and relevant content without overwhelming the user.

These capabilities support our Digital Health Engagement features that include individualized content based on demographics, Health Risk Assessment results, and even claims. Our health engagement tools bring health challenges, personal goals, coaching, and social features to plan members.

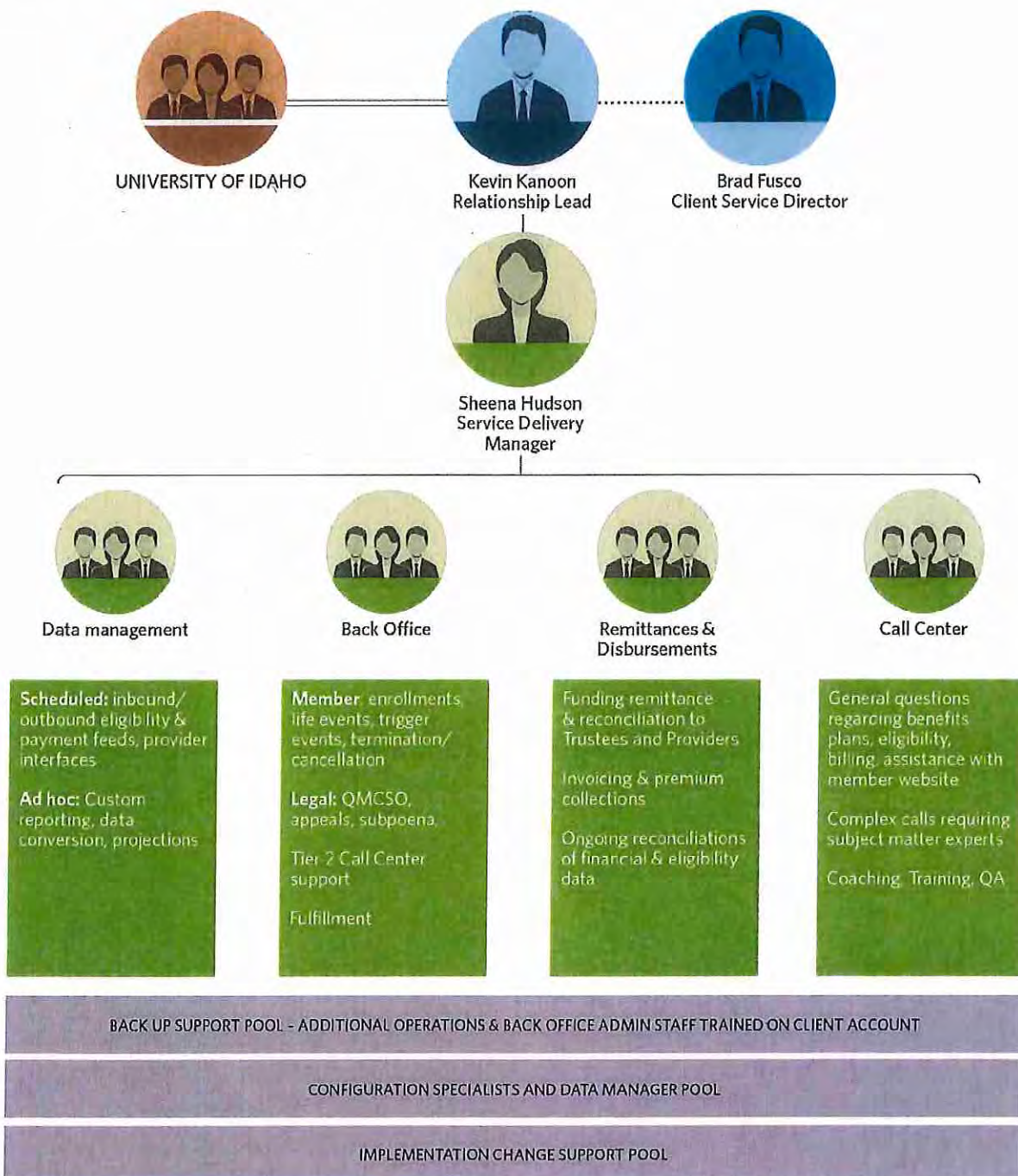
Our continued commitment to service excellence to the University

We have committed to providing service of unequalled excellence to the University and will continue to do so.

Our designated service team to the University will continue to be responsible for overseeing ongoing administration on a day-to-day basis. The University service team consists of your client service representatives and IT support staff.

We provide an illustration of your Morneau Shepell team on the following page.

Your Morneau Shepell Team



Your client service representatives, as outlined in the following graphic, will also continue to serve as your designated point of contacts with responsibility for managing the ongoing administrative functions necessary to meet the contractual expectations. They are also charged with meeting the level of customer satisfaction that the University deserves.

University of Idaho Governance Model

Executive steering
committee - Annually



Carey McKenzie
Administration Solutions Leader



Kevin Kanoon
Relationship Lead

Service leadership
committee - Quarterly



Brad Fusco
Client Service Director

Service management
committee - Monthly



Sheena Hudson
Service Delivery Manager

E. Costs

Include itemized costs for all components and features to be delivered. Costs should be identified as one-time or continuing. Purchase prices, lease prices, installation charges, and maintenance charges must be identified. All equipment prices must be stated as FOB: Moscow, ID.

Our proposed fees which include all requested on-line, data processing, and member service support are as follows:

- **Implementation Fee (one-time):** \$100,000, payable in four (4) installments of \$25,000
- **Per Employee Per Month (continuing fee):** \$8.50 / **Direct Bill Monthly Fee:** \$3.00

Key Assumptions

Following are key assumptions underlying the above pricing:

- There will be less than 2,000 participant calls per annum.
- There are five (5) vendor interfaces, sent weekly.
- A weekly inbound HRIS interface is received in our standard format.
- A bi-weekly payroll interface will be sent in Banner's standard format.
- No data clean-up will be required.
- Direct Billing for Retirees, COBRA, and Leaves with Benefits without Pay are in scope.

Client Support and Ongoing Changes

We believe that to the greatest extent possible, fees should be all inclusive. We understand that a variety of day-to-day issues may arise that could be out of scope. To provide our clients with the greatest possible flexibility, our fees include an additional 120 hours in the Client Support Bank ("Support Bank"). This size of Support Bank has proven sufficient for organizations of similar size and complexity as the University. Each item charged to the Support Bank is based on an approved flat-rate cost estimate. Additional Support Bank hours can be purchased at a rate of \$200 per hour.

This Support Bank can be used for a range of services that would traditionally be out of scope:

- Additions or changes to HR or payroll data feeds
- Implementation costs for transitioning to new carriers
- Development of additional carrier feeds
- Plan design changes aside from routine annual premium rate or cost-sharing changes
- Addition of a new plan with a different plan design
- Ad-hoc queries or special reports developed by our staff
- Changes to the website navigation or content
- Development of participant enrollment materials, SPDs, or other communications.

F. Proposer Exceptions

Describe any exceptions to the terms and conditions contained within this document.

We have reviewed the RFP and agree in principle with the Terms and Conditions. Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho on which proposals are currently being sought. As such, Morneau Shepell suggests that if it is awarded the work, it should use the July 1, 2011 agreement between Morneau Shepell and the University of Idaho as the basis for negotiations of the resulting agreement.

Please see our current agreement with the University, which demonstrates our standard terms as they relate to the following items:

No.	Section	Our Comments
1.	6-1 Agreement Terms and Conditions	<p>The only part of this provision we have comments on is the following: <i>"The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, <u>all</u> terms and conditions set forth in this RFP."</i></p> <p>We are providing exceptions to some of the provisions listed in the RFP which we hope can be renegotiated between the parties, and as such, the final agreement will <u>not</u> include <u>all</u> terms and conditions set forth in the RFP.</p> <p>Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho. Please see our current agreement with the University, which demonstrates our standard terms as they relate to these items.</p>
2.	6-2 Assignment	<p>Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho. Please see our current agreement with the University, which demonstrates our standard terms as they relate to this item.</p>
3.	6-3 Termination for Convenience	<p>We would require the University to provide reasonable notice for termination for convenience. We would suggest 180 days prior written notice to ensure that both parties have ample time to provide transition services to a third party provider. We would also request that on termination for convenience that we are paid all fees and charges incurred by us, on a time and materials basis, in respect of implementation and transition services.</p> <p>We recommend the following, as stated in our current agreement:</p>

No.	Section	Our Comments
		<p><i>The University may terminate this Agreement, in whole or in part, at any time with 180 day written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. Further, in the event the University terminates this Agreement pursuant to this section, it shall pay all fees and charges incurred by the Contractor, on a time and materials basis, in respect of implementation and transition services. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.</i></p>
4.	6-4 Termination for Default	<p>Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho. Please see our current agreement with the University, which demonstrates our standard terms as they relate to this item.</p> <p>We recommend the following, as stated in our current agreement:</p> <p>a) <i>For the purposes of this Agreement, "Default" or "Material Breach" means that either party is unable or unwilling to perform a function that is material, vital, or fundamental to performing its part of this Agreement, but excluding force majeure circumstances as outlined in this Agreement. If any party is in Material Breach of this Agreement, the other party shall without prejudice to any other rights and remedies it has, give the party in Material Breach a written notice of Default setting forth the manner in which the non-defaulting party believes has occurred and which constitute or evidence a Default, the provisions that have not been performed or complied with, and the actions which, in the opinion of the non-defaulting party, would be required to comply with such provisions and cure the Default.</i></p> <p>b) <i>Unless mutually agreed to by the parties, upon written notification of a Material Breach, the Defaulting party will have thirty (30) calendar days to cure or correct such Default. Notwithstanding the foregoing any failure or Default involving data integrity or security, caused solely by the Contractor, shall require immediate corrective action and steps must be taken by the Contractor to cure or correct such failure or Default within twenty-four (24) hours of first becoming aware of the situation. If Contractor first becomes aware of such failure or Default involving data integrity or security upon receiving a notice of Default, Contractor must, with in twenty-four (24) hours of receiving a notice of Default, take immediate corrective action to cure or correct the failure or Default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in this Agreement.</i></p> <p><i>If the Defaulting party fails to cure the Material Breach within the remedy period set out in section 6-4 hereof, this Agreement may be terminated immediately by the non-defaulting party by giving written notice.</i></p>

No.	Section	Our Comments
5.	6-34 to 6-41 Additional Terms and Conditions Specific to Information Security and Data Management	<p>Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho.</p> <p>Please refer to 'System Software / Upgrades' in the next section for our comments in reference to sections 6-34 through to 6-41.</p>
6.	7-2 Indemnification	<p>Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho. Please see our current agreement with the University, which demonstrates our standard terms as they relate to this item.</p> <p>We recommend the following, as stated in our current agreement:</p> <p>a) <i>The Contractor's liability, if any, to any person, arising out of or in any way related to this Agreement or the performance of its duties and obligations hereunder, shall for all purposes in total be limited to direct damages in an amount not to exceed the equivalent of twelve (12) months fees payable by the University hereunder. No action, regardless of form, arising out of or relating to this Agreement may be brought by the University more than one (1) year after the cause of action has accrued. In no event shall the Contractor have any liability at any time for any loss of profits, loss of business revenue, failure to realize expected savings, or for any indirect, special, or consequential damages, even if advised of the possibility of such damages.</i></p> <p><i>The Contractor shall indemnify, defend and hold harmless the University and its governing board, employees, agents, and assigns, from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on the Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of the Contractor, or any of its agents, contractors, employees, invitees or guests.</i></p> <p><i>The University shall promptly notify the Contractor, Attn: General Counsel, Suite 700, 895 Don Mills Road, One Morneau Shepell Centre, Toronto, ON M3C 1W3 of any such claim of which it has knowledge and shall cooperate fully with the Contractor or its representatives in the defense of the same.</i></p> <p><i>This provision shall survive the termination of this Agreement.</i></p> <p>b) <i>Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University shall indemnify and hold harmless the Contractor, its agents, and employees, from and/or against any and all claims, losses, damages, injuries, liabilities and all costs, including reasonable attorney's fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on the University's part to be performed under the terms of this Agreement, or arising from any act, negligence</i></p>

No.	Section	Our Comments
		<p><i>or the failure to act of the University, of any of its agents, contractors, employees, invitees or guests.</i></p> <p><i>This indemnification does not apply when such claims, damages, and liabilities are the result of negligent acts, erroneous conduct, willful misconduct or fault on the part of the Contractor, its agents or assign s, or when the claim or suit is made against the Contractor by the University or any of its agencies.</i></p> <p><i>The Contractor shall promptly notify the University of Idaho, Attn: Risk Management Officer, PO Box 443162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with the University or its representatives in the defense of the same.</i></p> <p><i>The University's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and this indemnification, are \$500,000 Combined Single Lim its, which amount is the University's limit of liability under the Idaho Tort Claims Act.</i></p> <p><i>This provision shall survive the termination of this Agreement.</i></p>
7.	<p>7.3 Insurance –</p> <p>7.3.1 General Requirements</p> <p>And</p> <p>7.3.2 Required Insurance Coverage</p>	<p>Please see our current agreement with the University, which demonstrates our standard terms as they relate to these items.</p>
8.	General Terms and Conditions on pages 22-23.	<p>The following provisions do not apply: 3-13. This “purchase order” is not entirely applicable to the services that Morneau will be providing; these appear to apply agreements for products rather than services. We suggest that most of these terms will need to be modified or removed (as in our current agreement) to reflect the applicable services.</p> <p>Please see our current agreement with the University, which demonstrates our standard terms as they relate to these items.</p>
9.	Exhibit A - Commercial Auto Insurance	<p>Please delete; it is not applicable. Please see our current agreement with the University, which demonstrates our standard terms as they relate to this item.</p>

Section 3 – Technical Specifications and Bid Form

3.2 Technical Specifications

Please fully describe how your system meets the following requirements:

Policy on

- System capabilities to process multiple effective dates

✓ We currently do this for the University.

Effective dates are tracked at the attribute level for all participant data elements (demographics, job information, benefit elections, costs, dependents, beneficiaries, etc.) involved in Health & Welfare recordkeeping services. All configuration parameters are assigned an associated effective date on entry. As such, all changes – whether made via inbound feed, on-line or phone-based enrollment selection, or changes to plan parameters – are processed in accordance with provided effective dates and respect the associated rules as at the effective date of change. The system can therefore handle multiple enrollment changes during the open enrollment period (e.g. life event during open enrollment, where the salary in the prior plan year may be different from the salary for the upcoming plan year) retroactive changes that span plan years, and other complex situations with ease.

- Handling life event changes; expedite enrollment when necessary, i.e. birth

✓ We currently do this for the University.

The system supports three key types of events, as follows:



Time-based events – periodic events such as open enrollment or partial mid-year re-enrollment (e.g. due to a significant plan change) are queued-up in batch by Morneau Shepell staff. This initiates notifications to the plan participants via e-mail or traditional mail (as desired), who can access the associated event in their 'to-do' list on the site.



Trigger events – includes new hires, changes in job or part/full-time status that may allow the employee to change his/her elections, retirement, etc. In these cases, the system detects the associated change when reported via the regular HRIS feed and queues-up the associated event automatically, notifying the participant of their ability to process their elections on-line via e-mail (or paper if no e-mail is on file).



Life events – these are typically self-reported on the site. The list of events, associated reporting timelines, and Section 125 restrictions are configured based on the client's plan rules to ensure that every enrollment is screened automatically prior to publishing to the system. Where additional 'burden of proof' documents are required, the associated event is 'held' until the documents are received and processed in our service center.

Where an expedited enrollment is required, we have established procedures to accept the enrollment over the phone (all calls are recorded for quality assurance and compliance purposes) and to report the enrollment to the carrier prior to the next scheduled provider feed. Additionally, in for extreme cases such as denial of service, we have the ability to perform urgent updates with each carrier

- Ability to Managing retroactive changes, including calculating premium and contribution amounts and then include on regular payroll file

✓ We currently provide this for the University.

Our *Ariel* Benefits module handles retroactive adjustments to premiums, deductions, employer costs, and imputed income, and includes these on carrier invoices, payroll files, and direct bills as appropriate. All plan settings and member benefit data are time sensitive. As such, the system fully supports retroactive changes to plans, rates, and participant selections. For example: Rate Schedule

A can be changed to Rate Schedule B for a prior billing period and any subsequent calculation for that period will produce an adjustment. Similarly, a participant plan selection can be changed retroactively and adjustment calculations will be produced. Complex scenarios containing a mixture of plan and participant enrollment changes are also fully supported. For example, if Member 1 has a coverage option change prior to the effective date of the change from rates A to B, the adjustment for the period prior to the rate change date will be based on Schedule A and the adjustment for the portion after the rate change date will be based on Schedule B.

Communication process

- Will the University have access to all employee communications between Vendor and employees? Example: if employee calls Vendor, will we have access to notes?

✓ Yes; we currently provide this for the University.

Authorized University staff can continue to access our web-based *Ariel* Benefits 360 customer service module to view the following information:



Call history – including questions asked, answers given, etc. for a given participant, and in summary (via reporting) for the population in general to help identify trends, etc.



Web site access – each time the participant accesses the site and for some key transactions, this information is logged in *Ariel* Benefits 360.



Communications –outbound e-mails/documents sent to the participant, along with those received from the participant.

We record 100% of inbound and outbound participant calls, and make these available to the University on request.

In addition to the history of interactions, authorized university staff can emulate the experience of a given plan participant – if desired – to view more detailed interactions such as enrollment elections, history of demographic/job changes, etc.

- Please provide samples of your employee communication materials, including new hire benefits information and instructions, COBRA election notices, and all other standard letters.

✓ Please refer to **Appendix A** for samples of employee communications materials that we currently provide for the University.

- Is vendor able to E-mail users directly, follow-up, etc.

✓ Yes; we currently do this for the University.

We typically use e-mail to deliver high-volume or high-frequency communications to the University's participants, where personal information is not included in the body of the message. Examples include:

- **New hire notification** - Typically, the new hire process is communicated via e-mail and contains key information required to access the participant website.
- **Open enrollment notification** - This is typically sent via e-mail, and reminders are sent to participants who have not enrolled during the enrollment window (as agreed to by the University's management team).
- **Reminders** - Where a participant has not completed his or her event on time (new hire, open enrollment, work event) or has not returned required forms on time (health evidence, required documentation, pension elections), *Ariel* Benefits sends reminders on a pre-defined schedule (as agreed to by the University) prior to the default / stale-dating process.
- **Push communications** - We are able to send targeted messages to participants in batch to communicate changes in plan design, significant events (e.g., early retirement windows), campaigns to build employee awareness, and other notices pertaining to service delivery. This channel would be considered as part of the overall communication strategy design.

We support secure e-mail via TLS, and can leverage e-mail to work addresses for more personal information for clients who also support this protocol. Where not supported by the client, we can send a notification e-mail to the participant with a link to the full e-mail text containing personal information. Where e-mail is not practical (e.g. for inactive participants or for populations without e-mail access at work), we simply default to paper communications.

Participants are able to ask questions on-line or via e-mail sent to the University's branded e-mail address accessible by the call center team. CSRs access this shared e-mail account and respond to participant questions and do not include any personal information in the associated response (any request for personal information is sent via traditional mail).

Interfaces to ERP (Banner)

Processes for passing employee demographics data to vendor system and accepting benefits data from vendor for payroll processing on biweekly schedule.

- Any existing vendor interfaces with Banner clients

✓ As the incumbent, we will continue to send the bi-weekly payroll interface in Banner's standard format.

Additionally, we will also continue to use a weekly inbound HRIS interface, received in our standard format.

- Data requirements for vendor

✓ As the University is a current client of Morneau Shepell, we already have the data elements required.

As the incumbent provider, should the University convert to our new enhanced platform, we will be able to minimize the University's involvement—we have access to all the data, and we have a user team that understands your processes and plans. We will leverage them as much as possible to reduce your burden.

When implementing a new client, we would typically load the following types of data:

Employee/retiree demographic data	We would use the same format as the ongoing HR interface
Benefit data	This would include a record for each benefit the participant is currently enrolled in
Dependent data	This would include one record for each covered dependent
Beneficiary data	This would include one record for each beneficiary that a participant has designated. This is optional and assumes the data is currently available in electronic format. If this data is not available, we can conduct a beneficiary election campaign after the go live to solicit this information
COBRA data	This includes some additional COBRA specific data such as qualifying event code, qualifying event date, paid-thru dates, etc.

We can provide a copy of our standard data conversion specification for review upon request.

- Ability to meet data requirements and payroll processing deadlines consistently and accurately

✓ We currently work with the University to meet its payroll and other reporting schedules.

The process for processing inbound feeds and enrollment changes and for producing and transmitting payroll data is fully automated, and leverages an industrial strength scheduler (Control-M from BMC software), our specialized Electronic Data Interface team, and our 24x7 production support team to deliver on our service level commitments for over 20,000 interfaces annually. That coupled with our fully automated pre-payroll reconciliation process where we run predefined test scripts against the payroll data to verify accuracy, puts us in an advantageous position to meet any reporting timeline.

- Interface formats

✓ We currently provide support for the University's interface formats.

Our flexible interface management framework supports variable interface formats for a broad range of clients as follows:

Inbound data feeds	We support a host of formats for HRIS/demographic feeds, post-payroll feeds (payroll results – e.g. deductions taken), and inbound carrier feeds (evidence approvals, etc.), and leverage our web-enabled <i>Ariel</i> Benefits Interface Module for this purpose. This module accepts variable file formats (XML, .csv, .txt, etc.) on a client-configured basis and manages the loading, validation, and on-line correction and distribution of inbound data to our core administration systems. This tool optimizes data accuracy and resolution timeframes through automated scheduling and notification capabilities and ensures timely and correct data is maintained in the system.
Payroll feeds	Our approach is to configure the payroll feed to match the payroll system's required format and content. The payroll feed typically reports all cost information and any elections required for payroll purposes, and separates ongoing amounts from retroactive/one-time adjustments for simplicity.
Carrier feeds	We leverage GenTran to generate 834 files and accept/manage response files where supported by carriers, and to map custom formats in other cases.

- Secure file transport functionality

✓ We currently provide secure file-transport functionality for the University.

Data transfer is typically done by electronic file transfer using a secure FTP server. Data transmitted via FTP is typically encrypted with PGP or other encryption software. Morneau Shepell also supports SFTP and VPN.

The Interface Module also includes a secure file upload capability via https. Outbound interfaces are initiated by Control-M, our scheduling software supplied by BMC Software.

Interfaces to Banner self service

Allow for single sign on, i.e. employee signs on to Banner Self Service and authentication is passed logging the employee into the vendor's system.

✓ Employees of the University currently use single sign-on to authenticate into the employee portal.

We support single sign-on; both from a client's portal (such as Banner Self-Service or Luminus Portal), and from our site to carrier sites where this is supported by the carrier. For any new clients

we implement, we can support both standards-based solutions leveraging SAML 1.1 or SAML 2.0, custom/packaged solutions (e.g., Netegrity), and also custom/home-grown solutions as required for many of our clients.

Should the University wish to convert to our new enhanced platform, users will benefit from a rich and rewarding experience for their benefit programs. All University of Idaho members and employers will be able to see and manage their benefit plans in a consistent and integrated manner. For your members, this means access to an intuitive system with detailed plan and HR-related information including to other service providers like your insurance carriers. All these features will be available on a single website for your employees – with a single login and password.

Where our authentication service is used, *Ariel* Benefits requires the following to grant access to the site:



Employee ID: Typically, a known identifier (employee number or payroll ID) is leveraged to minimize confusion. Where no unique identifier exists, a participant registration process allows the employee to assign his/her own identifier on-line.



Password: In most cases, a password rule (e.g. portion of birth date and SSN) constructs the initial password and minimizes costs associated with personalized password-statement distribution. Alternatively, a random password can be generated in accordance with configurable password-strength requirements, and communicated to participants at inception. After initial login, the employee is required to change their password, in accordance with established rules, and to complete responses to three security questions (selected from a long list of standard questions). These security questions are used for the online password recovery process. When answered correctly, the password is reset to the default (if formula-based) or distributed (if random).

Typically, plan participants are locked-out after three failed log-in attempts. However, lock-out procedures can be customized and configured to the University's requirements.

Quality control, data integrity

- Change management methodology and process



We currently provide a change-management process.

Due to the robust and flexible nature of our system, very few clients require core system or application changes. If any enhancements are required to meet the unique needs of the University, they are included in the next general release of *Ariel* Benefits. As a result of this single-version approach, *Ariel* Benefits is automatically updated for all clients.

Whether small, medium, or large, the procedure to implement a change is the same, thus avoiding multi-process confusion and best use of system functionalities. Our change management process is not intended to stifle change, but rather to ensure that changes are fully evaluated for their risk, cost, and time impact.

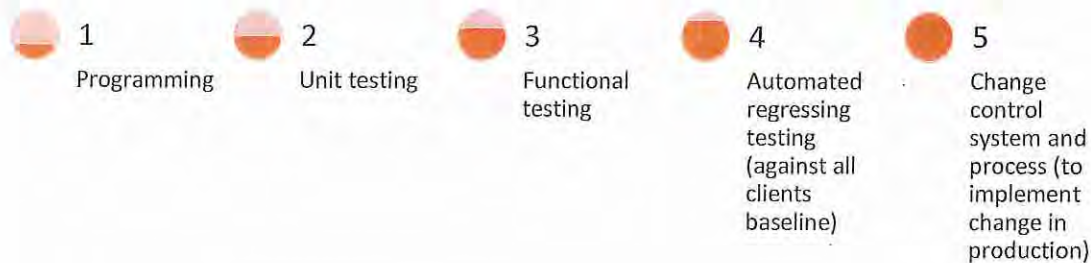
From a project-management perspective, any change which is outside the scope of the benefits administration will be discussed with the project steering committee. Once there is mutual agreement regarding the required change, the Morneau Shepell project manager will draft a Change Order and submit to the University project manager for review and approval. We describe our change management process, below:

Change Management Process

Change management is built into our project methodology. The process is documented in the first chapter of our requirements workbooks, the Project Charter. Our change management process is not intended to stifle change, but rather ensure that changes are fully evaluated for their risk, and impact on costs and timeline. Our change management process for all changes, for example, change of a plan vendor, includes:

- Formal documentation of the requested change
- An evaluation of the resources required
- An impact analysis on requirements, configuration and testing
- A cost evaluation (if applicable)
- A risk impact assessment on various project milestones
- Available mitigation plans for identified risks
- Available workarounds
- A final assessment and approvals.

Once approval is received from the University to move ahead, the following steps are taken:



Quality control

Sign-off by the Quality Control group and Client User Acceptance Testing is required before any upgrade goes into production. Our Quality Control personnel include a number of administrators and IT specialists whose role is to ensure that test plans are comprehensive, to thoroughly review the results of all testing, and to report and oversee resolution of any discrepancies or problems noted.

With every change process, we follow a quality plan, which includes the following:

- Documentation of unit testing results
- Documentation of system testing results
- Documentation of user acceptance testing
- Documentation of quality assurance guidelines
- Formal review of all project elements by an external consultant
- Declaration of a Steering Committee and governance mechanism, whereby senior company members with the appropriate experience will perform rigorous audits of project progress and deliverables, on a frequent basis.

- What other processes are in place?

✓ Morneau Shepell is committed to providing the highest levels of quality in serving the University. Our administration systems, processes and procedures are subject to a rigorous suite of quality control, six-sigma best practices and meaningful service standards. In addition, we apply internal audit mechanisms, peer review policies and industry-standard performance markers to our administrative services.

Quality Assurance at Morneau Shepell

Each year, Morneau Shepell employs external auditors to provide impartial assessments of our pension and benefits plan administration practices in the form of a SOC 1 type II report (previously SAS70 type II) report. The audits are conducted in accordance with the standards established by the American Institute of Certified Public Accountants for audits of controls at a service organization.

These audits provide us with an unbiased view of any exposures at the point in time the scan is performed, and in turn, allow us to provide the highest level of assurance to clients about our quality and control procedures. More importantly, it allows us to adjust any procedures that can help us improve security in the long term. The test is performed as a “black box” test with the third party knowing only our IP address ranges. Any issues discovered are tracked until they are resolved.

Additionally, clients are able to audit our operations pursuant to the terms and conditions of our client contracts.

Our Quality Framework, verified via annual SOC 1 type II audits, is described as follows:

Administrative Solutions Quality Framework

Our Administrative Solutions Quality Framework (“Quality Framework”) includes a variety of practices supporting our ongoing commitment to quality expressed via adherence to six key principles:

- **Leadership through involvement** – Our management team, up to and including the executive committee, are benefit practitioners who are focused on the internal and external workings of the administration business.
- **Client focus** – We view the length and depth of our client relationships as a critical factor to our success, and consider day-to-day participant interactions as a component of the overall client relationship.
- **Performance controls** – To succeed, we establish performance metrics, then manage ourselves on a daily basis to meet or better our service standards and test these regularly to confirm results.

- **Continuous learning** – We provide opportunities for long-term development of our staff through internal and external training programs.
- **Continuous improvement and breakthrough thinking** – We stress the importance of innovation and evolution in our practices and in supporting technology.
- **People focus** – As a service organization, the quality and availability of talented staff is critical, as reflected in our recruiting and retention strategies.

Adherence to our overall Quality Framework is validated in a variety of ways:



Daily

Via automated tracking, reporting, and escalation methods relating to client Service Level Agreements ("SLAs") and Key Performance Indicators ("KPIs").



Monthly or quarterly

Accumulated and reported to the University through regular Service Reports.



Annually

Tested through SOC 1 type II audits performed by KPMG.

We believe that quality is a key contributor to the success of Morneau Shepell, in the areas of achieving superior client service, improving risk management, and employee satisfaction. Quality at Morneau Shepell is built on a Quality Framework that is described in more detail, as follows:

Quality	Description
Leadership	<p>Leadership starts at the top – from the Executive level of our organization. Senior management, Alan Torrie (President & CEO) is responsible for creating a culture of quality, which "sets the tone," by implementing appropriate policies and procedures, and choosing to recognize and reward quality in our employees. Input and participation at all levels of the firm is encouraged to ensure the policies are appropriate.</p> <p>In order to foster a culture of quality we recognize and reward employees for high quality work and compliance with policies. This is achieved through processes such as performance management, bonus and promotion systems and, if necessary, disciplinary actions.</p>

Quality	Description
	Clearly it is necessary to ensure effective and open communication of quality objectives and means to achieve the objectives in order to make Quality at Morneau Shepell work.
Professional and Ethical Principles	<p>All employees are expected to conduct themselves in a professional and ethical manner in all of their dealings with colleagues, clients, and business associates.</p> <p>Professional and ethical principles include:</p> <ul style="list-style-type: none"> ▪ Integrity: Acting in a forthright, fair and honorable manner. ▪ Objectivity: Acting in the best interest of clients, avoiding conflicts of interest. ▪ Professional competence and due care: Applying the level of skill and professional knowledge expected by industry standards. ▪ Confidentiality: Respecting the confidential relationship that arises out of business activities and actively ensuring that confidential information is protected from access by others and not used for improper purposes. ▪ Professional Behavior: No dishonest, deceitful, fraudulent behavior and compliance with all acts. <p>Compliance with relevant professional association codes of conduct by member employees is also required.</p>
Client Acceptance and Client Planning	<p>Intuitively, before we make a proposal to do work or accept an engagement we make an assessment of the appropriateness of the client, as well as the work.</p> <p>Similarly, we periodically assess our clients' relationships to ensure client satisfaction, identify new opportunities to do more work for the client (cross selling) and assess the economics of the relationship. We have developed an approach and some tools to assist and standardize these two processes firm-wide.</p> <p>We have developed a Contracting with Clients policy and standard form agreements. It is the firm's goal to ensure that it has contracts with each of its clients. This is becoming industry standard and clients are asking for written agreements more frequently. Contracts will ensure that we have a clear understanding of our relationship with the client, minimize misunderstandings, and better manage our liability and other exposure. For the administrative solutions business, there are service agreements in place with most clients. However, on the consulting side, we have few agreements in place. We will require engagement letters with all new consulting clients. With regard to existing clients, we will obtain them whenever possible and over the next few years will look to have them in place with all clients.</p> <p>For those involved in managing client relationships, a more detailed presentation about these points will follow.</p>
Human Resources	People are our main resource and are key to providing superior quality service to clients. We must make sure that we have sufficient personnel with appropriate skills to perform the work we take on.

Quality	Description
	<p>We encourage continuing skills development of our staff through various means, including through the Integrated Learning program, mentoring, peer review, etc.</p> <p>Our employees must comply with our policies, professional standards and laws. Over the next few months we will be implementing a new program where we remind employees of key policies and ask them to confirm their commitment to compliance with firm policies.</p>
Engagement Performance	<p>Once we have been awarded the work from a client, we need to ensure that we are doing it right and in a high-quality manner. We achieve this through a number of means:</p> <ul style="list-style-type: none"> ▪ Performance standards – This includes developing firm standard documents, templates, tools, and manuals, as well as following industry specific guidance. The Administrative and Consulting Management Committees are responsible for developing practice specific performance standards. The role of the National Specialist is also important here. ▪ Communication – It is your responsibility to ensure that you understand the objectives of the work and keep others informed of progress and issues that you encounter. Coordination and communication among the team is key. The leader of the engagement team needs to ensure that the appropriate forums for effective communication are established. ▪ Supervision – All work must be appropriately supervised. ▪ Consultation – Consultation is encouraged at all times. It uses the collective experience and technical expertise of the firm to reduce the risk of errors or poor quality service. National Specialists play a key role in the consultation process and should be considered a valuable resource. External consultation may also be appropriate from time to time in such areas as legal, financial, accounting or regulatory when specialized knowledge is not available internally.
Engagement Quality Control	<p>All work must go through some type of review. Generally, in the case of the final work product for consulting clients formal peer review is required. The firm's peer review policy has been revised and another meeting will be held for those directly affected by the policy. In the administrative practice there are many internal controls that satisfy this review requirement. If neither of these situations applies, have a colleague or supervisor review your work to ensure it has undergone a quality assurance process.</p>
Monitoring	<p>Designing and implementing our quality practices is step 1. Step 2 is ensuring that it works in practice and is being appropriately applied.</p> <p>We conduct practice reviews of work of partners and senior client service staff to ensure consistent application of our quality practices, policies and standards.</p> <p>As well, we have been undergoing internal and external audits of various internal controls to ensure that they are properly designed and applied. These audits will continue from time to time and provide our SOC 1 Type II audit certifications.</p> <p>We will also monitor compliance through the performance evaluations process and the annual policy compliance confirmation to be obtained from all personnel.</p> <p>In addition to ensuring compliance, these processes will provide valuable feedback as to the appropriateness and effectiveness of our existing policies and procedures. Armed with this</p>

Quality	Description
	information, we can take appropriate action to continually improve quality at Morneau Shepell.

Strategy for identifying and resolving errors

- Contingency plans

- ✓ Morneau Shepell utilizes a series of standard controls to minimize the occurrence of errors in service delivery for the University.

Implementation/Conversion Service Risks

There are obviously numerous challenges that are presented when implementing a new service provider or transferring a client to another platform, such as data problems, lack of planning, and resource challenges, but Morneau Shepell's mature and refined methodology, supported by an engaging communications campaign, will ensure that no challenge is insurmountable, and that the transition is completed on time and with success.

Through our experience in working with existing and new clients, we believe the most critical success factors would be:

- Start the planning process early.
- Review and study the data early to ensure that data does not become a delay to any part of the project.
- Allocate sufficient people resources to all stages of the projects to facilitate a timely transition.

The following table highlights some of the typical risks of errors, or delays pertaining to the implementation process, along with mitigation strategies that Morneau Shepell has found to be effective in successfully transitioning similar clients.

Implementation Risk	Mitigation Strategy
Conversion data integrity	Standard conversion formats and dedicated data specialists with expert knowledge.
Incomplete source system mapping and incomplete conversion files	Specialized and robust tools for data loading and validations.

Implementation Risk	Mitigation Strategy
Incomplete data conversion files	Automatic data validation process for all inbound data files. Errors are categorized based on severity. On-line tools available to client for error review and data correction before consumption by downstream systems.
Incomplete plan documentation and inconsistencies in the application of plan rules	Leverage implementation workbooks used to completely describe solution requirements.
Unknown or vaguely defined administration policies and processes.	Implemented a process definition discipline to uncover the complete set of required administration processes.
Insufficient time / capabilities for testing	Standardized process and toll-gate procedures to identify and fill gaps in capabilities and resourcing.

Ongoing Service Delivery

The following table highlights some of the typical risks of errors along with mitigation strategies that Morneau Shepell has found to be effective in providing successful ongoing service delivery:

Service Delivery Risk	Mitigation Strategy
Inbound data feed issues	Automated interface scheduling, data validations, and notifications avoid data issues and facilitate corrections before these are published to the recordkeeping database.
Outbound data feed issues	Automated interface scheduling and screening routines minimize data errors. Where available/supported by the receiver, confirmation files guarantee delivery.
Call center quality	All calls are recorded, with sample calls (minimum of five per CSR) reviewed and scored monthly by call center coach. Optional participant satisfaction survey, and ability for client to review sample calls for quality.
Call center availability	Primary and backup call center, with remote access available via IP Agent for business continuity purposes.
Data entry	Automated system edits and integrated peer-review process minimizes potential for errors.
System availability	Primary and backup data center, with on-site diesel generators, load-balancing switches, and redundant server capacity to support peak periods and ensure continuity.

- Notifications

✓ Morneau Shepell currently has a notification process in place with the University.

In the event of an error, the notification process to the University is dependent on the level of criticality of the associated issue as described below:

Issue Levels	Definitions	Examples
Level 1	An event causing a disruption in service, has a major impact to a member(s) and/or the University, and could have significant cost implications. <ul style="list-style-type: none"> Relationship Lead to the University 	<ul style="list-style-type: none"> Significant item escalated via Level 2 Inability to provide an agreed upon service
Level 2	An issue identified that may impact service levels, service quality and/or cost implications. <ul style="list-style-type: none"> Client Manager to the University 	<ul style="list-style-type: none"> Critical payment/provider issues Delay in Configuration requests Escalations from Level 3
Level 3	An issue with a particular service, or an isolated item that may have impacted quality, or service levels, but did not meet the client expectations. These are normal services issues that are easily resolved. <ul style="list-style-type: none"> Client Manager to the University 	<ul style="list-style-type: none"> Call Center issues Change requests Ongoing research and resolution

As relates to data integrity, we have built numerous real-time edits into both the data input screens and the interface process. All data received, whether from your system or from plan members, would go through a validation process prior to being transferred to the administration database.

There is an integrated, automated batch process for dealing with the apparent errors that are detected by the verification protocol. Such errors are placed into one of these three categories:



Warning only

The change is accepted, but appears in a warning report as being questionable.



Supervisor advise

The change is held in pending mode, to be accepted or rejected only by someone with the proper authority.



Reject

Certain apparent errors are rejected entirely until some sort of correction is made.

To ensure that the administration database's integrity is maintained and service to plan members is not compromised, errors are dealt with promptly. The timing of these error corrections would be one of our service standards.

The following screen shot is from the University's Interface Module; it allows the teams to troubleshoot data issues, and to confirm the proper upload of data.

[Home >](#)

Employee Search

Find:

by: Vandal ID ▼

GO

[Extended search](#)

Administrator Tools

MyTools

MyBenefits

[CIM Home > File history](#)

File history

This screen lists the files that have been processed during the indicated date range. To select a different time period, enter the new dates below, and click Go.

Date range

Files loaded between 2016/05/03 YYYY/MM/DD ⓘ

and 2016/05/10 YYYY/MM/DD ⓘ Go

File list

🔍 - view
 ✖ - delete
 📄 - view/download report

Action	File Status	Load status	File Name	Cycle	Date Received
IDAHO_IRMSIBThe_Standard CoverageEOIUpdate					
🔍	🟢		uofidaho_eoi_decision_20160503.txt	0	May 4, 2016 at 1:05:34 AM EST
IDAH_HRIS IDAH HRIS					
🔍	🟢	Full Used	PROD_IDHOHRIS_20160503090547.dat	452	May 3, 2016 at 12:40:49 PM EST
🔍	🟢	Full Used	PROD_IDHOHRIS_20160506100554.dat	453	May 6, 2016 at 1:30:50 PM EST
UOILCKBOX IDAH HRIS					
🔍	🟢	Full Used	PNCLB050316_201605030154.txt	0	May 3, 2016 at 6:10:44 AM EST
🔍	🟢	Full Used	PNCLB050416_201605040155.txt	0	May 4, 2016 at 6:10:45 AM EST
🔍	🟢	Full Used	PNCLB050516_201605050156.txt	0	May 5, 2016 at 6:10:44 AM EST

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CONSENT - BAHR - SECTION II

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TAB 3 Page 59

- Test files – Explain testing model, testing platform and how current is the data in testing environment?

✓ We have a team of Quality Assurance specialists whose role is to ensure that test plans are comprehensive, to thoroughly review the results of all testing, and to report and oversee resolution of any discrepancies or problems noted. They execute test cases, log defects, and summarize test results. Sign-off by the Quality Assurance group is required before any system upgrade goes into the production environment.

At a high level, testing occurs:

- Whenever a system change or enhancement occurs, regardless of the reason for the change
- During an implementation or conversion, on all client-specific processes – this includes inbound and outbound data feeds, system-generated calculations, self-service functionality, telephone and other infrastructure systems, data flow and other procedures
- Whenever legislative requirements or other data elements are updated – whether at the system or the client level
- Whenever parameters are set up or changed – at the client level

Our testing protocol is critical to our quality assurance, especially for our implementation or conversion project methodology. The first step of our approach is to create a testing check list to cover all system features, and the data within each feature. To elaborate, the Quality Assurance ("QA") team will perform the following validations:

- Review the conversion data (one-to-one fields)
- Confirm that back office standard screens are functioning as expected
- Verify that eligibility rules are operating as expected
- Validate that event processing via Employee Self Service ("ESS"), Manager Self Service ("MSS"), and Back-office to Portal *Quicklinks* work as the requirements outline:
 - Event Availability
 - Event Processing
 - Employment Events
 - Life Events
 - Miscellaneous Events
 - Concurrent event logic
 - Edits and Validations
 - User Interface ("UI") Appearance and Function
 - ESS Portal Static Content

- ESS Portal Variable Content
 - ESS Variable by - Demographics
- Security
 - User roles
 - User groups
- Browser Support

In addition, the logic behind direct billing, payroll, carrier feeds and EOI processing are all included in a detailed test plan.

The testing strategy used by Morneau Shepell is set to allow a hand-off from QA to the internal business quality testing and then to the client business testing. This system assists us in maintaining movement within the project by performing a staggered testing approach and even in some cases promotes parallel testing to occur. Parallel testing can permit each team (internal/external) to be focused on the testing efforts and can keep channels of communication open during the allotted timeframe for each testing task.

Implementation/Conversion Testing

As noted above, during an implementation or conversion over to a new platform, testing is performed on all client-specific processes. Whatever the category, work is done in the test environment. All unit-testing and any other testings are performed here. Then, the code or parameter set-up is transferred to the pre-production environment. Further testing occurs, including the user acceptance testing. Once that is complete, changes are moved into the production environment.

User Acceptance Testing

User acceptance testing ("UAT") is typically performed at the client site, and involves a two-day on-site session facilitated by Morneau Shepell staff followed by a week long period of client-driven testing with daily conference calls to report results and prioritize any defects/changes discovered.

During the UAT phase, we perform end-to-end testing intended to prove all aspects of the interfaces, eligibility, cost calculations, and web site usability. This includes sending us transactions in an HR feed (e.g., new hire, termination, status change, etc.), loading the HRIS file, enrolling members, generating a payroll interface, and loading the interface to a payroll test environment.

This end-to-end test cycle gives users hands-on experience with the system, serves as a dress rehearsal for go-live, and provides confidence that the process works from end-to-end.

Once the UAT is complete, all processes and calculations that formed part of the formal test grid will be entered into the Quality Control software for future reference. It is these calculations that will be used as our benchmark in testing future system releases.

The administration team has the ability to request a refresh of the pre-production environment whenever necessary. This involves doing a complete copy from production to pre-production. This is typically timed to coincide with major events such as open enrollment testing, plan design or rate changes, or any other significant system update.

Implementation process

Please provide detailed description as well as timeline for both initial implementation and annual enrollment updates.

- ✓ As the University is a current client of Morneau Shepell, we would not need to implement a new system. We have, however, provided our approach for conversion over to the upgraded platform, as well as for the University's next Open Enrollment scheduled for October 15, as follows:

Our Approach to Transfer the University's Data

Our data migration process is applied consistently from client to client, ensuring consistent success and application of a proven process.

The process is based upon providing key transition data files:

1. Member demographics (based on the ongoing HRIS format)
2. Current coverage
3. Dependents and dependent coverage
4. Beneficiaries
5. Historical coverage (actives and retirees)
6. Financial information (optional, if balances are kept for direct billing)

Providing the member demographics transition data in the same format as the ongoing HRIS not only saves development time but also provides an additional test cycle. Testing of the transition files is exhaustive. Several cycles of draft files will be reviewed and reconciled; the results will be exchanged between the University's development teams and our configuration group during the development cycle. Once completed, an initial load will confirm the validity of these files. New files

will be provided prior to starting user acceptance testing. Any issues encountered here are resolved.

Conversion Methodology

The transfer of data from the current version to the new version of our *Ariel* Benefits hosted solution is a key element of our conversion methodology. As we have performed upgrades between those two applications for other clients already, we have standard conversion routines that can be re-used which will help reduce the effort and the risk on the University. As well, our knowledge of the University's data ensures we can perform the whole conversion process with minimal involvement from you.

In the "Business Requirements & Workshops" phase, we will formally document all of the requirements related to the data transfer process. This information will reside in Chapter 7 of our workbook, which is a chapter entirely dedicated to data:

- **Part 1.0 - Conversion Strategy:** identify source system(s) tables/files, address data accuracy, consistency and formats, ensure accurate and complete data availability to allow for proper administration of the University's benefit plans, specify data cut-off dates (data freeze), detail steps of data conversion iteration (test and production), and detail activities, if any, to be performed after the production data load.
- **Part 1.1 - Data Request from the University's current system(s):** detail of specifications proposed to the client to clarify the chosen approach related to the format of the data transferred.
- **Part 1.2 - Conversion Specifications:** details data mapping, data validations and reconciliations.

This phase of the process will thus address transferring details for data mapping, data extract, and data normalization from the existing system to the future system:.

Actual data load trial and data load testing will occur at the "System Configuration & Development" phase. Test conversions of the historical data will be performed and reports will be provided to the University to ensure data integrity. This will allow the University to fix any data issue that could arise, ensuring those to be addressed for final production data load.

The "Quality Assurance" phase will ensure that the data load is complete and accurate. This phase will include formal User Acceptance Testing during which the University's final sign-off will be required.

Data Transfer will be a key element throughout the entire conversion project and will align with the plan configuration of the benefits administration system. Our methodology will allow for testing of plan provision configuration based on actual member data, making testing as realistic as possible.

Please refer to the section, "Implementation" for a proposed timeline. Our project team will meet with the University stakeholders to develop a formal plan for configuring and launching our system within your requested timeline.

Annual Enrollment Updates for the University

Given the importance of annual enrollment to the University, we manage it each year as a project and follow a pre-defined process to ensure consistent results. The following is a high level overview of some of the key aspects:

- The University and Morneau Shepell client manager provides overall guidance
- Detailed project planning (typically a 4-5 month project)
- Plan change analysis and system configuration updates
- Communications (working with the University to develop a strategy)
- Changes to web site content
- Quality assurance (internal testing and user acceptance testing by the University)
- Enrollment and post enrollment processing activities
- Project closure meeting, including 'lessons learned' report to use in planning for the next year's enrollment

Please refer to the section, "Implementation" for a proposed timeline. As noted above, our project team will meet with the University stakeholders to develop a formal plan for configuring and launching our system within your requested timeline.

- Does your system allow for midyear changes to employer rates/premiums?

✓ Yes, our system allows for mid-year changes to employer rates/premiums.

- Retroactive changes with multiple rates across plan years?

✓ Yes, the system handles retroactive changes with multiple rates across plan years.

Vendor's internal systems

- Timely delivery of payroll data

1. Processes and procedures in place to ensure regularly defined delivery time

✓ Yes, as mentioned previously, we currently work with the University and fully understand your payroll and other reporting schedules.

The process for processing inbound feeds and enrollment changes and for producing and transmitting payroll data is fully automated, and leverages an industrial strength scheduler (Control-M from BMC software), our specialized Electronic Data Interface team, and our 24x7 production support team to deliver on our service level commitments for over 20,000 interfaces annually. That, coupled with our fully automated pre-payroll reconciliation process (where we run predefined test scripts against the payroll data to verify accuracy), puts us in an advantageous position to meet any reporting timeline.

- Billing and reporting for benefit vendors, third party administrators

✓ We currently provide this service for the University.

Our system includes an integrated premium reporting and accounting module. Some features of this module include:

- Incorporation of all benefits on a single premium statement
- Option to produce the statement in summary (by member, including required groupings as needed) or in detail (by employee) mode
- On-line tools for initiating billing functions, and accessing historical results
- On-line entry of check payments and manual adjustments (or integration with a separate accounting system, if required)
- Accounting modules designed for strong internal controls and segregation of duties
- Support for detailed payment allocation or balance-forward on participant accounts
- Integrated accounting functions used to allocate payments to premium amounts, and to calculate carry-forwards by member
- Detailed on-line account inquiries

- Employee-level billing if direct bills are required in some cases (e.g. for leaves of absence or retirees)
- Inbound files for check payments (e.g. for pre-authorized checking, lock-box, or other methods of recording payments) and provide outbound extracts of results (e.g. for loading into a separate accounting system)
- Production of provider remittance reports

- Retiree billing

✓ We currently provide this service for the University.

Our *Ariel* Benefits Billing Administration and Accounting module provides complete capabilities for premium billing administration, payroll or pension deduction processing, and leave-payment management. The system supports employer premium statements and member direct billing. The payment services are integrated with financial institutions lock-box programs, pre-approved checking, and credit card processing. Additionally, the system can manage arrears payment collection and deferred payment plans.

- Enrollment changes

✓ Our system currently handles year-round qualified changes for the University's members.

The system can detect eligibility-driven status changes (e.g. job change impacting eligibility or cost-sharing) based on the receipt of demographic data in the daily census file, automatically setup the event for employees to complete, and send an associated notification via e-mail. Life events (marriage, divorce, etc.) are typically self-reported by the employees. In all cases, the system handles enrollment on-line – processed by the employee or an administrator – and enforces client-configured business rules to ensure elections are consistent with the restrictions of the associated event/plan, and to ensure any required documentation is received and approved by the administrator.

The system supports on-line capture via an intuitive user interface of all information pertaining to benefits administration, including:

- Demographic/job data – while typically reported via file interface, authorized client users can change this information on-line if desired
- Contact preferences – participants are able to modify this information (preference for e-mail vs. traditional mail) on-line, if desired
- Dependents
- Benefit elections – core benefits, voluntary benefits, F.S.A. / H.S.A. contribution levels, etc.
- On-line short-form evidence of insurability verification (if approved by the carrier)
- Primary care physicians (if applicable)
- Beneficiary designations (primary and contingent)

Historical information

- Provide Historical Data upon termination for contract



We would be able to provide Historical Data upon termination of the contract.

- House historical data from prior administrators
 1. Requirements and process for data transition



As Morneau Shepell is the incumbent, we have completed the data transition to house historical data from the University's previous administrator.

When requested for new client implementations, we can load historical participant and benefit election data into our system at transition. However, our typical approach is to only load 18 months of history for medical coverage to enable the production of accurate HIPAA certificates of creditable coverage.

The process for loading historical data for new clients is the same as for current data, except that we would require multiple records for each participant and benefit type (e.g. a record for each time a change occurred).

Reporting available

What is your standard reporting package? Can the University run ad-hoc reports using an online reporting system?

- ✓ Yes, our solution includes a sophisticated ad-hoc reporting engine. We would provide University members with access to a powerful web-based business intelligence tool from Logi; Logi is one the Gartner Group's most highly regarded business-intelligence tools.

This web-based tool delivers on the three key requirements of ad-hoc reporting: they must be simple, powerful and personal. Users can develop personalized dashboards that allow "drill-down" into the underlying data. Ad-hoc reports are based on a library of pre-built objects, eliminating the need to learn the database structure. Reports can be reorganized, columns added /removed, summarized, grouped, sorted, and then saved to your personal library.

We will enhance the configuration of these tools that provide real-time access to important data. Enhanced dashboards, new reporting objects, and real-time analytics to help manage productivity in the call/service center are underway.

Our solution also provides a suite of standard reports. They can be made available online, though many are run for you by the administration team and delivered electronically. During the conversion process for the University, we will review our existing report library along with the available run-time parameters (division, job, status, timeframes, etc.) with the team to ensure that these are sufficient for your needs. Where additional reports or modifications to existing reports are required, these are configured during the transition process for ongoing use.

Sample reports from our current library are listed below:

Title	Source	Destination	Description	Frequency	Format
Premium Remittance					
Premium Statement	<i>Ariel</i> Benefits	The University	Includes insured (non-ASO) benefits only	Monthly	<i>Ariel</i> Benefits Standard
Administration					
Interface Manager	<i>Ariel</i> Benefits	The University	Summarizes changes received in HRIS feed, along with data "errors" for inspection/correction by the University.	Daily	Online <i>Ariel</i> Benefits Standard

Title	Source	Destination	Description	Frequency	Format
To-Do List	<i>Ariel</i> Benefits	The University	Paper report listing the To-Do records to be processed – client can mark records for deletion or modification prior to sign-off.	Per HRIS	<i>Ariel</i> Benefits Standard
Employee Communications					
On-line Confirmation Statement	<i>Ariel</i> Benefits	Employees	Confirmation Statement – provides coverage, costs, and dependent information to employees.	Accessible any time of day. Data updated nightly.	<i>Ariel</i> Benefits Standard
Confirmation of Coverage	<i>Ariel</i> Benefits	Employees	Paper version of the confirmation of coverage provided when electronic notification is not possible. Used for confirmation of authorization (i.e.: EOI approval).	Triggered automatically when coverage approved.	<i>Ariel</i> Benefits Standard
Benefit Confirmation Statement	<i>Ariel</i> Benefits	Employees	Paper version of the on-line Benefit Confirmation Statement provided to employees who have elected to receive paper-based communication.	Triggered automatically based on enrollment. Also available upon request.	<i>Ariel</i> Benefits Standard
Certificate of Creditable Coverage	<i>Ariel</i> Benefits	Employees	HIPAA mandated Certificate of Creditable Coverage.	Triggered automatically based on certain events as required by regulations.	<i>Ariel</i> Benefits Standard
Overage Dependent Memo	<i>Ariel</i> Benefits	Employees	Overage dependent certification & annual re-certification memo.	On event & annual re-confirmation	<i>Ariel</i> Benefits Standard
Enrollment Notices	<i>Ariel</i> Benefits	Employees	Paper equivalent of e-mail notification. Triggered automatically to notify employees that they are required to re-enroll based on a triggering event (i.e.: Change of address, dependent reaching overage status, etc.).	Triggered automatically based on key events.	Custom

Title	Source	Destination	Description	Frequency	Format
Other Management Reports					
Enrollment Progress	<i>Ariel</i> Benefits	The University	Enrollment progress by division, day, hour, etc.	On request	<i>Ariel</i> Benefits Standard
Participant Counts by Plan & State	<i>Ariel</i> Benefits	The University	Counts by plan to pay admin fees to TPAs. Also used to monitor enrollment patterns and project counts for providers to negotiate network access fees with other plans.	Monthly	Custom
Plan Migration Report	<i>Ariel</i> Benefits	The University	Identifies who changed plans during annual enrollment, which plan they were in and which plan they moved to.	Annual	Custom
ASO Premium Journal Report	<i>Ariel</i> Benefits	The University	Summarizes medical/dental participants by network and fee types to pay TPA administrative fees.	Monthly	Custom
Life Premium Journal Report	<i>Ariel</i> Benefits	The University	Summarizes life participants by premium brackets.	Monthly	<i>Ariel</i> Benefits Standard
Compare Error Report	<i>Ariel</i> Benefits	The University	Outlines data requiring the University resolution when the University sends synch up files to Morneau Shepell. Report will also summarize discrepancies by data type.	Monthly	<i>Ariel</i> Benefits Standard
Open Enrollment Statistics	<i>Ariel</i> Benefits	The University	Provides statistics on activity during the open enrollment period.	Weekly during open enrollment	<i>Ariel</i> Benefits Standard
Plan Enrollment Statistics	<i>Ariel</i> Benefits	The University	Shows statistics of number of participants that enrolled in each option (for all benefit types), broken out by age range, gender, earnings, part- or full-time, marital status, double miners, waivers and if there are children covered.	Annually after re-Enrollment + monthly thereafter	<i>Ariel</i> Benefits Standard
Systems Availability Statistics	Infrastructure	The University	Report on systems performance and availability over a given period.	To be defined	Custom

Title	Source	Destination	Description	Frequency	Format
Quarterly Management Report	Various	The University	Management report detailing major issues, performance based on service level agreements, current month activity (e.g., calls, transactions, etc.), and any variance from agreed upon servicing fees/estimated expenses.	Quarterly	Custom
COBRA Administration Detail Report	COBRA module	The University	Provides billed and paid details; includes a breakdown by plan, various sorts available	To be defined	Standard
COBRA Disbursement Report	COBRA module	The University	Provides carrier, coverage dates, paid dates, billed amounts, paid amounts, and source of payment.	To be defined	Standard
COBRA Payment Posting Log	COBRA module	The University	Provides paid date, check amount & number, SSN, name, etc.	Weekly	Standard

Where required, our data management team supports any atypical reporting requirements not supported by our standard library. Typically, the frequency and extent of these support requirements are delivered within the hour bank allocated to each client (the University currently has 120 hours per year allocated to its hour bank).

Life insurance

Administer EOI for Life Insurance.

- ✓ Although we currently do not administer evidence of insurability ("EOI") for Life Insurance for the University, Morneau Shepell has the capabilities to do so if requested.

The web enrollment tool evaluates EOI requirements based on event type, reporting timeframe, and participant selections and indicates where any EOI requirement applies. When the employee selects a benefit depending on their salary level, they are prompted to fill out a form by clicking on a hyperlink that is available to them. This link takes the employee to the form located on the standard's sight. Once the employee completes the form, the carrier then sends Morneau Shepell a

weekly file that either approves or denies the election amounts. The form does not need to be printed as it is submitted via the website. Should an employee not print and mail the form to Morneau Shepell, we directly send it to the standard for review.

- The form is provided at the end of the enrollment transaction – the participant prints this, completes (or has his/her spouse complete), and forwards it to the carrier for adjudication.
- Some carriers support their own on-line EOI questionnaire process, and allow us to link to their site via single sign-on and to pass the associated participant information to facilitate their process.
- Some carriers prefer to receive a regular interface from *Ariel* Benefits and push their own EOI forms/web links to the participant.

We currently handle the associated adjudication results by sending reminders and canceling the outstanding EOI based on a time schedule as defined by the University.

Some carriers notify us of their decision via regular interface, while others forward us a copy of the approval/decline notification.

COBRA

- Direct Billing to participants. Administration in-house including payment processing?
If not, please list the name and location of the vendor you partner with.

✓ We currently provide direct billing to the University's participants.

Our standard COBRA service includes the following:

Initial notification of COBRA rights	We provide this service which is based on the receipt of new hires and their corresponding initial enrollments.
Qualified Event ("QE") reporting	Our system detects qualifying events based on system triggers (e.g., termination, divorce, loss of dependent status, etc.), and starts the COBRA process.
Qualified Event ("QE") notification	Once a QE is identified, Morneau Shepell produces a QE notification and mails it to the qualified beneficiary with an election form.
Election	Qualified beneficiaries ("QB") who elect COBRA must submit the election form (or complete their election online) and forward the initial payment within the appropriate timeframes. We process the elections and report eligibility to the carriers as necessary.

Billing process	Our standard process involves mailing billing coupons to the QB for the remainder of the plan year, or using ACH or other pre-authorized payment methods. If the employer prefers, we have the option to produce monthly billing statements. We typically collect payments directly from QB's so that we can properly enforce deadlines, etc. Payments are sent directly to a lockbox facility owned by a major bank and the funds are sent to the client with a financial report on a monthly basis.
Open enrollment	We provide complete open enrollment services for the COBRA population. This would include mailing any required communication materials as well as the enrollment change forms.

- Online Access for participants to review election and payment information

✓ Currently the University's COBRA participants do not have access to the system and therefore, receive paper forms.

However, our upgraded solution we are proposing for the University *does* have the capability to provide online access for the University's participants so they can view their current coverage and any payment information.

Online Services

Morneau Shepell began supporting plan participants through web-based self-service in the 1990's. Through our decades of experience, we are experts in helping organizations transition from paper-intensive processes to online administration. Online transaction processing provides participants with a richer experience and enables the employers to more actively engage members through targeted content, decision support, and other messaging.



Morneau Shepell makes significant investments in the technology- and research & development-related fields. To this extent, we recognize the consumer adoption of the mobile device, and therefore, this is a delivery mechanism we support across all of our products and services. We have deployed mobile applications for our Health & Welfare administration clients, also incorporating health risk assessments and enrollment. In addition, responsive designs ensure that members can access online resources through their mobile browsers.

Through continued investment in our administration platform, and constant search for solutions that work for our clients' employees, we are able to offer a pioneering, integrated digital strategy, leveraged on decades of experience in delivering administration solutions.

A variety of pension and benefits services can be made available to plan participants through our client-branded website. Morneau Shepell is a recognized leader in the development of employee self-service tools. Our websites allow for complete self-service including the following functionality:

- Enrollment into flex or traditional benefit and pension plans
 - Dependent(s) management
 - Beneficiary maintenance
 - Address and banking updates
 - Reviewing plan descriptions or other relevant content
 - Retirement projections
 - Access to a summary benefit statement and annual pension statement
 - View access to plan information
 - Names and phone numbers of key contacts
 - Glossary of pension and benefits terms
 - Secure log-in protocols to guarantee security and confidentiality
 - Links to your other employee plans (such as defined contribution plans)
 - Integration with health management and EAP content and tools (such as a health risk assessment)
- Is COBRA Administration in-house? If not, please list the name and location of the COBRA vendor you partner with.
- ✓ COBRA administration for the University is conducted in-house by Morneau Shepell.

Customer service

- Where is your call center located and what are the standard hours of operation staffed by a live CSR?

✓ The University's call center is located in Pittsburgh and is currently open from 8:00 a.m. to 5:00 p.m., Pacific Time, Monday to Friday, excluding all U.S. statutory holidays as the service center is closed.

Clients typically choose a ten-hour window between 8:00 a.m. to 8:00 p.m. Eastern Time, Monday to Friday, for service to plan members, although extended hours beyond this time window are available for those clients who request it (additional fees would apply). Our call centers are closed for all U.S. statutory holidays.

- What is the turnover rate among CSR in this unit?

The current turnover rate for CSRs is approximately 11%. This turnover rate includes transitions to other roles within Morneau Shepell.

- What is the training process for the CSR staff?

✓ The University's current Customer Service Representatives in Pittsburgh have received training specific to the University's structure and culture and have in-depth knowledge of your benefits program, services, policies, and processes.

Talent Management and Development at Morneau Shepell

Talent management and development is a core process at Morneau Shepell – one that draws on our belief that talented people, well led, will produce great results. Our Talent Management Team offers a wide range of firm-wide programs and services which support our new employees' training, growth, and success efforts.

▪ New employee onboarding

- Upon joining the firm, our Human Resources Onboarding Team facilitates New Hire Orientation training, and all of the materials a new employee needs to be successful in their first 90 days at Morneau Shepell. The firm-wide new-hire orientation program has been

designed to make new employees familiar with the overall goals of Morneau Shepell, and to support them as they transition into their new role.

- **Learning Academy**

- Aligned to our core purpose – to help organizations help their people, because engaged people are the driving force for society – Morneau Shepell has created a single portfolio of development resources, driving learning that results in nimble, skilled, resilient and customer-oriented employees.

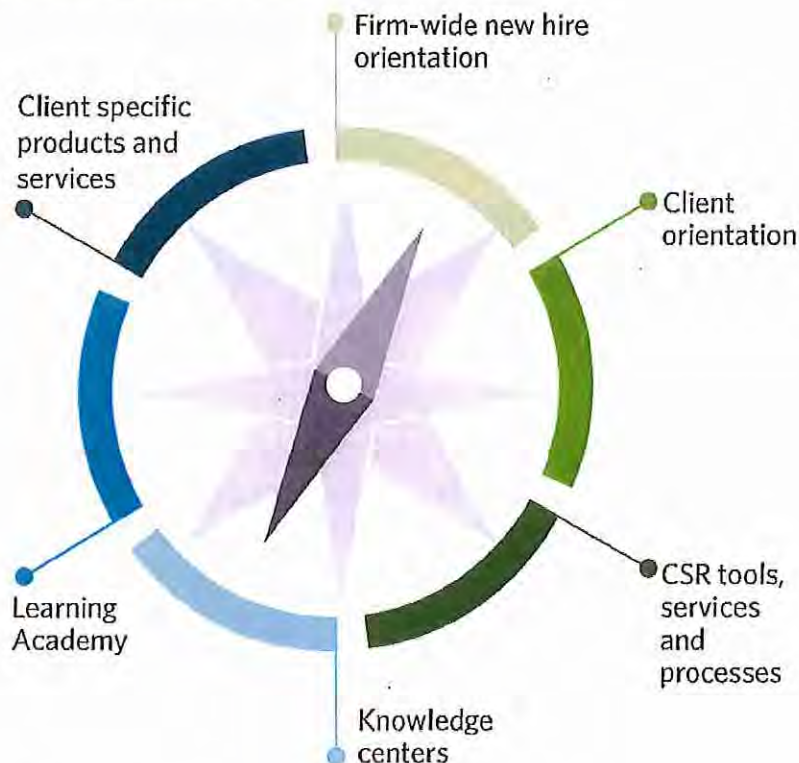
- **Knowledge Centers**

- Our knowledge centers are a great information resource for our employees, and provide a wide range of topics related to our internal operations – HR, finance and information technology.

Call Center personnel

To support our Call Center Representatives (CSRs) training, growth, and success efforts on an ongoing basis, call center team leads provide their call center representatives with regular coaching, updates, and performance reviews. The continuing educational approach allows for our CSRs to develop and expand their skill set to improve customer satisfaction.

Our CSRs' Training, Growth and Success Efforts



Dedicated facilitators also provide CSRs with onboarding training specifically geared to their client's situation. While it is important to have general training, we also spend a significant amount of time covering the intricacies of the clients the CSR will be assigned to.

Onboarding new hires

Upon joining the firm, in addition to receiving the firm-wide general new hire orientation, all call center personnel receive the following training:

Call Handling Process	Call Center Principles	Customer Care	Benefits Software Training
This involves identifying call types such as Tier I and Tier II calls, the use of the pension and benefits administration system and case management systems, and the standards set for logging calls and comments.	Experience has shown us that each CSR needs a fundamental understanding of call center principles to be effective. Topics covered include the Automated Call Distribution ("ACD") and phone equipment, queuing, and work flow principles.	Includes skills such as effective listening, questioning, dealing with difficult people, problem solving, and decision-making. Role-playing is used extensively in this segment.	We have a number of courses related to the set-up of our pension and benefits administration software, and appropriate procedures for initiating transactions and performing other functions. These are offered on a regular basis.

There is also training that is specific to each client mandate. Prior to the go-live date, training sessions will be provided to the client service team staff.

Lastly, we offer specific training on each client's industry and culture:

Client Orientation	Client-Specific Products/Services/Processes
An introduction to the client organization's structure and culture.	Includes in-depth training on all client products, services, policies, and processes.

This approach provides an environment in which call center personnel and administrators can receive productive on-the-job training, and in which our clients can receive a high level of service, that includes increased levels of service and touch points. We view this aspect of training as a key development tool for junior staff.

Client-specific training plays a very important role. Some clients wish to be involved in this process, with review and sign-off authority on training materials or presenting to the team in person to impress upon them the culture of the organization. We welcome a cooperative approach to client-specific training as we believe that our team should reflect your culture and values.

Ongoing training

On an ongoing basis, CSRs receive ongoing updates, and are reviewed regularly by their team leaders. Each time a change is made to the plan or the processes, training is provided to the CSRs.

Prior to going into production, training sessions will be provided to our service team staff. The training will involve a thorough review of the pension plans, an introduction to your corporate culture, all procedures and processes, as well as the service standards laid out in our Service Agreement. Any training required for administrative staff would be provided at this stage as well.

The team will adapt our standard training materials to your project. The materials cover a description of each module of *Ariel* Benefits Portal by providing step by step instructions of the website navigation and features. The training is further broken down into the use of *Ariel* Benefits Portal to perform specific tasks, such as an employee performing a life event or an administrator adding an employee record and queuing up an associated event. We will provide User's Guides and training materials for *Ariel* Benefits Portal (for administrators and employees).

For ongoing reference, the service teams use the client self-service websites as our online knowledge system. Thus, the information is also available to plan participants. The information available is customized based on each client's unique requirements. This system also helps to encourage self-service among plan participants.

Typical information includes:

- Plan information and rules
- Vendor/Provider information
- Forms, letter templates, key contacts, SPDs, employee notices, etc.
- Access to client's corporate website and other provider websites.

Knowledgebase tools

We have a web-based knowledge management solution to deliver information to our call center staff. The information available is customized based on each client's unique requirements. The CSR desktop includes:

- Forms, letter templates, key contacts, summary plan documents ("SPD"), employee notices, etc.
- Vendor/provider information.
- Business process flows and process diagrams.
- Calendars (working, payroll, enrolment, interface, etc.).
- Client news, intended to provide up to date information related to important events.

With this information at their disposal, combined with the prior training that they receive, our CSRs can handle a range of enquiries, e.g. help with online enrollment, in a timely manner, helping the employee not only with navigation of the site but also with timelines, required information, plan particulars etc.

Our employees are also encouraged to participate in industry trainings and certifications. We have programs that support actuarial studies, and all elements of administration for both benefits and pensions. We currently have 250 pension consultants and actuaries on staff who understands the pension regulatory environment.

The value that we bring to our clients is in the proactive approach we take to assessing the impact of changes to your plans.

Client-specific training plays a very important role. Some clients wish to be involved in this process, with review and sign-off authority on training materials or presenting to the team in person to impress upon them the culture of the organization. We welcome a cooperative approach to client-specific training as we believe that our team should reflect your culture and values.

This approach provides an environment in which administrators can receive productive on-the-job training, and in which our clients can receive a high level of service. We view this aspect of training as a key development tool for junior staff.

Implementation

Date of Implementation: Please detail implementation timeline with critical milestones. Open Enrollment should begin approximately 10/15 so we need to have the new system in place. Please list expectations and dates for any risks to the project which are outside your control or that the University must perform a task or provide information.

- ✓ As the University is a current client of Morneau Shepell, we would not need to implement a new system. We have, however, provided a timeline for conversion over to the upgraded platform, as well as for the University's next Open Enrollment scheduled for October 15, as follows:

Should the University wish to convert to the upgraded platform, we will assign a project manager ("PM") to the team for the duration of the project. The PM will be available full-time for the project and will attend all meetings as required. Additionally, they will meet with Brad, Sheena and University stakeholders to develop a formal plan for configuring and launching our system within your requested timeline. The PM will also manage the conversion process to ensure that the project is completed accurately and on time.

A well-planned implementation or transition project is the key to a successful transition to a new service provider. The following is a sample timeline for the conversion; our strategies for risk mitigation as well as assigned responsibilities follow.

Task	Start	Finish
Administration Services - Implementation Project Summary	03/06/2017	09/15/2017
Project Management	03/06/2017	09/15/2017
Phase 1: Project Initiation	03/08/2017	03/10/2017
Phase 2: Information Gathering	03/13/2017	03/31/2017
Phase 3: Business Requirements	04/03/2017	06/30/2017
Requirements Workbook	04/03/2017	06/30/2017
Chapter 2: Plan Analysis -	04/03/2017	04/14/2017
Chapters 3 and 4: Web site access, security, navigation and content	04/17/2017	04/21/2017
Chapter 5: Employee Web Tools	04/24/2017	05/01/2017
Chapter 6: Plan sponsor tool	05/02/2017	05/10/2017
Chapter 7: Interfaces	05/11/2017	05/19/2017
Chapter 8: Statements & Reports	05/22/2017	05/24/2017

Task	Start	Finish
Chapter 9: Business Processes	05/25/2017	06/16/2017
Chapter 10: Testing	06/19/2017	06/23/2017
Chapter 13: COBRA	06/26/2017	06/30/2017
Phase 4: System Configuration & Development	07/05/2017	08/16/2017
Environment Setup	07/05/2017	07/12/2016
Historical data load/data conversion	07/13/2017	07/20/2017
Statements & Letters	07/15/2017	07/20/2017
Web Tool Implementation (Chapter 4, 5 and 6)	07/15/2017	07/21/2017
Web Portal Configuration (Web Framework)	07/13/2017	07/28/2017
Employee web tools	07/14/2017	07/21/2017
Plan sponsor tool	07/17/2017	08/16/2017
Phase 5: Quality Assurance	07/12/2017	08/31/2017
Internal MS Testing		
▪ MS QA testing	07/12/2017	08/31/2017
▪ MS Business testing	08/14/2017	09/01/2017
Client UAT / Training	08/28/2017	09/15/2017
Phase 6: Production Implementation	09/18/2017	09/20/2017
System Rollout (On going administration)	09/27/2017	09/27/2017
GO LIVE (On going administration)	01/01/2018	01/01/2018
GO LIVE (Web Site & Web Tools)	10/03/2017	11/04/2017
Phase 7: Closing	12/22/2017	12/29/2017

The risks we outline in the following table are common to such projects and should be included in the risk mitigation plan for the project.

Description	Impact	Mitigation Strategy
Conversion data accuracy and completeness	The quality and completeness of the member, coverage, dependent, and beneficiary data is unknown. Gaps in mandatory data may result in additional work for the University team.	Review data requirements early in the project in order to have the greatest amount of time possible to address any issue.
Adherence to schedule	The schedule is tight and therefore vulnerable to slippage.	Adhere to deliverables and signoff schedule. Resolve issues/make decisions/answer questions quickly.

Description	Impact	Mitigation Strategy
Third party delays / constraints	Outside stakeholders on whom the project depends may delay the schedule if unable to meet key milestones.	Agree on dependencies and deadlines early.
Scope change	Additional work or re-work are likely to extend the project schedule, and may introduce unforeseen issues.	Avoid changes to signed-off deliverables; avoid new features.
Availability of the University staff during production preparations and the initial launch period.	Absence of key staff for vacation or other reasons may delay project activities, putting the go-live date at risk.	Maintain a vacation schedule and plan in advance for the required coverage.

Project Roles

The following table details project roles for the transfer of the University's data.

Role	Responsibility	Engagement
Morneau Shepell Resources		
MS Project Manager	Project management for MS and the overall project and change control.	Throughout the project.
MS Business Requirements	Responsible for data collection, compilation into requirements workbooks, moderation of workshops, obtaining sign off.	Particularly involved during the first third of the project. Involved during user acceptance testing and through configuration as a resource.
MS Configuration	Responsible for the configuration of <i>Ariel</i> platform and interfaces to/from other systems and vendors.	Participates in requirements workshops. Heavily involved during configuration phase. Involved during UAT.
MS ongoing Support Team	Responsible for ongoing support of the University. Has active role in requirements (business process), training and quality assurance.	Involved during primarily requirements and user acceptance testing. Prepares QA plan and training leading up to UAT.
MS IT Infrastructure	Responsible for the hosting infrastructure and deployments.	Sporadic for environment set up and deployments.

Morneau Shepell's Responsibilities

In the course of the data conversion, our responsibilities would include:

- Developing a detailed conversion plan that includes the roles and responsibilities of Morneau Shepell and the University in the context of the data conversion, data clean-up requirements, and audit and reconciliation requirements.
- Detailing data requirements and working with you to ensure that everyone has a consistent understanding of those requirements.
- Working with you to identify appropriate transition/cut-off strategies in order to maintain service in a seamless manner.
- Develop processes for obtaining information from physical files, both for input to our hosted administration environment where appropriate and on an ongoing basis where the data will not be maintained electronically.
- Downloading data from the conversion file to the hosted environment.
- Providing you with assistance to facilitate user testing of the conversion.

The University's Responsibilities

As the incumbent provider, we will be able to minimize the University's involvement as we have access to all the data, have a user team that understands your processes and plans. We will leverage them as much as possible to reduce your burden.

However, it is still critical that the University's staff remain engaged throughout the conversion. The University's contribution to the project is a key success factor for on-time delivery and scope management. The phases requiring the most involvement would be during the requirements gathering and user-acceptance phases:

- Participate in project planning and requirements-gathering sessions
- Review and sign-off on Business Requirements
- Review and sign-off of the integrated test plan and test cases
- Provide data and examples for the integrated test bed
- Review and sign-off of the converted test data
- Development of user-acceptance test plans
- User-acceptance testing and sign-off on delivered functions
- User-acceptance testing and sign-off on any additional functions delivered after initial go-live points
- Verification of the final converted production data for Go-Live.

The actual number of the University's resources required will depend largely on who within the University has most of the subject matter expertise. At minimum, the University will want to appoint a project lead and provide appropriate subject matter experts during the Requirements and User-Acceptance Testing stages of the project.

As the incumbent, we are in the fortunate position of having recently performed a full workbook review with the University team. This will minimize the effort needed from the University in the requirements gathering process.

The project team remains responsible for three months subsequent to conversion. Importantly, the ongoing team plays an important role during the requirements, testing, and training phases. This ensures a smooth transition between the conversion and transfer of data, and ongoing services.

Training

Please fully describe training and system access available. Please list typical University by function to receive any requisite training for systems trouble shooting, access and updating of information and/or ad hoc or standard reporting.

- ✓ We provide on-site or remote training via our website on changes to plan design and website functionality.

Where call center services are managed by the client, we offer onsite training in the following:

- **Customer Care:** Includes skills such as effective listening, questioning, dealing with difficult people, problem solving and decision-making. Role-playing is used extensively in this segment.
- **Ariel Benefits:** We have a number of courses related to the set-up of *Ariel* Benefits, and appropriate procedures for initiating transactions and performing other functions. These are offered on a regular basis.
- **Benefits Legislation:** Periodic training on the technical aspects of Health & Welfare (and pension) legislation, and any related tax regulation is presented to administration and consulting staff on a regular basis.
- **Client Specific Products/Services/Processes:** Includes in-depth training on all client products, services, policies, and processes.

We develop any training materials that might be needed to assist the University employees during the enrollment process, performing "what if" modeling scenarios, and accessing their benefits plan

information, although the University currently utilizes the self-service website so formal training is not necessary.

For system administrator access by the University HR team, we provide your management and HR staff with the appropriate user training on our benefits administration system, website, and reporting tools. The training will involve a thorough review of plan configuration, all procedures and processes, and the recommended system usage for each administrative task.

System Software / Upgrades

All upgrades or changes to software should be fully tested in a non-production or development environment to insure that the production environment is not compromised. Please describe the ability of the University to be involved in testing and satisfied that the production environment will not be compromised.

✓ **Confirmed;** all upgrades or changes are fully tested in a non-production environment prior to moving to the production site so as to not compromise the production environment. The system upgrades are transferred into the production environment on an automated basis, typically during evenings or weekends, with little impact to the existing system (except where clients choose to configure new capabilities).

Our procedures are well-established and proven to be effective in minimizing the potential for service disruptions. Client testing is typically not required for automated system upgrades, but could certainly be integrated into the upgrade process if desired. With respect to client specific changes (e.g. rate updates), we typically request that the client perform user acceptance testing in the pre-production environment and provide sign-off on the change before it is deployed to production. Please see our response to "Test files – Explain testing model, testing platform and how current is the data in testing environment?" for details on our User Acceptance Testing.

Demonstrations and/or interviews may be requested at the University's discretion to clarify functionality and performance of proposed system. If requested, the vendor must be prepared to give a demonstration up to 10 minutes to allow the University to see a "real-life" current service at another client utilizing the proposer's software. The demonstrations will be via distance over "WebEx" or some similar media. Additional detailed information will be provided to the shortlisted vendors prior to the interviews and demonstrations.

- ✓ As previously noted, we are offering to upgrade our solution for the University so you may take advantage of our enhanced employee self-service web tools. We would be pleased to demonstrate and/or provide clarification of the functionality and performance of the enhanced system by the University, if requested.

We are investing significantly in our people, processes, and technologies to make certain that our client delivery is of the highest standards.

Please describe compliance with information security and data management under section 6-34 through 6-41 as specified in Section six.

We have reviewed the RFP and agree in principle with the Terms and Conditions. Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho on which proposals are currently being sought. As such, Morneau Shepell suggests that if it is awarded the work, it should use the July 1, 2011 agreement between Morneau Shepell and the University of Idaho as the basis for negotiations of the resulting agreement.

Please see our current agreement with the University, which demonstrates our standard terms as they relate to items 6-34 through 6-41 as specified in Section six.

- ✓ We confirm compliance with the information security and data management requirements listed in sections 6-34 through 6-41 with the following exceptions.

Sections 6-34 through 6-41	Our comments
6-34 Data Compromise Response a. Immediately upon becoming aware of a Data Compromise, or of circumstances that could have resulted in unauthorized access to or disclosure or use of Customer or End User Data, Vendor will	Please see our current agreement with the University, which demonstrates our standard terms as they relate to 6-34 Data Compromise Response:

Sections 6-34 through 6-41	Our comments
<p>notify Customer, fully investigate the incident, and cooperate fully with Customer's investigation of and response to the incident. Except as otherwise required by law, Vendor will not provide notice of the incident directly to the persons whose data were involved, regulatory agencies, or other entities, without prior written permission from Customer.</p> <p>b. Notwithstanding any other provision of this agreement, and in addition to any other remedies available to Customer under law or equity, Vendor will reimburse Customer in full for all costs incurred by Customer in investigation and remediation of such Data Compromise, including but not limited to providing notification to third parties whose data were compromised and to regulatory agencies or other entities as required by law or contract; the offering of 12 months' credit monitoring to each person whose data were compromised; and the payment of legal fees, audit costs, fines, and other fees imposed by regulatory agencies or contracting partners as a result of the Data Compromise.</p>	<p>6-34a, as stated in the current agreement:</p> <p>a) <i>Immediately upon becoming aware of a Data Compromise, or of circumstances that could have resulted in unauthorized access to or disclosure or use of the University or End User Data, the Contractor will notify the University, fully investigate the incident, and cooperate fully with the University's investigation of and response to the incident. Except as otherwise required by law, the Contractor will not provide notice of the incident directly to the persons whose data were involved, regulatory agencies, or other entities, without prior written permission from the University.</i></p> <p>6-34(b), as stated in the current agreement:</p> <p>b) <i>In the case of a Data Compromise the parties shall agree, on a case by case basis, on a plan to investigate the Data Compromise, including but not limited to, which party shall take the lead of the investigation, any requirement of third party assistance, the process of notifying plan members and/or regulatory agencies and any costs relating to the investigation.</i></p>
<p>6-38 Data Security and Integrity</p> <p>a. All facilities used to store and process Customer and End User data will employ commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective than those used to secure Vendor's own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved. Without limiting the foregoing, Vendor warrants that all Customer Data and End User Data will be encrypted in transmission (including via web interface) and storage at no less than 128 bit level encryption. Vendor agrees and certifies that it, the system or any third parties working on the vendor's behalf have complied with all applicable requirements to be considered PCI-level 1 compliant and has taken all necessary steps to validate its compliance with the PCI DSS and PA DSS. Vendor is required to demonstrate compliance with this requirement by maintaining the application listing on The PCI Security Standards Council (see</p>	<p>Please see our current agreement with the University, which demonstrates our standard terms as they relate to 6-38 Data Security and Integrity.</p> <p>6-38a: Data in storage is currently not encrypted. New technology will be implemented in 2017 that will allow this; by the end of our second quarter we will be encrypting data in our SQL databases and in our backups.</p> <p>6-38a, as stated in the current agreement:</p> <p><i>All facilities used to store and process the University and End User data will employ commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective than those used to secure the Contractor's own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved. Without limiting the foregoing, the Contractor warrants that all the University's Data and End User Data will be encrypted in transmission (including via</i></p>

Sections 6-34 through 6-41	Our comments
<p>https://www.pcisecuritystandards.org/approved_companies_providers/validated_payment_applications.php?agree=true).</p> <p>b. Vendor will use industry standard and up to date security tools and technologies such as anti-virus protections and intrusion detection methods in providing Services under this Agreement.</p> <p>c. Vendor will at its expense conduct or have conducted at least annually:</p> <ul style="list-style-type: none"> ▪ A SAS 70 audit of Vendor's security policies, procedures and controls resulting in the issuance of a Service Auditor's Report Type II; ▪ A vulnerability scan, performed by a scanner approved by Customer, of Vendor's systems and facilities that are used in any way to deliver services under this Agreement; and ▪ A formal penetration test, performed by a process and qualified personnel approved by Customer, of Vendor's systems and facilities that are used in any way to deliver services under this Agreement. <p>d. Vendor will provide Customer upon request the results of the above audits, scans and tests, and will promptly modify its security measures as needed based on those results in order to meet its obligations under this Agreement. Customer may require, at its expense, Vendor to perform additional audits and tests, the results of which will be provided promptly to Customer.</p>	<p><i>web interface) and storage at no less than 128 bit level encryption.</i></p> <p>6-38d.: We agree in principle with 6-38 d., however, additional costs will be required for third-party vulnerability scans and penetration tests as part of this project.</p> <p><i>6-38(d), as stated in the current agreement: The Contractor will at its expense conduct or have conducted at least annually:</i></p> <ul style="list-style-type: none"> ▪ <i>A SAS 70 audit of the Contractor's security policies, procedures and controls resulting in the issuance of a Service Auditor's Report Type II;</i> ▪ <i>A vulnerability scan, performed by a scanner mutually agreed on by the parties, of the Contractor's systems and facilities that are used in any way to deliver services under this Agreement; and</i> ▪ <i>A formal penetration test performed by a process and qualified personnel mutually agreed on by the parties, of the Contractor's systems and facilities that are used in any way to deliver services under this Agreement.</i>
<p>6-39 Data Transfer upon Termination or Expiration</p> <p>a. Upon termination or expiration of this Agreement, Vendor will ensure that all Customer and End User Data are transferred to Customer or a third party designated by Customer securely, within a reasonable period of time, and without significant interruption in service. Vendor will ensure that such migration uses facilities and methods are compatible with the relevant systems of the transferee, and to the extent technologically feasible, that Customer will have reasonable access to Customer and End User Data during the transition.</p>	<p>6-39b: We recommend a revision of 6-39b:</p> <p>b. Vendor will notify Customer of impending cessation of its business or that of a tiered provider and any contingency plans in the event of notice of such a failure. This includes immediate transfer of any previously escrowed assets and data and providing Customer access to Vendor's facilities to remove and destroy Customer owned assets and data. Vendor shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to Customer.</p>

Sections 6-34 through 6-41	Our comments
<p>b. Vendor will notify Customer of impending cessation of its business or that of a tiered provider and any contingency plans in the event of notice of such a failure. This includes immediate transfer of any previously escrowed assets and data and providing Customer access to Vendor's facilities to remove and destroy Customer owned assets and data. Vendor shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to Customer.</p> <p>Vendor will provide a fully documented service description and perform and document a gap analysis by examining any differences between its services and those to be provided by its successor. Vendor will also provide a full inventory and configuration of servers, routers, other hardware, and software involved in service delivery along with supporting documentation, indicating which if any of these are owned by or dedicated to Customer. Vendor will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on Customer, all such work to be coordinated and performed in advance of the formal, final transition date.</p>	<p>Morneau Shepell would like to delete:</p> <p>Vendor will provide a fully documented service description and perform and document a gap analysis by examining any differences between its services and those to be provided by its successor. Vendor will also provide a full inventory and configuration of servers, routers, other hardware, and software involved in service delivery along with supporting documentation, indicating which if any of these are owned by or dedicated to Customer. Vendor will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on Customer, all such work to be coordinated and performed in advance of the formal, final transition date.</p> <p>Morneau Shepell would like to add:</p> <p><i>On expiration or termination of the contract, vendor will work with customer on a transition plan to fully transition the services and data to the customer or a new service provider.</i></p>
<p>6-40 Response to Legal Orders, Demands or Requests for Data</p> <p>a. Except as otherwise expressly prohibited by law, Vendor will:</p> <ul style="list-style-type: none"> ▪ Immediately notify Customer of any subpoenas, warrants, or other legal orders, demands or requests received by Vendor seeking Customer and/or End User Data; ▪ Consult with Customer regarding its response; ▪ Cooperate with Customer's reasonable requests in connection with efforts by Customer to intervene and quash or modify the legal order, demand or request; and ▪ Upon Customer's request, provide Customer with a copy of its response. <p>b. If Customer receives a subpoena, warrant, or other legal order, demand or request seeking Customer or End User Data maintained by Vendor, Customer will promptly provide a copy to Vendor. Vendor</p>	<p>Morneau Shepell would like to add in subsections (a) and (b) that if it (or the University) receives a subpoena, warrant, or other legal order, demand or request seeking the University or End User Data maintained by Morneau Shepell, that Morneau Shepell shall, depending on the nature and extent of the request, be compensated by the University for reasonable fees incurred by Morneau Shepell on a time and materials basis for the time it spends on such requests.</p> <p>Please see our current agreement with the University, which demonstrates our standard terms as they relate to 6-40 Response to Legal Orders, Demands or Requests for Data:</p> <p><i>6-40a, as stated in the current agreement:</i> <i>Except as otherwise expressly prohibited by law, the Contractor will:</i></p> <ul style="list-style-type: none"> ▪ <i>Immediately notify the University of any subpoenas, warrants, or other legal orders, demands or</i>

Sections 6-34 through 6-41	Our comments
<p>will promptly supply Customer with copies of data required for Customer to respond, and will cooperate with Customer's reasonable requests in connection with its response.</p>	<p><i>requests received by the Contractor seeking University and/or End User Data;</i></p> <ul style="list-style-type: none"> ▪ <i>Consult with the University regarding its response;</i> ▪ <i>Cooperate with the University's reasonable requests in connection with efforts by the University to intervene and quash or modify the legal order, demand or request; and</i> ▪ <i>Upon the University's request, provide the University with a copy of its response.</i> <p>6-40b, as stated in the current agreement: <i>If the University receives a subpoena, warrant, or other legal order, demand or request seeking University or End User Data maintained by the Contractor, the University will promptly provide a copy to the Contractor. The Contractor will promptly supply the University with copies of data required.</i></p> <p><i>Please add in 6-40c, as per the current agreement:</i> <u><i>If the Contractor receives a subpoena, warrant, or other legal order, demand or request seeking the University or End User Data maintained by the Contractor, the Contractor shall be compensated by the University for reasonable fees incurred by the Contractor on a time and material basis for the time it spends on such requests.</i></u></p>
<p>6-41 Service Levels; Interruptions in Service; Suspension and Termination of Service; Changes to Service</p> <p>a. Vendor warrants that the Services will be performed in a professional and workmanlike manner consistent with industry standards reasonably applicable to such Services. Vendor further warrants that the Services will be Operational at least 99.99% of the time in any given month during the term of this Agreement, meaning that the outage or downtime percentage will be not more than .01%. In the event of a Service outage, Vendor will (a) promptly and at Vendor's expense use commercial best efforts to restore the Services as soon as possible, and (b) unless the outage was caused by a Force Majeure event, refund or credit Customer, at Customer's</p>	<p>Please see our current agreement with the University, which demonstrates our standard terms as they relate to 6-41 Service Levels; Interruptions in Service; Suspension and Termination of Service; Changes to Service:</p> <p>Please refer to <i>Schedule A - Service Standards</i> for the negotiated Service Level Standards as agreed to in our current agreement with the University, which demonstrates our standard terms as they relate to 6-41.</p>

Sections 6-34 through 6-41	Our comments
<p>election, the prorated amount of fees corresponding to the time Services were unavailable. Neither party will be liable to the other for any failure or delay in performance under this Agreement to the extent said failures or delays are proximately caused by forces beyond that party's reasonable control, provided that the party resumes performance as soon as it is reasonably able to do so.</p> <p>b. From time to time it may be necessary or desirable for either the Customer or Vendor to propose changes in the Services provided. Such changes shall be made pursuant to the Change Control Procedure. Automatic upgrades to any software used by Vendor to provide the Services that simply improve the speed, efficiency, reliability, or availability of existing Services and do not alter or add functionality, are not considered "changes to the Services" and such upgrades will be implemented by Vendor on a schedule no less favorable than provided by Vendor to any other customer receiving comparable levels of Services.</p> <p>c. Vendor will provide Customer with seven days' prior notice of scheduled downtime in the provision of Services for maintenance or upgrades. To the extent possible, Vendor will schedule downtime during times of ordinarily low use by Customer. In the event of unscheduled and unforeseen downtime for any reason, except as otherwise prohibited by law Vendor will promptly notify Customer and cooperate with Customers' reasonable requests for information regarding the downtime.</p> <p>d. Customer may suspend or terminate (or direct Vendor to suspend or terminate) an End User's access to Services in accordance with Customer's policies. Customer will assume sole responsibility for any claims made by End User regarding Customer's suspension/termination or directive to suspend/terminate such service. Vendor may suspend access to Services by Customer or an End User immediately in response to an act or omission that reasonably appears to jeopardize the security or integrity of Vendor's Services or the network(s) or facilities used to provide the Services. Suspension will be to the minimum extent, and of</p>	

Sections 6-34 through 6-41	Our comments
<p>the minimum duration, required to prevent or end the security issue. Vendor may suspend Customer's access to Services if, after at least thirty (30) days' written notice to Customer and subsequent good faith, commercially reasonable efforts to resolve the matter with Customer to the parties' mutual satisfaction, Customer remains in material breach of this Agreement. The suspension will be lifted immediately once the breach is cured. Vendor may suspend access to Services by an End User in response to (i) a material breach by End User of any terms of use s/he has agreed to in connection with receiving the Services. Vendor will notify Customer of any suspension of End User access to Services before suspension or, if notice before is not f feasible, as soon as reasonably possible thereafter.</p>	

Please address specific questions regarding any proposed interfaces as outlined in Appendix A of this RFP.

✓ **Confirmed;** we have addressed all the questions outlined in Appendix A, as follows:

Proposed Application Interfaces (as outlined in Appendix A of the RFP)

What specific interfaces are proposed? Please indicate whether they are incoming or outgoing and what implementation options (batch or real-time) are available?

✓ As the incumbent, we will continue to send the bi-weekly payroll interface in Banner's standard format.

Additionally, we will also continue to use a weekly inbound HRIS interface, received in our standard format.

Typically, there are two interfaces required for each client we work with:

HRIS	Pre-payroll
Inbound (to provider) member demographic and employment data. Provides any updates to address, salary, employee group, etc. and communicates new hires. Can be full file or changes only format. Frequency is usually weekly or daily.	Outbound (from provider) deduction data provided to facilitate deductions from employee pay checks. Typically changes only format but can also be configured as a full file. Frequency coincides with pay cycles (weekly, bi-weekly, or monthly)

We typically employ point-to-point interfaces. For HRIS and payroll interfaces we have developed proprietary tools that allow significant flexibility in format through various configuration options. For outbound eligibility interfaces, we use an EDI server product from Sterling Commerce called Gentran. This product allows us to easily map the data to any number of standard (e.g. ANSI 834) or proprietary formats.

Our interface methodology allows for a significant amount of flexibility. In most cases, we are able to map to any fields and can work with existing formats. We can confirm this upon review of the specific requirements.

At present we do not have any real-time interfaces. Our current client base has not required us to move in this direction. If University of Idaho requirements include real-time interfaces we would be pleased to discuss further.

Please provide an overview of the processing requirements of the proposed interfaces.

Processing requirements	
HRIS	<ul style="list-style-type: none"> ▪ Purpose: provides updates to employee demographic and employment data ▪ Frequency: daily or weekly, as required ▪ File transfer: can be scheduled to load off hours at a specified time ▪ Processing: client should review records that are held by the Interface Module due to validation rules and correct as necessary ▪ Confirmation: client has the option to review a change report that lists all changes detected by the system. The report is produced automatically and posted to the online Interface Module.

Processing requirements	
Payroll	<ul style="list-style-type: none"> ▪ Purpose: provides updates to payroll deduction and imputed income data ▪ Frequency: coincides with payroll calendar, typically a number of days in advance of the payroll run ▪ File transfer: can be scheduled to transmit at a specified time, per the payroll calendar ▪ Processing: client should review records that are rejected by the payroll system and correct or notify the provider of any issues ▪ Confirmation: client may wish to review or audit changes to payroll deductions. This is optional.

Does the vendor provide an existing interface for the University of Idaho database application (i.e. Banner)? Please explain in detail.

✓ **Yes;** currently the University initiates the outbound HRIS interface and we provide the payroll interface to the University for loading to the payroll system.

Does the proposed interface architecture require additional products or configurations beyond a standard Oracle database configuration? Will any additional software be required for the University infrastructure? Please explain in detail.

✓ **No;** currently the University initiates the outbound HRIS interface and we provide the payroll interface to the University for loading to the payroll system.

The interface architecture does not require any additional products or configurations. We do not require direct access to any University of Idaho databases.

If additional software will be required to implement the interface, will the initial cost and yearly maintenance be included in the proposal?

✓ **No;** additional software is required to implement the interfaces.

Can existing interface feeds already in place at the University of Idaho be accommodated by the vendor? What would be necessary to evaluate and estimate those existing interfaces?

- ✓ Yes; as Morneau Shepell is the incumbent, we accommodate all existing interfaces required for the University.

Will the proposed interface operate totally within University of Idaho trusted network or will data be transmitted remotely? Please describe in detail.

- ✓ Given that the application currently resides on Morneau Shepell servers, data will continue to be transmitted to and from the University of Idaho.

As described above, HRIS data is currently transmitted to Morneau Shepell and payroll data is received from Morneau Shepell.

What University of Idaho enterprise database(s) will be involved in the interface?

- ✓ Morneau Shepell is the incumbent; the HRIS interface will continue to require read access to the employee HR related data.

The payroll interface will also continue to require access to the payroll data to apply updates related to changes in benefit deduction amounts.

What data elements will be extracted from or loaded into these databases? List schema, table, column and description for each data element needed, if known.

- ✓ As the University is a current client of Morneau Shepell, we already have the data elements required.

As the incumbent provider, should the University convert to our new enhanced platform we will be able to minimize the University's involvement as we have access to all the data, and we have a user team that understands your processes and plans. We will leverage them as much as possible to reduce your burden.

As noted previously in our proposal, when implementing a new client, we would typically load the following types of data:

Employee/retiree demographic data	We would use the same format as the ongoing HR interface
Benefit data	This would include a record for each benefit the participant is currently enrolled in
Dependent data	This would include one record for each covered dependent
Beneficiary data	This would include one record for each beneficiary that a participant has designated. This is optional and assumes the data is currently available in electronic format. If this data is not available, we can conduct a beneficiary election campaign after the go live to solicit this information
COBRA data	This includes some additional COBRA specific data such as qualifying event code, qualifying event date, paid-thru dates, etc.

Please describe any data to be included in the proposed interfaces that could be considered sensitive personal information?

- ✓ The University is a current client of Morneau Shepell; we would continue to treat all personal information as sensitive and employ considerable care in dealing with the University's data.

Elements such as the SSN and salary would be considered especially sensitive.

Will the interface require direct access to a University of Idaho database server? Please describe in detail. NOTE: Access to database servers other than through database communication port(s) is currently prohibited.

- ✓ No; Morneau Shepell would not require direct access to any University of Idaho databases.

We propose that the University continue to initiate the outbound HRIS interface and we would continue to provide the payroll interface to the University for loading to the payroll system.

If a real-time interface is being proposed, please describe the architecture in detail.

At present we do not have any real-time interfaces. Our current client base has not required us to move in this direction.

If the University of Idaho requirements include real-time interfaces we would be pleased to discuss further.

What party will be responsible for building the interface (the vendor or University of Idaho staff)? Please explain in detail.

✓ As Morneau Shepell is the current incumbent, we would not require the build of an interface.

As the incumbent, we confirm that the legacy data will be mapped as requested and we will make our best effort to utilize the University's current interface in the conversion. There should be minimal need for the University to make changes on your end.

However, it is critical that the University's staff remain engaged throughout the conversion. The University's contribution to the project is a key success factor for on-time delivery and scope management. The phases requiring the most involvement from the University would be during requirements gathering and for user-acceptance-testing.

If the proposed interface will be based on direct access to the University of Idaho database, will the connection be made from an identifiable list of vendor-hosted servers? Please explain in detail.

✓ No direct access is required.

The interfaces currently in place rely on the exchange of files in batch mode.

Do the proposed interfaces process only full datasets or does the functionality allow for incremental updates to the University of Idaho database application(s)?

✓ We have configured the HRIS and payroll interfaces as full file or incremental (changes only).

They are each configured differently (e.g. HRIS = full file, payroll = incremental).

What mechanism is provided to receive and evaluate the status of a load operation (i.e. how many rows were loaded successfully or failed, and why)? Please describe in detail.

- ✓ With regards to data integrity, we have built numerous real-time edits into both the data input screens and the interface process. All data received, whether from your system or from plan members, go through a validation process prior to being transferred to the administration database.

There is an integrated, automated batch process for dealing with the apparent errors that are detected by the verification protocol. As noted earlier in our proposal, such errors are placed into one of these three categories:

- **Warning only** – the change is accepted, but appears in a warning report as being questionable
- **Supervisor advise** – the change is held in pending mode, to be accepted or rejected only by someone with the proper authority
- **Reject** – certain apparent errors are rejected entirely until some sort of correction is made

To ensure that the administration database's integrity is maintained and service to plan members is not compromised, errors are dealt with promptly. The timing of these error corrections would be one of our service standards.

Interface Module

The Interface Module is an online tool that is available to designated administrators to enable them to review and correct errors associated with HRIS file loading. A screen shows all the relevant details such as file name, date loaded, number of records, number of initial errors, and number of remaining errors. The user can click on an individual file, review each of the errors and correct them as necessary. There is also an interface validation report that can be printed and an HR changes report that includes all changes that resulted from the loading of the file.

The following screen shot (as provided earlier in our proposal) is from the University's Interface Module; it allows the teams to troubleshoot data issues, and to confirm the proper upload of data.

Home >

Employee Search

Find:

by:

Extended search

Administrator Tools

MyTools

MyBenefits

CIM Home > File history

File history

This screen lists the files that have been processed during the indicated date range. To select a different time period, enter the new dates below, and click Go.

Date range

Files loaded between YYYY/MM/DD

and YYYY/MM/DD

File list

- view - delete - view/download report

Action	File Status	Load status	File Name	Cycle	Date Received
			IDAHO_IRMSIBThe_Standard		CoverageEOIUpdate
			uofidaho_eoi_decision_20160503.txt	0	May 4, 2016 at 1:05:34 AM EST
			IDAHO_HRIS		HRIS
		<u>Full Used</u>	PROD_IDHOHRIS_20160503090547.dat	452	May 3, 2016 at 12:40:49 PM EST
		<u>Full Used</u>	PROD_IDHOHRIS_20160506100554.dat	453	May 6, 2016 at 1:30:50 PM EST
			UOILOCKBOX		HRIS
		<u>Full Used</u>	PNCLB050316_201605030154.txt	0	May 3, 2016 at 6:10:44 AM EST
		<u>Full Used</u>	PNCLB050416_201605040155.txt	0	May 4, 2016 at 6:10:45 AM EST
		<u>Full Used</u>	PNCLB050516_201605050156.txt	0	May 5, 2016 at 6:10:44 AM EST

Will a detailed specification document be provided for each proposed interface? Please provide an example of the proposed format.

- ✓ Yes, as Morneau Shepell is the incumbent, a detailed specification document had been provided for each proposed interface.

Please refer to **Appendix B** for the University's Electronic Data Transfer Guides for HRIS and Payroll.

Will a configuration management plan be provided to ensure that any changes to interfaces are properly tested in a controlled environment prior to implementation? Please explain in detail. Will a configuration management plan be provided to ensure that any changes to interfaces are properly tested in a controlled environment prior to implementation? Please explain in detail.

- ✓ **Yes**, a detailed configuration management plan had been created as part of our overall QA strategy.

In general, we test all changes on two levels. First, the developer or configuration specialist that is implementing the change will conduct unit testing to ensure the change meets the requirements that would have been submitted with the change request. Once they are satisfied with the results, they will submit a deployment to the Release Management Team ("RMT"). The RMT will deploy the script to the pre-production environment. Once the change is in the pre-production, the Operations Team that maintains the interfaces in production will conduct their internal user acceptance test. Once they have signed off on the change, the RMT will deploy the script to the production environment. As a last step, the RMT will assign the ticket to the Operations Team who will confirm the change in the production environment and close the ticket.

Can a fully functional test environment be provided, with a complete University dataset, for testing interface modifications prior to implementation?

- ✓ **Yes**; it is our standard practice to maintain a pre-production environment for all clients for testing interface modifications as well as core system and client configuration changes.

How will the vendor ensure that processing deadlines for time-critical interfaces are monitored and met to ensure University operations are not adversely impacted?

- ✓ To date the University has been pleased that our services relating to processing deadlines for time-critical interfaces are **always monitored and consistently met**, thereby ensuring that the University's operations are not adversely impacted.

We employ the following strategy to ensure that all time-critical interfaces are monitored and delivered on time:

HRIS files (inbound)

Although these interfaces are initiated by the University of Idaho, we set up an automated file watch to monitor receipt of the file as per the schedule. If a file is not received by the agreed upon time, the scheduler will send an automated e-mail to the University team as well as the Morneau Shepell assigned Client Manager.

Payroll Files

The payroll schedule for the entire year is loaded into the system and the files are scheduled to be produced and delivered on a specific date and time. The Operations Team lead monitors the files that are due each week and ensures that any required processing is complete prior to the due date. The Client Manager also monitors all deliverables for their assigned clients and is responsible for ensuring that all due dates are met.

Carrier Eligibility Files

All outbound eligibility files are setup in our scheduling tool to run on a pre-defined schedule (typically weekly). The scheduler runs the file, encrypts and transmits the file all without manual intervention. The files are usually run over night so they can be available for processing by the carriers in the morning.

To ensure timely delivery, the scheduler is configured to send automated e-mails should the job fail at any point in the process. These e-mails are sent to our Production Support team as well as the Client Manager assigned to the University of Idaho. This ensures that any issues are resolved promptly so that the files can still be delivered on the date promised and avoid any delays in reporting eligibility.

The successful proposer will be required to enter into a Business Associate Agreement with the University.

- ✓ **We understand and agree with this requirement.** As Morneau Shepell is the incumbent, we currently have a Business Associate Agreement in place with the University.

Morneau Shepell is the incumbent provider for employee benefits enrollment services to the University of Idaho on which proposals are currently being sought. Morneau Shepell suggests that if it is awarded the work, it should use the July 1, 2011 agreement between Morneau Shepell and the University of Idaho as the basis for negotiations of the resulting agreement.

Bidders are required to read Idaho Administrative Code (Department of Insurance) IDAPA 18.01.27 sections 027 and 029 and confirm that they will meet the requirements of those sections. Bidder must be able to meet these requirements; specifically requirements outlined in IDAPA 18.01.27.04, IDAPA 18.01.27.29, and IDAPA 18.01.27.30. Bidder must confirm ability to meet requirements of all sections and acknowledge such in proposal. Bidder must identify any specific issues they anticipate in meeting the requirements of the referenced administrative rule. <http://adminrules.idaho.gov/rules/current/18/index.html>:

- 18.01.27 – the following is the only applicable provision:
 - 04. Third Party Administrator. Any party that provides any one of the following services to the plan must be licensed as a third party administrator in accordance with Title 41, Chapter 9, Idaho Code, and Section 41- 4014(4), Idaho Code:
 - 18.01.27.29
 - Bidders are subject to all rules under this heading
 - 18.01.27.30
 - Bidders are subject to all rules under this heading

- ✓ **We confirm;** Morneau Shepell will have the ability to meet the requirements of all required sections. Morneau Shepell has already begun to seek licensure; we do not anticipate any issues in meeting the requirements of the referenced administrative rules.

Morneau Shepell is currently working to ensure we meet the Idaho Administrative Code's (Department of Insurance) IDAPA requirements (specifically 18.01.27 sections 027 and 029 a – IDAPA 18.01.27.04, IDAPA 18.01.27.29, and IDAPA 18.01.27.30) across our client base.

Appendix A – Sample Employee Communications

Please refer to the following page for samples of our employee communications materials:

- COBRA form
- New hire communications
 - HIPAA Notice (mailed)
 - COBRA initial rights (mailed)
 - UIM – new hire email
 - UI- new hire email
 - Sample online enrollment screen captures
- Retiree packets
 - Birthday letters
 - Summary of Medicare Benefits; the sample provided pertains to Tier 1, Plan A.

COBRA form

Please refer to the following page for the sample COBRA form.

Date Printed 05/24/2016

This notice contains important information about your right to continue your health care coverage in the Plan(s) listed below as well as other health coverage alternatives that may be available to you through the Health Insurance Marketplace. Please read the information contained in these notices very carefully.

MR MARK MARCUS
PO BOX 1234
YOUR TOWN, ID
83638-1234

Qualification Date: 05/14/2016

Employer: University of Idaho

COBRA CONTINUATION COVERAGE ELECTION NOTICE

Because of your Termination of Employment that will end your coverage under the Plan, you are entitled to continue health coverage for up to 18 months, less the number of months coverage already provided. If you elect to continue your coverage under the Plan, your continuation coverage will begin on the eligibility start dates, and may continue until the end of the eligibility date(s) shown below. (Your coverage may end sooner if payment requirements are not met.) There may be other coverage options for you and your family. When key parts of the health care law take effect, you'll be able to buy coverage through the Health Insurance Marketplace. In the Marketplace, you could be eligible for a new kind of tax credit that lowers your monthly premiums right away, and you can see what your premiums, deductibles, and out-of-pocket expenses will be before you make a decision to enroll. Being eligible for COBRA does not limit your eligibility for coverage tax credit through the Marketplace. Additionally, you may qualify for a special enrollment opportunity for another group health plan for which you are eligible (such as a spouse's plan), even if the plan generally does not accept late enrollees, if you request enrollment within 30 days.

If you have any questions about your rights to COBRA continuation coverage, you should contact:

University of Idaho	1-800-646-6174
P O BOX 25406	
Pittsburgh PA 15220	

If you do not elect to continue your health care coverage by completing the "Election Form" and returning it to us, your coverage under the Plan will end **05/14/2016** due to your **Termination of Employment**.

Carrier Name	Description	Eligible Dates
Standard Dental Plan	Single	05/15/2016-11/14/2017
Employee Assistance Program	Continued	05/15/2016-11/14/2017
BCBS Standard PPO Plan	Single	05/15/2016-11/14/2017
VSP Network Vision Plan	Single	05/15/2016-11/14/2017

Each of the following participants are entitled to elect to continue health care coverage under the Plan:

<u>Name (First Last)</u>	<u>Relationship</u>	<u>Birth Date</u>
Mark Marcus	Self	MM/DD/YYYY

Your continuation coverage will cost:

		Amount	Billing
Carrier Name	Coverage	Due	Period
Standard Dental Plan	Single	\$ 29.19	1 Month
Employee Assistance Program	Continued	\$ 3.52	1 Month
BCBS Standard PPO Plan	Single	\$ 544.41	1 Month
VSP Network Vision Plan	Single	\$ 7.33	1 Month

IMPORTANT - To elect continuation coverage you MUST complete the "Election Form" and return it to the address shown on the Election Form, post-marked within 60 days of the date of this notice or within 60 days of the day you lose coverage under the plan, whichever is later. If you do not submit a completed Election Form by this date, you will lose your right to elect continuation coverage. Important information about your rights is provided to you on the pages after this Election Form.

Mark Marcus

Qualification Date: 05/14/2016

University of Idaho

COBRA CONTINUATION COVERAGE ELECTION AGREEMENT

ELECTING COVERAGE

To elect coverage you must complete and return this ELECTION AGREEMENT. The primary qualified beneficiary may elect to continue coverage on behalf of all eligible dependents who were covered the day before the qualifying event. Only a dependent or legal guardian may make a separate election or decline coverage which the primary qualified beneficiary has declined.

If you or any family member declines any coverage, please complete the section titled DECLINING COVERAGE.

Your completed ELECTION AGREEMENT must be returned within 60 days of the date of this notice or you will lose your right to COBRA continuation coverage.

I elect the coverage(s) that I have checked below for myself and my eligible dependents, if any:

			Amount	Billing	
	Carrier Name	Coverage	Due	Period	Date
<input type="checkbox"/>	Standard Dental Plan	Single	\$ 29.19	1 Month	05/15/2016
<input type="checkbox"/>	Employee Assistance Program	Continued	\$ 3.52	1 Month	05/15/2016
<input type="checkbox"/>	BCBS Standard PPO Plan	Single	\$ 544.41	1 Month	05/15/2016
<input type="checkbox"/>	VSP Network Vision Plan	Single	\$ 7.33	1 Month	05/15/2016

Please provide any missing information or add any dependent not shown who will be covered.

<u>Name (First Last)</u>	<u>Birth Date</u>	<u>Sex</u>	<u>Relationship</u>
Mark Marcus	MM/DD/YYYY	M	Self

_____	_____	_____
_____	_____	_____
_____	_____	_____

I have read the NOTICE OF RIGHT TO ELECT COBRA CONTINUATION COVERAGE and understand my election rights. I agree to notify the Plan Administrator if I or any covered dependents become covered by another group health plan or entitled to Medicare or have a change of address.

Signature _____	Date _____	Phone Number _____
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Mark Marcus

Qualification Date: 05/14/2016

University of Idaho

ELECTION AGREEMENT(continued)
CAREFULLY CONSIDER YOUR OPTIONS

Please examine your options carefully before declining this coverage.

You should be aware that companies selling individual health insurance typically require a review of your medical history that could result in a higher premium or you could be denied coverage entirely.

DECLINING COVERAGE

Each family member who was covered on the day before the event who does not wish to elect COBRA continuation coverage must sign and date the DECLINATION STATEMENT below. A legal guardian may sign on behalf of a minor child.

I have read the NOTICE OF RIGHT TO ELECT COBRA CONTINUATION COVERAGE and understand my election rights. I understand that a gap of 63 days in coverage will affect my ability to obtain coverage for pre-existing conditions under another Plan according to the portability provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

I decline all coverage(s) not elected in the ELECTING COVERAGE section. I understand that this declination will be irrevocable after my Election End Date of 60 days from the date of this notice. Further, I understand that I may revoke this waiver at any time prior to my Election End Date, however the effective date of coverage would be the date that I revoke the waiver.

PRINT NAME

SIGNATURE

DATE

PRINT NAME

SIGNATURE

DATE

PRINT NAME

SIGNATURE

DATE

PRINT NAME

SIGNATURE

DATE

For further information, please contact:

University of Idaho	1-800-646-6174
P O BOX 25406	
Pittsburgh PA 15220	

IMPORTANT INFORMATION ABOUT YOUR COBRA COVERAGE RIGHTS

What is continuation coverage?

Federal Law requires that most group plans (including this plan) give "qualified beneficiaries" the opportunity to continue their health care coverage when there is a "qualifying event" that would result in a loss of coverage under an employer's plan. Depending on the type of qualifying event, "qualified beneficiaries" can include the employee (or retired employee) covered under the group health plan, the covered employee's spouse, and dependent children of the covered employee.

Continuation coverage is the same coverage that the Plan gives to other participants or beneficiaries under the Plan who are not receiving continuation coverage. Each qualified beneficiary who elects continuation coverage will have the same rights under the Plan as other participants or beneficiaries covered under the Plan including open enrollment and special enrollment rights.

How long will continuation coverage last?

In the case of a loss of coverage due to end of employment or reduction in hours of employment, coverage may be continued for up to a total of 18 months. In the case of losses of coverage due to an employee's death, divorce or legal separation, the employee's becoming entitled to Medicare benefits or a dependent child ceasing to be a dependent under the terms of the plan, coverage may be continued for up to a total of 36 months.

When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for the qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement.

Continuation coverage will be terminated before the end of the maximum period if:

- * any required premium is not paid in full on time,
- * a qualified beneficiary becomes covered, after electing continuation coverage, under another group health plan that does not impose any pre-existing condition exclusion for a pre-existing condition of the qualified beneficiary, (note: there are limitations on plans' imposing a pre-existing condition exclusion and such exclusions will become prohibited beginning in 2014 under the Affordable Care Act.),
- * a covered employee becomes entitled to Medicare benefits (under Part A, Part B, or both) after electing continuation coverage, or
- * the employer ceases to provide any group health plan for its employees.

Continuation coverage may also be terminated for any reason the Plan would terminate coverage of a participant or beneficiary not receiving continuation coverage (such as fraud).

Special Rules for Health Care Reimbursement Accounts (HCRA)

COBRA continuation coverage under a HCRA (health care reimbursement account) will only be offered to you if you had previously elected and have under spent your account. You have under spent your account if the annual limit elected by you, reduced by reimbursements up to the time of the qualifying event, is equal to or more than the amount of the premiums due for the remainder of the year in which the qualifying event occurred. If elected, COBRA coverage for HCRA will be on an after-tax basis and will only last until the end of the year in which the qualifying event occurred. No extension of COBRA continuation coverage beyond the end of the year is available for HCRA.

How can you extend the length of COBRA continuation coverage?

If you elect continuation coverage, an extension of the maximum period of coverage may be available if a qualified beneficiary is disabled or a second qualifying event occurs. You must notify of a disability or a second qualifying event in

order to extend the period of continuation coverage. Failure to provide notice of a disability or second qualifying event may affect the right to extend the period of continuation coverage.

Disability

An 11-month extension of coverage may be available if any of the qualified beneficiaries is determined by the Social Security Administration (SSA) to be disabled. The disability has to have started at some time before the 60th day of COBRA continuation coverage and must last at least until the end of the 18-month period of continuation coverage. Each qualified beneficiary who has elected continuation coverage will be entitled to the 11-month disability extension if one of them qualifies. If the qualified beneficiary is determined by SSA to no longer be disabled, you must notify the Plan of that fact within 30 days after SSA's determination.

The qualified beneficiary must be continuously disabled. The extension will end 30 days after the person is no longer determined to be disabled, at the end of the 29 months from the qualifying event or when the disabled qualified beneficiary subsequently becomes covered under Medicare.

To apply for the disability extension, the following information must be sent to the Plan Administrator:

* A written request for the extension, and

* A copy of the Social Security Administration (SSA) Awards Determination Letter, noting the date of the disability determination.

This request **must** be mailed within 60 days after receiving the determination from SSA **and** before the end of the 18-month period. (If you had the SSA determination letter prior to receiving your COBRA election form, a copy of the determination letter must be mailed to the Plan Administrator within 60 days from the date of your election or 60 days from your COBRA effective date, whichever is later, in order to apply for the extension. If both the criteria are not met, the right to the extension ends.

You must provide this written request along with a copy of the SSA Determination letter to:

University of Idaho	1-800-646-6174
P O BOX 25406	
Pittsburgh PA 15220	

Second Qualifying Event

An 18-month extension of coverage will be available to spouses and dependent children who elect continuation coverage if a second qualifying event occurs during the first 18 months of continuation coverage. The maximum amount of continuation coverage available when a second qualifying event occurs is 36 months. Such second qualifying events may include the death of a covered employee, divorce or separation from the covered employee, the covered employee becoming entitled to Medicare benefits (under Part A, Part B, or both), or a dependent child ceasing to be eligible for coverage as a dependent under the Plan. These events can be a second qualifying event only if they would have caused the qualified beneficiary to lose coverage under the Plan if the first qualifying event had not occurred. You must notify the Plan within 60 days after any second qualifying event occurs if you want to extend your continuation coverage.

You must provide this notice to:

University of Idaho	1-800-646-6174
P O BOX 25406	
Pittsburgh PA 15220	

The written notification to the Plan Administrator should include:

* The employee's name and social security number;

- * The qualifying event that has occurred;
- * Any written documentation that is relative to the qualifying event (i.e. divorce decree, death certificate);
- * A phone number where you may be contacted by the Plan Administrator should there be any questions; and
- * The signature of the person sending the written notification.

How can you elect COBRA continuation coverage?

To elect continuation coverage, you must complete the Election Form and furnish it according to the directions on the form. Each beneficiary has a separate right to elect continuation coverage. For example, the employee's spouse may elect continuation coverage even if the employee does not. Continuation coverage may be elected for only one, several, or for all dependent children who are qualified beneficiaries. A parent may elect to continue coverage on behalf of any dependent children. The employee or the employee's spouse can elect continuation coverage on behalf of all of the qualified beneficiaries.

In considering whether to elect continuation coverage, you should take into account that you have special enrollment rights under federal law. You have the right to request special enrollment in another group health plan for which you are otherwise eligible (such as a plan sponsored by your spouse's employer) within 30 days after your group health coverage ends because of the qualifying event listed above. You will also have the same special enrollment right at the end of continuation coverage if you get continuation coverage for the maximum amount available to you.

How much does COBRA continuation coverage cost?

Generally, each qualified beneficiary may be required to pay the entire cost of continuation coverage. The amount a qualified beneficiary may be required to pay may not exceed 102 percent (or, in the case of an extension of continuation coverage due to a disability, 150 percent) of the cost to the group health plan (including both employer and employee contributions) for coverage of a similarly situated plan participant or beneficiary who is not receiving continuation coverage. The required payment for each continuation coverage period for each option is described in this notice.

When and how must payment for COBRA continuation coverage be made?

First payment for continuation coverage

If you elect continuation coverage, you do not have to send any payment for continuation coverage with the Election Form. Your benefits will only be activated upon receipt of payment, retroactive to your effective date. **See Note *.** You must make your first payment for continuation coverage not later than 45 days after the date of your election. (This is the date the Election Notice is post-marked, if mailed). If you do not make your first payment for continuation coverage, in full, not later than 45 days after the date of your election, you will lose all continuation coverage rights under the Plan. You are responsible for making sure that the amount of your first payment is correct. You may contact to confirm the correct amount of your first payment.

Note*: Your coverage(s) will not be reinstated until receipt and processing of the initial premium payment. Once the COBRA Service Center has received your initial premium payment, your insurance carrier(s) will be notified to reinstate your benefits. Please allow for up to 15 business days (from when the COBRA Service Center processes your initial premium) for the insurance carrier(s) to reinstate your benefits. If you have incurred claims prior to the reinstatement of your benefits, you should contact your insurance carrier at the number on the back of your identification card to request that your claims be reprocessed, as coverage under COBRA, if not waived, is retroactive to the date you lost benefits under the active plan.

Periodic payments for continuation coverage

After you make your first payment for continuation coverage, you will be required to make periodic payments for each subsequent coverage period. The amount due for each coverage period for each qualified beneficiary is shown in this notice.

The periodic payments for continuation coverage are due on the first day of the month for which coverage is provided. If you make a periodic payment on or before the first day of the coverage period to which it applies, your coverage under the Plan will continue for that coverage period without any break. The Plan will send periodic notices of payments due for these coverage periods as a courtesy.

Grace periods for periodic payments

Although periodic payments are due on the dates shown above, you will be given a grace period of 30 days after the first day of the coverage period to make each periodic payment. Your continuation coverage will be provided for each coverage period as long as payment in full for that coverage period is made before the end of the grace period for that payment.

If you fail to make a periodic payment in full before the end of the grace period for that coverage period, you will lose all rights to continuation coverage under the Plan. If a partial payment is received, your coverage will terminate for non-payment. It is your responsibility to ensure timely and correct payment of the premium(s). In the event that your premium check is returned for insufficient funds, a replacement check must be sent before the end of the grace period or coverage will terminate.

It is acceptable for a third party to make payments on your behalf. If, however, a payment is late or not received, your coverage will terminate for non-payment. It is your responsibility to ensure timely and correct payment of premium. In the event that your premium check is returned for insufficient funds, a replacement check must be sent before the end of the grace period or coverage will terminate.

Please make your checks payable to **University of Idaho**. Your first payment and all periodic payments for continuation coverage should be sent to:

Morneau Shepell
P O Box 644357
Pittsburgh PA 15264-4357

For more information

This notice does not fully describe continuation coverage or other rights under the Plan. More information about continuation coverage and your rights under the Plan is available in your summary plan description or from the Plan Administrator.

If you have any questions concerning the information in this notice, your rights to coverage, or if you want a copy of your summary plan description, you should contact:

University of Idaho	1-800-646-6174
P O BOX 25406	
Pittsburgh PA 15220	

For more information about your rights under ERISA, including COBRA, the Health Insurance Portability and Accountability Act (HIPAA), and other laws affecting group health plans, contact the U.S. Department of Labor's Employee Benefits Security Administration (EBSA) in your area or visit the EBSA website at www.dol.gov/ebsa or call their toll free number at 1-866-444-3272. For more information about the health insurance options available through a Health Insurance Marketplace, visit www.healthcare.gov.

Keep your Plan Informed of Address Changes

In order to protect your and your family's rights, you should keep the Plan Administrator informed of any changes in your address and the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Paperwork Reduction Act Statement

According to the Paperwork Reduction Act of 1995 (Pub.L.104-13), no persons are required to respond to a collection of information unless such a collection displays a valid Office of Management Budget (OMB) control number. The Department notes that a Federal agency cannot conduct or sponsor a collection of information unless it is approved by the OMB under the PRA, and displays the currently valid OMB control number, and the public is not required to respond to a collection of information unless it displays a currently valid OMB control number. See 44 U.S.C.3507. Also, notwithstanding any other provisions of law, no person shall be subject to penalty for failing to comply with a collection of information if the collection of information does not display a currently valid OMB control number. See 44 U.S.C. 3512.

The public reporting burden for this collection of information is estimated to average approximately four minutes per respondent. Interested parties are encouraged to send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of the Chief Information Officer, Attention: Departmental Clearance Officer, 200 Constitution Avenue, N.W., Room N-1301, Washington, DC 20210 or email DOL_PRA_PUBLIC@dol.gov and reference OMB Control Number 1210-0123.

OMB Control Number 1210-0123 (expires 9-30-2013)

New hire communications

Please refer to the following page for the following sample communications:

- HIPAA Notice (mailed)
- COBRA initial rights (mailed)
- UIM – new hire email
- UI- new hire email
- Sample online enrollment screen captures

HIPAA Notice of Privacy Practices

This notice describes how medical information about you may be used and disclosed and how you can get access to this information. Please review this notice carefully.

The Group Health Plans maintain the confidentiality of your medical information related to your Group Health Plan coverage. As required by rules effective April 14, 2003, under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), this Notice describes the Group Health Plans' legal duties and privacy practices with respect to that information. This Notice also describes your rights and the Group Health Plans' obligations regarding the use and disclosure of your medical information.

The Group Health Plans are required by law to maintain the privacy of your protected health information ("PHI"). PHI is information that is created or received by or on behalf of the Group Health Plans that identifies you or could reasonably be expected to enable someone to identify you and includes:

- information that relates to your past, present, or future physical or mental health or condition;
- the provision of health care to you; and
- the past, present, or future payment for the provision of health care to you.

Permitted Uses and Disclosures of Your Health Information

For Treatment

This means the provision, coordination or management of your health care, including any referral for health care from one health professional to another.

For Payment

This means activities to facilitate payment for the treatment and services you receive from health care professionals, including to determine eligibility, coverage or benefit responsibilities under your insurance coverage, or to coordinate your insurance coverage. For example, the Group Health Plans may provide information to a provider or a third-party payer, such as an insurance company, regarding amounts that are covered under the Group Health Plans. The information may identify you, your diagnosis, and treatment or supplies used in the course of treatment.

For Health Care Operations

This means the support functions related to treatment and payment such as quality assurance activities, case management, underwriting, premium rating, business management and other general administrative activities. For example, your PHI may be disclosed to employees of the Group Health Plans, or third parties retained or hired by the Group Health Plans, for enrollment, customer service, quality improvement, business planning, and cost management. This information may identify you, your diagnosis and treatment or supplies used in the course of treatment.

Plan Sponsor

The Group Health Plans may disclose PHI to the sponsor of the Group Health Plans for health care operation purposes. At no time will the Group Health Plans disclose information to the sponsor for employment-related actions or decisions.

Required by Law

The Group Health Plans may use and disclose information about you as required by law. For example, the Group Health Plans may disclose information for the following purposes: judicial and administrative proceedings pursuant to legal authority; to report information related to victims of abuse, neglect, or domestic violence; or to assist law enforcement officials in their law enforcement duties.

Public Health and Safety

In unusual cases, your PHI may be used or disclosed: to assist public health authorities in preventing or controlling disease, injury, or disability, or for other health oversight activities; to funeral directors or coroners, if required by law; for organ donation purposes; to avert a serious health or safety threat; or for national security or other specialized government functions.

Workers' Compensation

Your PHI may be used or disclosed in order to comply with laws and regulations related to Workers' Compensation.

Other Issues

Other uses and disclosures will be made only with your written authorization. You may revoke the authorization in writing, except to the extent that the Group Health Plans have taken action in reliance on it.

Your Health Information Rights

You have the right to:

- Request a restriction or limitation on the Group Health Plans' use or disclosure of your PHI for payment or health care operations purposes as set forth above. You also have the right to request a limit on the PHI the Group Health Plans disclose about you to someone who is involved in your care or the payment of your care.

The Group Health Plans are not required to agree to your request. If the Group Health Plans do agree, the Group Health Plans will comply with your request unless the information is needed to provide you with emergency treatment.

- Obtain a paper copy of this notice upon request.
- Inspect and copy your PHI that is contained in records maintained, used, collected or disseminated by the Group Health Plans. Usually, this includes the medical and billing records maintained by the Group Health Plans but does not include psychotherapy notes, if any, to which the Group Health Plans have access. You may be charged for the costs of copying, mailing, or other supplies directly associated with your request.
- Request an amendment to your PHI if you believe the PHI the Group Health Plans have about you is incorrect or incomplete. You have this right as long as your PHI is maintained by the Group Health Plans. The Group Health Plans may deny your request for an amendment if your request is not in writing, or it does not include a reason to support the request; or if the PHI to which your request refers:
 - was not created by the Group Health Plans, unless the person or entity that created the PHI is no longer available to make the amendment;
 - is not part of the medical information, enrollment, payment, claims adjudication or management records kept by the Group Health Plans;
 - is not part of the information you would be permitted to inspect or copy; or
 - is accurate and complete.

- Request the Group Health Plans to communicate with you about your PHI in a certain manner or at a certain location. For example, you may request that the Group Health Plans contact you only at home and not at work. The Group Health Plans will accommodate all reasonable requests if you clearly state that you are requesting the confidential communication because you feel that disclosure could endanger you. You must make sure your request specifies how or where you wish to be contacted.
- Receive an accounting of disclosures made of your PHI, except those disclosures made pursuant to an authorization or for purposes of treatment, payment or health care operations. The Group Health Plans are not required to give you a list of disclosures made before April 14, 2003.

Complaints

You may complain to the Group Health Plans and to the Secretary of the Department of Health and Human Services if you believe your privacy rights have been violated. You will not be retaliated against for filing a complaint.

Obligations of The Group Health Plans

The Group Health Plans are required to:

- Maintain the privacy of protected PHI.
- Provide you with this Notice of the Group Health Plans' legal duties and privacy practices with respect to your PHI.
- Abide by the terms of this Notice.
- Notify you if the Group Health Plans are unable to agree to a requested restriction on how your information is used or disclosed.
- Accommodate reasonable requests that you may make to communicate PHI by alternative means or at alternative locations.

The Group Health Plans reserve the right to change their information practices and to make the new provisions effective for all protected PHI they maintain. Revised Notices will be made available to you through the Group Health Plan. State law may provide for additional protection of your health information. Please contact the person identified below for more information.

No Change to Group Health Plans

Except for the privacy rights described in this Notice, nothing contained in this Notice shall be construed to change any rights or obligations you may have under the Group Health Plans. You should refer to the Group Health Plans' documents for complete information regarding any rights or obligations you may have under the Group Health Plans.

COBRA Initial Notification

Member Name
Street Address
City, State Zip Code

INITIAL NOTIFICATION OF COBRA RIGHTS

Dear Member Name:

This notice is intended to summarize your rights and obligations under the group health continuation coverage provisions of COBRA. You and your family should take the time to read this notice carefully. Should you qualify for COBRA coverage in the future the University of Idaho Benefit Center will send you the appropriate notification.

The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you when you would otherwise lose your group health coverage. It can also become available to other members of your family who are covered under the Plan when they would otherwise lose their group health coverage.

What is COBRA Continuation Coverage?

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. After a qualifying event, COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." You, your spouse, and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of the qualifying event. Under the Plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because either one of the following qualifying events happens:

- Your hours of employment are reduced, or
- Your employment ends for any reason other than your gross misconduct.

COBRA Initial Notification

If you are the spouse of an employee, you will become a qualified beneficiary if you lose your coverage under the Plan because any of the following qualifying events happens:

- Your spouse dies;
- Your spouse's hours of employment are reduced;
- Your spouse's employment ends for any reason other than his or her gross misconduct;
- Your spouse becomes entitled to Medicare benefits (under Part A, Part B, or both); or
- You become divorced or legally separated from your spouse.

Your dependent children will become qualified beneficiaries if they lose coverage under the Plan because any of the following qualifying events happens:

- The parent-employee dies;
- The parent-employee's hours of employment are reduced;
- The parent-employee's employment ends for any reason other than his or her gross misconduct;
- The parent-employee becomes entitled to Medicare benefits (Part A, Part B, or both);
- The parents become divorced or legally separated; or
- The child stops being eligible for coverage under the plan as a "dependent child."

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the University of Idaho, and that bankruptcy results in the loss of coverage of any retired employee covered under the plan, the retired employee will become a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also become qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan.

YOUR NOTICE OBLIGATIONS

Under the law, the employee or a family member has 60 days from (1) the date of the event or (2) the date on which coverage would be lost, whichever is later, to inform the Plan Administrator of the employee's divorce or legal separation, or of the employee's child losing dependent status under the University of Idaho plan. You must provide written notification to the University of Idaho Benefit Center of the qualifying event within 60 days. If you or your spouse or dependent child fails to provide this notice to the Plan Administrator during this 60-day notice period, any spouse or dependent child who loses coverage will NOT be offered the option to elect continuation of coverage.

TO ELECT COVERAGE

When the Plan Administrator is notified that one of these events has happened, the University of Idaho Benefit Center will in turn notify you that you have the right to choose COBRA continuation coverage. The employee and spouse have independent election rights. Under the law, you have 60 days from either (1) the date coverage is lost under the employer sponsored group health plan or (2) the date of the notice, whichever is later, to elect continuation coverage. There is no extension of the election period.

If you do not elect continuation coverage within this election period, then your rights to continue group health coverage will end.

If you choose continuation coverage and pay the applicable premium, as of the time coverage is being provided, is identical to the coverage provided under the plan to similarly situated active employees or family members. If the University of Idaho changes or ends group health coverage for similarly situated active employees, your coverage will

COBRA Initial Notification

also change or end.

Ordinarily, the continuation coverage that is offered will be the same coverage that you, your spouse or dependent children had on the day before the qualifying event. Therefore, an employee, spouse or dependent child who is not covered under the Plan on the day before the qualifying event generally is not entitled to COBRA coverage except, for example, when there is no coverage because it was eliminated in anticipation of a qualifying event such as divorce. If the coverage is modified for similarly-situated employees or their spouses or dependent children, then COBRA coverage will be modified in the same way.

If at that time the University of Idaho maintains more than one group health plan (or offers a choice of separate benefit packages under a single plan), you (or your spouse or dependent children) may elect COBRA coverage under one or more of those plans (or separate benefit packages) in which you have coverage. For example, if you were covered under three separate benefits (e.g., a medical plan, a dental plan, and a vision plan), you could elect COBRA coverage under the medical plan and decline coverage under either or both of the dental and vision plans. But if at that time the University of Idaho maintains one consolidated group health plan (for example, one that provides medical, dental, and vision benefits under a single plan), you must elect or decline COBRA coverage for the plan as a whole.

DURATION OF COBRA COVERAGE

Termination or Reduction in Hours. If group health coverage was lost because of a termination of employment (other than for reasons of gross misconduct) or a reduction in work hours, the continuation coverage period is 18 months from the date of the qualifying event, if elected.

Employees, Spouses or Dependents with Disabilities. The 18 months of continuation coverage can be extended to 29 months if the Social Security Administration determines that the employee, spouse or dependent child was disabled on the date of the qualifying event according to Title II (Old Age Survivors and Disability Insurance) or XVI (Supplemental Security Income) of the Social Security Act. Disabilities that occur after the qualifying event do not meet the criteria for the extended COBRA coverage period.

The employee, spouse or dependent must obtain the disability determination from the Social Security Administration and notify the Plan Administrator of the result within 60 days of the date of disability determination and before the close of the initial 18-month period. The employee, spouse or dependent has 30 days to notify the Plan Administrator from the date of a final determination that he or she is no longer disabled.

Multiple Events. The 18-month continuation period can also be extended, if during the 18 months of continuation coverage, a second event takes place (divorce, legal separation, death, Medicare entitlement, or a dependent child ceasing to be a dependent). If this happens, the 18 months of continuation coverage will be extended to 36 months from the date of the original qualifying event. Upon the occurrence of a second event, it is the employee's, spouse's or dependent's responsibility to notify the Plan Administrator within 60 days of the event and within the original 18-month COBRA period. COBRA coverage does not last beyond 36 months from the original qualifying event, no matter how many events occur.

Other Qualifying Events. If group health coverage was lost because of the death of the employee, divorce, legal separation, Medicare entitlement, or a dependent child ceasing to be a dependent child under the University of Idaho sponsored group health plan, then the continuation coverage period is 36 months from the date of the qualifying event, if elected.

COBRA CANCELLATION

The law provides that continuation coverage may be cut short for any of the following reasons:

COBRA Initial Notification

- The University of Idaho no longer provides group health coverage to any of its employees
- The premium for continuation coverage is not paid in a timely manner
- The employee, spouse or dependent child becomes covered, after the date he or she elects COBRA continuation coverage, under another group health plan that does not contain any exclusion or limitation with respect to any preexisting condition he or she may have
- The employee or spouse becomes entitled to Medicare
- The employee, spouse or dependent child extended continuation coverage to 29 months due to a Social Security disability and a final determination has been made that he or she is no longer disabled
- The employee, spouse or dependent child notifies the University of Idaho Benefit Center that they wish to cancel continuation coverage.

FURTHER INFORMATION

If you have any questions, please contact the University of Idaho at 1-800-646-6174 to speak with a representative. The University of Idaho Benefits Center is available Monday through Friday from 8:00 AM to 5:00 PM, Pacific time.

From: [University of Idaho Benefit Center](#)
To: [University of Idaho Benefit Center](#)
Subject: PLEASE READ - Important information related to your benefits <UIM GROUP NEW HIRE TEMPLATE>
Date: Friday, October 23, 2015 1:35:13 PM

It's time to enroll in the Basic Benefits Plan for University of Idaho!

Through the program you choose various benefits that are best for you and your family.

Due to Health Care Reform, you are now eligible to join the program. This message contains all the information and instructions you need to enroll successfully, including:

1. How to access the University of Idaho benefits website?
2. How to learn about your benefits plan?
3. How to enroll in the benefits plan?
4. What happens if you do not enroll within 30 days from the notification date of your hired status?
5. What to do if you have questions?

This information is important – please read it.

1. How to access the University of Idaho benefits website?

To access the site you must go to <https://vandalweb.uidaho.edu>. Sign in using your user name and password. Under the 'Employee Tab,' you will click on University of Idaho Employee Benefits and then the **myBenefits** link.

2. How to learn about the University of Idaho Benefits plan?

Click on the **Learn about my benefits** link under **myBenefits** for comprehensive information about the plan. You are eligible due to Health Care Reform, so please review the rates for that eligibility group before making your election. You will also see the per pay cost when you make an election through the on-line enrollment process.

3. How to enroll in the University benefits plan – you have 30 days to enroll from the notification date of your hired status?

A "New Hire" link to start your enrollment will appear on the site's home page after you log in. At the end of the enrollment process, you should print your confirmation statement for your records. Your benefit selections will appear on the **View my benefits** page of the University of Idaho benefits website once your elections have been processed.

4. What happens if you do not enroll within 30 days of date of the notification date of your hired status?

If you do not enroll within 30 days of the notification date, you will be automatically waived from coverage and will be unable to make changes till the next Annual Enrollment. Visit <http://www.uidaho.edu/benefits/Non-Board-Appointed> for details on the default medical coverage.

5. What to do if you have questions?

If you have questions about your coverage selections, or questions regarding the online enrollment tool, please contact the University of Idaho Benefits Center.

University of Idaho Benefits Center

P.O. Box 25429

Pittsburgh, PA 15220

Phone: 1-800-646-6174

Email: uidahobenefits@hroffice.com

Hours: Monday through Friday from 8:00 AM to 5:00 PM, Pacific Time

Thank you for your cooperation.

University of Idaho Benefits Center

From: [University of Idaho Benefits Center](#)
To: [University of Idaho Benefits Center](#)
Subject: PLEASE READ - Important Information related to your benefits <<UE GROUP NH TEMPLATE>>
Date: Friday, October 23, 2015 1:22:36 PM

It's time to enroll in the Benefits Plan for University of Idaho!

Through the program you choose various benefits that are best for you and your family.

You are now eligible to join the program. This message contains all the information and instructions you need to enroll successfully, including:

1. How to access the University of Idaho benefits website?
2. How to learn about your benefits plan?
3. How to enroll in the benefits plan?
4. When will I receive my insurance cards?
5. What happens if you do not enroll within 30 days from the notification date of your hired status?
6. What to do if you have questions?

This information is important – please read it.

1. How to access the University of Idaho benefits website?

To access the site you must go to <https://vandalweb.uidaho.edu>. Sign in using your user name and password. Under the 'Employee Tab,' you will click on University of Idaho Employee Benefits and then the myBenefits link.

2. How to learn about the University of Idaho Benefits plan?

Click on the [Learn about my benefits](#) link under myBenefits for comprehensive information about the plan.

3. How to enroll in the university benefits plan?

A "New Hire" link to start your enrollment will appear on the site's home page after you log in. At the end of the enrollment process you must print, complete, and return all of the necessary applications and authorization forms to the University of Idaho Benefits Center. The address appears at the end of this letter. Your benefit selections will appear on the [View my benefits](#) page of the University of Idaho benefits website once your elections have been processed. You have 30 days to enroll from the notification date of your hired status.

4. When will I receive my insurance cards?

Once your benefits are elected and your eligibility period begins, your enrollment elections will be sent to the benefit providers. Insurance cards will be sent to you directly from the insurance vendor. This process can take several weeks. If you need to see a doctor before your cards arrive, simply give the provider your SSN or Vandal number with the V replaced with a 9 and the insurance carrier can be billed. If you have any other questions, contact the Benefits Center at the number below.

5. What happens if you do not enroll within 30 days of date of the notification date of your hired status?

If you do not enroll within 30 days of the notification date, you will be automatically placed in a default health plan and will be unable to make changes until the next Annual Enrollment. Visit www.uidaho.edu/benefits for details on the default medical coverage.

6. What to do if you have questions?

If you have questions about your coverage selections, or questions regarding the online enrollment tool, please contact the University of Idaho Benefits Center.

University of Idaho Benefits Center

P.O. Box 25429

Pittsburgh, PA 15220

Phone: 1-800-646-6174

Email: uidahobenefits@hroffice.com

Hours: Monday through Friday from 8:00 AM to 5:00 PM, Pacific Time

Thank you for your cooperation.

University of Idaho Benefits Center

Sample online enrollment screen captures

Login in Screen



please login

Employee Number	Password	
<input type="text"/>	<input type="password"/>	<input type="button" value="Log in"/>

Your User ID

Your User ID is your 9 digit Vendor ID starting with the V.

Your Password

Your initial password is your Date of Birth in MMDDYYYY format, followed by the last three digits of your SSN, reading from left to right (e.g. 03121806456 for DOB: Mar 12, 1960 with SSN: 123789456). The site will automatically prompt you to change your password the first time you log in.

Having trouble logging on?

Contact the Benefits Center at 1-800-646-6174, Monday to Friday, 8am to 5pm (PT)

Forgot your password?

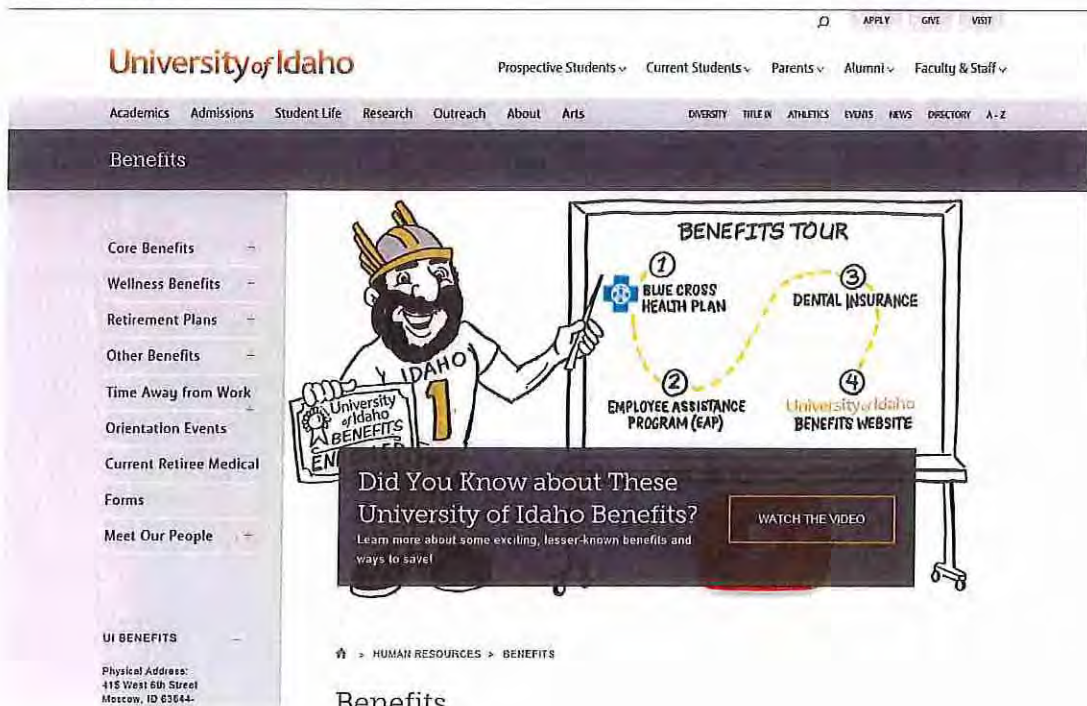
[Click here](#)

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Home Page

My Benefits Page (Forms)

Benefits Page 1



Benefits Page 2

University of Idaho

Prospective Students ▾ Current Students ▾ Parents ▾ Alumni ▾ Faculty & Staff ▾

Academics Admissions Student Life Research Outreach About Arts DIVERSITY TITLE IX ATHLETICS EVENTS NEWS DIRECTORY A-Z

Benefits

Core Benefits

- Eligibility for Coverage +
- Medical and Rx Plans
- Dental Plans
- Vision Plans
- Spending Accounts
- Employee Assistance Plan
- Employee Separation Benefits
- Other Core Benefits
- Enroll to Avoid Default Coverage
- Qualifying Life Events

Wellness Benefits +

Retirement Plans +

Other Benefits +

Time Away from Work +

Orientation Events

Current Retiree Medical

Core Benefits

Medical and Rx Plans

Explore your options for health insurance and prescription coverage.

STUDY YOUR OPTIONS +

Employee Assistance Plan

Get information, guidance and referrals on a variety of personal and professional subjects.

EMPLOYEE ASSISTANCE PLAN +

Flexible Spending Accounts

Contribute to spending accounts to pay for a variety of eligible health care expenses.

STUDY YOUR OPTIONS +

Retiree packets

Please refer to the following page for the following sample communications:

- Birthday letters
- Summary of Medicare Benefits; the sample provided pertains to Tier 1, Plan A.



875 Perimeter Dr. MS 4332
Moscow, ID 83844-4332

[Generation Date Month DD, YYYY]

[Member First Name Last Name]

[Address 1]

[Address 2]

[Address 3]

[City State Zip Code]

Dear Retiree,

Happy Birthday and congratulations on your upcoming 65th birthday!

You are eligible for Medicare Parts A and B, starting the month of your 65th birthday. Your Medicare eligibility triggers very important changes to your coverage from the University of Idaho Retiree Medical Plan.

Once you are eligible for Medicare Parts A and B, claims payments will be delayed until Blue Cross of Idaho has received **proof** that you have enrolled in Medicare Parts A and B. Proof of enrollment must be in the form of a photo copy of your Medicare ID card. Please present both your Medicare card and University of Idaho Retiree Medical Plan card when seeking medical care. Ask your providers to update their systems so that Medicare is the primary payer and the University retiree coverage is the secondary payer.

After you are enrolled in Medicare Parts A and B, you will automatically be enrolled in SilverScript Employer PDP sponsored by the University of Idaho, a group Medicare Part D prescription drug plan (PDP) plus supplemental coverage from the University that provides more coverage than the standard Medicare Part D.



1.) Medicare becomes primary.

If you wish to continue coverage under the University of Idaho Plan, please be sure to contact Medicare as soon as possible to **elect Medicare Parts A and B**. You can enroll in Medicare starting 3 months before the month you reach age 65.

You **MUST** elect Medicare Parts A and B when you first become eligible to continue participation in the University of Idaho Retiree Health Plan. Unless you have a Medicare qualifying disability that qualifies you for Medicare coverage sooner, Medicare should be effective the first of the month in which you turn 65.

DO NOT enroll in an ***individual*** Medicare Part D plan, or any other Medicare prescription drug coverage. The University of Idaho Retiree Health Plan will automatically enroll you in SilverScript Employer PDP as your Medicare prescription drug coverage.

Even though you will automatically be enrolled in SilverScript Employer PDP sponsored by the University of Idaho, there are a couple steps you must take:

- You must check the box on the enclosed Retiree Benefit Election Form, stating that you elect to be enrolled in the Retiree Health Plan.
- You must get enrolled in Medicare Parts A and B before the University can enroll you in the prescription drug plan.

Also, if you enroll in a different Medicare prescription drug plan or a Medicare Advantage plan with prescription drug coverage, your enrollment in SilverScript Employer PDP sponsored by the University of Idaho will be cancelled.

If you fail to enroll in Medicare Parts A and B when you are first eligible, or you enroll in an individual Medicare prescription drug plan or Medicare Advantage plan with prescription drug coverage (other than SilverScript Employer PDP



sponsored by the University of Idaho), your participation in the University of Idaho Health Plan terminates and you forfeit all rights to rejoin the Plan at a later date.

University of Idaho retirees have two separate medical plans. One plan is for retirees and their covered dependents when the retiree *has not reached* Medicare eligibility; the other plan activates for retirees and their covered dependents when the retiree *has reached* Medicare eligibility. Because you have now reached Medicare eligibility, your coverage will transition to the Retiree Medicare plan.

A summary plan description, which describes the features of your new Plan, is enclosed. Please review the new summary. Most of the Plan benefits are similar; however, there are some differences. For example, Medicare eligible retirees and their family members *do not have a Preferred Provider Organization (PPO) network* as a part of the Plan. Instead, you seek care from a provider who *accepts Medicare assignment*. If your spouse or other dependent(s) are not eligible for Medicare, they will continue to *seek care from the Blue Cross Traditional Plan Providers*. In addition, your annual medical deductible is less and your prescription drug deductible is higher in the Retiree Medicare Plan.

Amounts that have been counted or paid towards your annual deductibles, benefits or other plan maximums will be carried forward into the new plan for this contract year. This means that if you have already paid towards your deductible this plan year, you will be given credit.

2.) You will automatically be enrolled in SilverScript Employer PDP for prescription drug coverage effective [Medicare eligibility date]

Similar to the medical plan, University of Idaho retirees have two separate prescription drug plans. One plan is for retirees and dependents who are not eligible for Medicare and this plan is administered by CVS Caremark. The second plan is SilverScript Employer PDP, an approved group Medicare Part D plan with additional coverage provided by the University of Idaho to supplement the Medicare Part D



benefits. The plan is administered by SilverScript Insurance Company, an affiliate of CVS Caremark.

Because you will be eligible for Medicare, the University will automatically enroll you in SilverScript Employer PDP as your retiree prescription drug coverage, effective **[Medicare eligibility date]**. Enclosed with this letter is a *Summary of Benefits* which provides an overview of SilverScript Employer PDP, how it works and the coverage it offers.

If your spouse and/or dependent child are not eligible for Medicare, their current benefit will stay the same. They will continue to use their CVS Caremark ID card. You will receive a new ID card from SilverScript for your coverage. Each member of your family needs to remember to take his or her own ID card to the pharmacy when filling a prescription.

If you have any questions about Medicare Part D or SilverScript Employer PDP, call SilverScript Employer PDP Customer Care at 1-855-539-4715, available 24 hours a day, 7 days a week. TTY users should call 1-866-236-1069.

3.) Your new Plan does not include dental coverage.

Your University of Idaho Dental coverage will end at the end of the month prior to your 65th birthday for you and all family members. However, you may elect to continue dental coverage under the University program beyond Medicare eligibility by completing the enclosed form and self-pay the premiums included in your retiree billing.

Delta Dental also offers individual plans you may purchase outside of your University medical coverage. For more information on these insurance programs, go to

<http://www.deltadentalid.com/files/DDID-Indiv-Brochure-WEB.pdf>

or call (855) 70-DELTAID between 6:00am and 6:00pm MT.



Alternatively, AFLAC offers a dental plan to active employees, retirees and their families. An AFLAC dental policy may be kept for as long you pay the premium, regardless of your age; however, it must be purchased before your 65th birthday. Please contact Jan Pollard at jan_pollard@us.aflac.com or (208) 765-1380 for more information.

If you have any questions or wish to waive the University of Idaho Plan coverage once you have Medicare coverage, please contact Benefit Services at benefits@uidaho.edu or (208) 885-3616. Please remember that dropping the University Plan is an irrevocable election and that all rights for future plan participation are forfeited.

Sincerely,
Retirement Specialists
Judy and Kim

Enclosures: Medical and Dental Rate Sheets
Medicare Eligible Medical Summary Plan Description
Medicare Eligible Dental Summary Plan Description
Silver Scripts Summary of Benefits
Retiree Benefit Election Form



875 Perimeter Dr. MS 4332
Moscow, ID 83844-4332

[Generation Date Month DD, YYYY]

[Member First Name Last Name]

[Address 1]

[Address 2]

[Address 3]

[City State Zip Code]

Dear Retiree,

Happy Birthday and congratulations on your upcoming 65th birthday!

You are eligible for Medicare Parts A and B, starting the month of your 65th birthday. Your Medicare eligibility triggers very important changes to your coverage under the University of Idaho Retiree Medical Plan. Once you are eligible for Medicare Parts A and B claims payments will be delayed until Blue Cross of Idaho has received proof that you have enrolled in Medicare Parts A and B. You must provide a photo copy of your Medicare card as proof of enrollment.

Please present both your Medicare card and University of Idaho Retiree Medical Plan card when seeking medical care. Ask your providers to update their systems so that Medicare is the primary payer and the University retiree coverage is the secondary payer.

1.) Medicare becomes primary.

If you wish to continue coverage under the University of Idaho Plan, please be sure to contact Medicare as soon as possible to elect Medicare Parts A and B. You can enroll in Medicare starting 3 months before the month you reach age 65.

Coincident with enrolling in Medicare Parts A and B, you must enroll in one of the Medicare Part D prescription drug plans available in your area.



You **MUST** elect Medicare Parts A and B when you first become eligible to continue participation in the University of Idaho Retiree Health Plan. Unless you have a Medicare qualifying disability that qualifies you for Medicare coverage sooner, Medicare should be effective the first of the month in which you turn 65.

The University plan drug benefit ceases upon Medicare eligibility, therefore you should enroll in *individual* Medicare Part D prescription drug coverage.

If you fail to enroll in Medicare Parts A and B when you are first eligible, your participation in the University of Idaho Health Plan will terminate and you will forfeit all rights to rejoin the Plan at a later date.

University of Idaho retirees have two separate medical plans. One plan is for retirees and their covered dependents when the retiree *has not reached* Medicare eligibility; the other plan activates for retirees and their covered dependents when the retiree *has reached* Medicare eligibility. Because you have now reached Medicare eligibility, your medical coverage will transition to the Medicare Eligible Retiree Health Plan.

A medical plan summary, which describes the features of your new Plan, is enclosed. Please review the new summary. Most of the Plan benefits are similar; however, there are some differences. For example, Medicare eligible retirees and their family members *do not have a Preferred Provider Organization (PPO) network* as a part of the Plan. Instead, you seek care from a provider who *accepts Medicare assignment*. If your spouse or other dependent(s) are not eligible for Medicare, they will continue to *seek care from the Blue Cross Traditional Plan Providers*. In this scenario, the annual medical deductible is less.

Amounts that have been counted or paid towards your annual deductibles, benefits or other plan maximums will be carried forward into the Medicare primary plan for this contract year. This means that if you have already paid towards your deductible this plan year, you will be given credit.



2.) Your new Plan does not include dental coverage.

Your University of Idaho Dental coverage will end at the end of the month prior to your 65th birthday for you and all family members. However, you may elect to continue dental coverage under the University program beyond Medicare eligibility by completing the enclosed form and self-pay the premiums. The Delta Dental rate sheets are attached.

Delta Dental also offers individual plans you may purchase outside of your University medical coverage. For more information on these insurance programs, go to

<http://www.deltadentalid.com/files/DDID-Indiv-Brochure-WEB.pdf>

or call (855) 70-DELTAID between 6:00am and 6:00pm MT.

Alternatively, AFLAC offers a dental plan to active employees, retirees and their families. An AFLAC dental policy may be kept for as long you pay the premium, regardless of your age; however, it must be purchased before your 65th birthday. Please contact Jan Pollard at jan_pollard@us.aflac.com or (208) 765-1380 for more information.

3.) UI Retiree Health Reimbursement Arrangement Plan.

A Health Reimbursement Arrangement (HRA) account will be established in your name. This account is for the retiree only (dependents are not eligible). The University of Idaho Health Reimbursement Arrangement Plan document that describes the features of this program and a FAQ sheet have been enclosed for your information.

If you have any questions or wish to waive the University of Idaho Plan coverage once you have Medicare coverage, please contact Benefit Services at benefits@uidaho.edu or (208) 885-3616. Please remember that waiving the University Plan is an irrevocable election and that all rights for future plan participation are forfeited.



Sincerely,

Retirement Specialists

Judy and Kim

Enclosures: Retiree Benefit Rate Sheets
 Medicare Eligible Medical Plan Summary
 Medicare Eligible Dental Plan Summary
 Health Reimbursement Arrangement Plan Summary
 Medicare Part D Reimbursement FAQ and Contact Information
 Retiree Benefit Election Form

2016 University of Idaho Retiree Rates

ER I
an A
dical Rates

iree Tier 1

n A	No Medicare	Medicare - Retiree Only	Medicare Spouse Only	Medicare Both
ree Only	51.37	25.41	n/a	n/a
ree + Spouse	965.37	939.41	424.53	398.57
ree + Child	270.34	244.38	n/a	n/a
ree + Children	670.21	644.25	n/a	n/a
ree + Family	1,584.21	1,558.25	1,043.37	1,017.41

ivor Tier 1

n A	No Medicare	Survivor Medicare
ivor Only	914.00	373.16
ivor + Child	1,132.97	592.13
ivor + Children	1,532.84	992.00

ntal Rates

st Medicare- All Tiers & All Tier IV- Dental Rates

	Monthly
tiree only	\$ 43.23
tiree & Pre- Medicare Spouse	\$ 86.46
tiree & Child	\$ 60.95
tiree & Children	\$ 92.51
tiree & Family, all Pre- Medicare	\$ 135.74
tiree & Post Medicare Spouse	\$ 86.46
tiree & Post Medicare Spouse Family	\$ 135.74

rvivor

	Monthly
rviving Spouse only	\$ 43.23
rviving Spouse & Child	\$ 60.95
tiree & Children	\$ 92.51

er I, II, III - Pre-Medicare Retiree Dental

	Monthly
tiree only	\$ 0
tiree & Pre- Medicare Spouse	\$ 43.23
tiree & Child	\$ 17.72
tiree & Children	\$ 49.28
tiree & Family, all Pre- Medicare	\$ 92.51
tiree & Post Medicare Spouse	\$ 43.23
tiree & Post Medicare Spouse Family	\$ 92.51

University of Idaho

Summary of Benefits for Medicare Eligible Retirees and Family Members

Calendar Year 2016

Legal Disclosure:

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Summary of Benefits for Medicare Eligible Retirees

The University of Idaho (the University) offers eligible retirees certain benefits after their University employment ends. Medical benefits are included for all eligible retirees, and eligibility for prescription drug, dental and life insurance benefits is determined based on your eligibility for Tier I, II, III, or IV retiree benefits. Dental and life insurance benefits are described in separate summaries.

The Medicare Retiree Medical Plan (the Plan) applies to you and all of your covered dependents if you are eligible for and have accepted both Medicare Parts A and B and meet other Plan eligibility requirements. You typically become eligible for Medicare Parts A and B at age 65; however, you may qualify for Medicare at a younger age if you have an eligible disability as defined by Medicare.

The Plan has the following benefits:

- Medical and Behavioral Health coverage under one of two Plan options, a standard PPO (Plan A) or a High Deductible Health Plan (Plan B);
- Prescription drug coverage may be available at retail or through mail-order, based on eligibility tier and medical plan chosen;
- Employee Assistance Program (EAP) benefits;
- Optional Dental coverage; and
- Life insurance coverage may be included based on your eligibility tier.

Important Information

The information in this summary is intended to summarize the benefits available to eligible retirees and their dependents. Additional information is available from the benefits section of the University Website or by contacting the respective plan administrators or carriers.

This summary is based on the Retiree Health and Welfare Summary Plan Description (SPD) which is available for your review at University offices during business hours. The Retiree Health and Welfare Summary Plan Description governs the benefits described in this summary. If there is any discrepancy between the descriptions in this summary and the Retiree Health and Welfare Summary Plan Description, the SPD's descriptions will always govern. You and your eligible dependents should not rely on any oral description of the benefits or references in this summary because the written terms of the SPD will always govern. To the extent not delegated, the University shall have the authority to interpret the benefit descriptions in this summary and the related SPD.

If you have any questions after reading this summary, please refer to the "Plan Administration and Contact Information" section for information on where to call.

Plan Amendments

The University can replace the group contracts through which benefit claims are paid under the Medical and Prescription Drug Plans. The University also can amend the Plan or any part of the Plan. Plan amendments may include amendments to terminate coverage for some or all employees/retirees. If the Plan or any part of the Plan is terminated, the rights of a participant covered under the Plan or any part of the Plan are limited to the payment of eligible expenses incurred prior to such termination. Any provisions of the group policy that conflict, as of the policy effective date, with the laws of the state where it is issued are automatically amended to conform to the minimum requirement of the law.

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Your Medical and Prescription Drug Coverage

The University offers you two medical plans from which to choose:

Plan A (Standard PPO)

Plan B (High Deductible Health Plan or "HDHP")

Your benefits within each plan will vary based on each participant's Medicare eligibility. This table describes how your University medical benefits work:

Feature	Medicare Eligible Participants	
	University of Idaho Plan A	University of Idaho Plan B
How eligible medical care services are covered	<p>The University requires you enroll in Medicare Parts A and B when you are initially eligible. At that time, Medicare becomes your primary coverage; the University plan is your secondary coverage. Please review the <i>Maintenance of Benefits</i> section for more information.</p> <p>When you incur an eligible medical expense, your benefits will be determined by the Medicare's maximum allowable charge for services. Then, the University plan may pay up to the difference between the Medicare payment and the amount that the plan would have paid had there been no coordination with Medicare. Keep in mind, the plan will pay benefits once you have satisfied your deductible.</p> <p>Please see the <i>Medicare Eligible Medical Plan Coverage At-a-Glance Chart</i> for more detailed coverage information.</p>	

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Feature	Medicare Eligible Participants	
	University of Idaho Plan A	University of Idaho Plan B
How eligible prescription drugs are covered	<p>If you are a Tier 1 retiree, you continue your prescription drug coverage through Plan A. The University will enroll you in a Group Medicare Part D Plan, please review the separate <i>Prescription Drug Benefits plan summary</i> for more information.</p> <p>All other retirees need to enroll in Medicare Part D to receive prescription drug benefits. Tier II and III retirees receive a University stipend to help pay for Medicare Part D coverage.</p>	<p>Plan B does not provide any prescription drug benefits to Medicare eligible individuals.</p> <p>Enroll in Medicare Part D to receive prescription drug benefits.</p>
Network providers	<p>Plan A is considered an "Open Access PPO" plan. This means you may see any provider you choose, either in-network or out-of-network, without a reduction of benefit. However, you receive discounted rates, and you pay less out of your pocket, when you visit an in-network provider.</p>	<p>Plan B is considered an "Open Access PPO" plan. This means you may see any provider you choose, either in-network or out-of-network, without a reduction of benefit. However, you receive discounted rates, and you pay less out of your pocket, when you visit an in-network provider.</p>
Opportunity to contribute to a Health Savings Account	No	No

How do I locate in-network providers?

To locate a provider in your area, please visit the Blue Cross of Idaho Web site at **www.bcidaho.com**. Click on "Find a Provider" and you will be taken to the searchable directory. You may also contact the Customer Services Department listed on your ID card to locate providers in or out of your area.

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Medicare Medical Plan Coverage At-a-Glance Chart

This section provides you with detailed information on medical coverage for Medicare-eligible participants.

Please note that while the chart provides a list of covered services, it is important to contact Blue Cross of Idaho before a service is provided to be sure it is covered and to determine if any special requirements need to be met, such as preauthorization. Contact Blue Cross of Idaho by calling the number listed on your ID card. Additionally, please review the *What the Medical Plans Cover* section of the SPD for more detailed information.

Medicare Medical Plan Coverage At-a-Glance Chart		
Benefit	University of Idaho Plan A	University of Idaho Plan B
Annual deductible (you pay)	\$300 per individual	\$1,500 per individual
Preventive care/wellness services (plan pays)	You pay nothing for eligible, in-network care; plan pays 100% of the maximum allowance	You pay nothing for eligible, in-network care; plan pays 100% of the maximum allowance
Preventive care/wellness services include: <ul style="list-style-type: none"> Adult examinations – Annual physical examinations including Pap tests, fecal occult blood test, PSA tests, cholesterol panel, chemistry panel, diabetes screening, urinalysis, complete blood count, bone density, tuberculosis skin or tine test, uric acid, GGT (liver function test), screening EKG, preventive screening mammogram, colonoscopy/sigmoidoscopy, thyroid stimulating hormone, transmittable disease screening (Chlamydia, Gonorrhea, HIV, HPV, Syphilis, Tuberculosis), aortic aneurysm ultrasound, alcohol misuse assessment, genetic counseling for high-risk family history of breast or ovarian cancer, health risk assessment for depression, lipid disorder screening, smoking cessation counseling visit, dietary counseling (up to three visits per year). Well-baby care and well-child care – Routine or scheduled well-baby and well-child examinations, including Rubella and PKU tests, newborn hearing test, and screening examinations for sports physicals. Maternity benefits – Urine culture, Hepatitis B virus screening, iron deficiency screening, Rh (D) incompatibility screening, Diabetes Screening. Immunizations and travel vaccines – Acellular Pertussis, Cholera, Diphtheria, Hemophilus Influenza B, Hepatitis A, Hepatitis B, Human Papilloma Virus (HPV), Influenza, H1N1, Japanese Encephalitis, Measles, Meningococcal, Mumps, Plague, Pneumococcal (pneumonia), Poliomyelitis (polio), Rotavirus, Rubella, Tetanus, Typhoid, Typhim VI, Typhus, Varicella (Chicken Pox), Yellow Fever and Zoster. Hearing examination - Limited to one routine exam by a <i>qualified medical provider</i> per participant per benefit period. Breastfeeding Support – Breastfeeding support and supply services, Hospital Grade Breast Pumps require a Prior Authorization Domestic Violence – Screening and assessment for interpersonal and domestic violence 		
Out-of-pocket maximum (Once the deductible is satisfied, coinsurance is paid until the out-of-pocket maximum is satisfied, then the plan pays for 100% of covered services)		
	\$2,600 per individual	\$3,100 per individual
Lifetime benefit maximum	Unlimited	

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Medicare Medical Plan Coverage At-a-Glance Chart		
Benefit	University of Idaho Plan A	University of Idaho Plan B
Ambulance transportation services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible

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Medicare Medical Plan Coverage At-a-Glance Chart		
Benefit	University of Idaho Plan A	University of Idaho Plan B
Behavioral health benefits		
Inpatient services (you pay)	20% of the maximum allowance after the deductible, and \$100 per day copayment up to 3 days per year	30% of the maximum allowance, after the deductible
Outpatient psychotherapy services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Facility and other professional services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Blood service (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Colonoscopy/sigmoidoscopy		
Preventive screening (plan pays)	You pay nothing; plan pays 100% of the maximum allowance	You pay nothing; plan pays 100% of the maximum allowance
Diagnostic service (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Contraceptive services (you pay)		
Bariatric Surgery	\$1,500 Deductible, then 20% of the maximum allowance after the deductible	\$1,500 Deductible, then 30% of the maximum allowance after the deductible
Birth control pills	See the <i>Prescription Drug Benefits</i> section for more information	Not covered
Diaphragms & IUD	In Network services are covered at 100%, Out of Network services: 20% of the maximum allowance, after the deductible	In Network services are covered at 100%, Out of Network services: 30% of the maximum allowance, after the deductible
Depo Provera injections		
Dental services, related to accidental injury (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Diabetes self-management education (you pay) <i>Limited to \$500 per benefit period</i>	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible for in-network services
Diagnostic services (you pay) <i>Excluding eligible wellness and preventive care services</i>	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Durable medical equipment (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Emergency services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible

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Medicare Medical Plan Coverage At-a-Glance Chart		
Benefit	University of Idaho Plan A	University of Idaho Plan B
Hearing aid appliances and fitting exams <i>Limited to \$800 per participant per lifetime by a qualified medical provider</i>	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Home health skilled nursing services	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Hospice services	20% of the maximum allowance, after the deductible <i>(only from a contracted Hospice)</i>	30% of the maximum allowance, after the deductible
Hospital services (you pay) – Inpatient – Outpatient – Special services	20% of the maximum allowance, after the deductible Inpatient Services: responsible for 20% co-insurance and \$100 per day copayment up to 3 days per year	30% of the maximum allowance, after the deductible
Implantables (for purpose of contraception)	In Network Plan pays 100%, Out of Network Plan pays Plan Pays 100% maximum allowance, after the \$100 copay	In Network Plan pays 100%, Out of Network 30% of the maximum allowance, after the deductible
Injections (including allergy injections) (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Inpatient physical rehabilitation care (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Mammogram services		
Preventive screening (plan pays)	You pay nothing; plan pays 100% of the maximum allowance for in-network services	You pay nothing; plan pays 100% of the maximum allowance for in-network services
Diagnostic service (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Maternity services (you pay) <i>See Bright Beginnings Early Prenatal Management Program section for more information</i>	Physician services: \$250 copayment, the plan pays 100% (not subject to deductible or coinsurance) Hospital services: 20% of the maximum allowance after the deductible, \$100 per day copayment up to 3 days per year	30% of the maximum allowance, after the deductible
Medical services (you pay) – Inpatient – Outpatient	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Outpatient cardiac rehabilitation services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible

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Medicare Medical Plan Coverage At-a-Glance Chart		
Benefit	University of Idaho Plan A	University of Idaho Plan B
Outpatient pulmonary rehabilitation services (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Outpatient rehabilitation therapy services (you pay) – Chiropractic care services – Occupational therapy – Physical therapy – Respiratory therapy – Speech therapy	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Post-mastectomy/lumpectomy reconstructive surgery (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Prescription drug services (Tier I participants only)	CVS Caremark manages prescription drug benefits; please see the <i>Prescription Drug Benefits</i> section for more information	Not covered
Selected therapy (you pay)	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Skilled nursing facility (you pay) <i>Limited to 30 inpatient days per benefit period</i>	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible
Smoking cessation services (you pay)		
Counseling	100% of the maximum allowance	
Medications	50% of the maximum allowance	
Temporo-mandibular Joint (TMJ) Syndrome Services (you pay) <i>Up to lifetime benefit of \$2,000 (in- and out-of-network) per participant</i>	50% of the maximum allowance, after the deductible	50% of the maximum allowance, after the deductible
Transplant services (you pay) <i>Limited to a lifetime benefit limit of \$5,000 for related living expenses</i>	20% of the maximum allowance, after the deductible	30% of the maximum allowance, after the deductible

Please refer to the SPD available on the Benefit Website or in the Human Resources office for further explanation on general benefit information.

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Medicare Prescription Drug Coverage At-a-Glance Chart

Tier	Medicare Eligible	
	University of Idaho Plan A	University of Idaho Plan B
I	Participants receive prescription drug benefits with University medical benefits. The University will enroll you in a Group Medicare Part D Plan.	Participants need to enroll for prescription drug benefits through Medicare Part D.
II	Participants need to enroll for prescription drug benefits through Medicare Part D. Participants receive a stipend from the University to help pay for coverage. See the <i>How to Enroll for Coverage</i> section in the SPD for more information.	
III		
IV	Participants need to enroll for prescription drug benefits through Medicare Part D. See the <i>How to Enroll for Coverage</i> section in the SPD for more information.	

Plan A – Tier I Retirees

You pay for the full cost of prescription drugs until you meet the per-individual deductible (or two individual deductibles per family).

Medicare Deductible:

- \$225 individual
- \$450 family

Once you meet the deductible, you will pay 25% coinsurance for your prescription drugs from the retail pharmacy. However, your coinsurance amount will be subject to a minimum and maximum copayment. If you order from the mail order pharmacy, you will pay a flat dollar copayment. This table shows your costs after you've met the deductible. Please see separate SilverScript Plan summary for additional information.

Plan B

Plan B prescription drug coverage is not available to Medicare eligible employees.

Medicare Plan Options for Retirees in Tier I					
Feature	University of Idaho Plan A			University of Idaho Plan B	
	Retail Pharmacy		Mail Order	Retail Pharmacy	Mail Order
	30-day or less supply through SilverScript pharmacies	90 day or less supply through SilverScript pharmacies	90-day supply through SilverScript	30-day or 90-day or less supply through SilverScript pharmacies	90-day supply through SilverScript
Generic	25% \$12 minimum / \$25 maximum	25% \$36 minimum / \$75 maximum	\$36	No coverage	
Formulary Brand Name*	25%* \$25 minimum / \$75 maximum	25%* \$75 minimum / \$225 maximum	\$75		
Non-formulary Brand* Name	25%* \$40 minimum /	25%* \$120 minimum /	\$120		

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Medicare Plan Options for Retirees in Tier I					
Feature	University of Idaho Plan A			University of Idaho Plan B	
	Retail Pharmacy		Mail Order	Retail Pharmacy	Mail Order
	30-day or less supply through SilverScript pharmacies	90 day or less supply through SilverScript pharmacies	90-day supply through SilverScript	30-day or 90-day or less supply through SilverScript pharmacies	90-day supply through SilverScript
	\$100 maximum	\$300 maximum			

Participating in the Plan

Eligible Dependents

If you elect retiree medical benefits for yourself, you may enroll your eligible dependents that were enrolled for coverage under your active benefits on the date you retire. In addition, dental coverage for dependents must mirror the retiree's coverage, regardless of Medicare eligibility or tier. Prescription Drug coverage will depend upon the individuals Medicare eligibility, for example if a dependent is not Medicare eligible their prescription coverage will be supplied by CVS Caremark, whereas the Medicare eligible retiree's coverage will be supplied by SilverScript.

To qualify as an eligible dependent, a person must be one of the following:

Your spouse under a legally valid marriage (a legally valid marriage includes an opposite-gender marriage or common-law union that began in Idaho prior to January 1996, or a common-law relationship that is valid in another state and is recognized by Idaho state law).

- A spouse who is covered by the University of Idaho's active benefit plan may be enrolled in the retiree health plan upon his or her separation from a benefits-eligible position and/or retirement if:
 - He or she was eligible as your dependent at the time of your retirement, and
 - You request to add your spouse to your coverage within 30 days of his or her separation from a benefits-eligible position and/or retirement.

A child under the age of 26. For purposes of the plan, a "child" means your:

- Biological child,
- Legally adopted child or a child placed with you for adoption,
- Stepchild,
- Child for whom you are the legal guardian, and/or
- Child who is required to be covered by a Qualified Medical Child Support Order (QMCSO)

Coverage will terminate for your child on his or her 26th birthday unless he or she is incapable of self-support because of a physical or mental disability that began prior to age 26. You must apply for this continuation within 31 days after the child reaches age 26.

If you die, your surviving spouse or child(ren) are not eligible for coverage if they are eligible for coverage under another employer's health plan — as either the primary subscriber or a dependent. Waiving coverage under another employer's plan also will result in a loss of eligibility for the Retiree Health Program.

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If your spouse remarries, he or she may continue retiree health plan participation assuming he or she meets all other eligibility requirements. A new spouse of a former covered dependent spouse, or any other newly acquired dependent, may not be added to the Retiree Health Program. However, a dependent child of the retiree who is born after the death of the retiree may be added within 60 days of birth.

Coverage Levels

For medical and dental coverage, you can enroll in any of the tiers below when initially eligible:

Retiree Only,

Retiree + Spouse,

Retiree + Child,

Retiree + Children, and

Employee + Spouse + Child(ren).

Making Changes

In general, the benefit elections you make when you initially enroll will remain in effect permanently. You may be permitted to change whom you cover for benefits under certain circumstances, including:

- Your marriage, divorce (including annulment) or legal separation,
- A child's birth, adoption or placement for adoption,
- Receipt of a Qualified Medical Child Support Order (QMCSO) requiring you to provide coverage for a child,
- Death of your spouse or child,
- Your child reaching the maximum age for coverage (age 26).

If you have an eligible change and want to make a change to whom you cover, you must make the allowed change(s) within 30 days of the event. If you have had a baby, adopted a child or had a child placed for adoption with you, you must make your election changes within 60 days of the birth, adoption or placement for adoption. You may only change whom you provide coverage for – you may not change your plan elections.

You Must Enroll in Coverage

When you retire, you must complete the Benefit Election Form and return it to the University of Idaho. You will not have an opportunity to change your election. *Please note: there is not an annual enrollment period for retirees.*

How You Pay for Coverage

You will receive monthly billing statements from the University of Idaho Benefits Center detailing your payment options.

ID Cards

You and your covered dependents will receive identification cards for medical, prescription drug and dental when your coverage begins. You may request additional cards; each person enrolled on the SilverScript prescription plan will have their own Prescription card and I.D. number.

Remember to carry your ID cards with you at all times. If a provider wants to verify your or your dependent's coverage, have him or her call the number listed on the ID card. In addition, you

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should use your ID card to contact Blue Cross of Idaho and determine if you need preauthorization.

If You Move

Contact the University of Idaho Benefits Center to update your information:
P.O. Box 25429
Pittsburgh, PA 15220

Phone: 1-800-646-6174 or 208-885-3697
Email: uidahobenefits@hroffice.com

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Medical Management Program

Blue Cross of Idaho's medical management program helps ensure that you receive the right care in the right place at the right time.

Medical management helps you better manage your health, your healthcare and your costs. There are many benefits of medical management, including less work or school missed due to illness, enjoying a better quality of life, staying healthy and living longer. Additionally, you may save money by paying less out of your pocket for healthcare expenses.

The medical management program consists of a number of programs and provisions discussed in this section, including:

- Care management,
- Preauthorization (Medical only)
- Non-emergency preadmission notifications,
- Emergency notifications,
- Continued stay review,
- Discharge planning,
- Disease management, and
- Bright Beginnings Early Prenatal Management Program.

Care Management

The care management program helps you coordinate care before, during and after treatment to ensure continuity of care for participants. It is a collaborative process among Blue Cross of Idaho, participants and providers. The program will help ensure you and your providers know what the plan will cover.

Preauthorization

The preauthorization program is designed to ensure you get the most appropriate, cost-effective care for your condition(s). Under the program, Blue Cross of Idaho determines whether certain services and supplies are medically necessary or otherwise meet the requirements for plan coverage. Services that are authorized by Blue Cross of Idaho will be covered subject to all the other terms and conditions of the plan. Services that are not authorized by Blue Cross of Idaho will not be covered, and you will be financially responsible if you choose to receive those services.

Generally, the provider will obtain the preauthorization, particularly if you use an in-network provider. However, if you use an out-of-network provider, it is your responsibility to make sure that the preauthorization is obtained. If your in-network provider fails to obtain the appropriate preauthorization, you will not be held responsible for the charges if the services are not authorized.

In-network providers should work with Blue Cross of Idaho to complete any preauthorization requirements. However, it is always a good idea to check and ensure preauthorization has been completed.

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When You Have Other Coverage (Maintenance of Benefits)

If you or your eligible dependents are covered by more than one medical plan, reimbursements are coordinated between plans so benefits are not duplicated.

How the Plans Coordinate Coverage

Your medical benefits plan has maintenance of benefits (MOB) provision. This provision coordinates benefit payments from all medical plans that cover you and your eligible dependents, so that plan benefits are maintained at the level set by this plan after payments from all sources of coverage have been considered.

When you have a claim for expenses covered by two or more plans, one plan pays benefits first. This is known as the primary plan. The other plan(s), called the secondary plan(s), then determines how much of the covered services, if any, are to be paid from the secondary plan(s). The Order of Benefit Determination rules in the SPD govern which plan will be considered primary and pay first, and which plan(s) will be considered secondary.

A "plan" is any of the following that provides benefits or services for medical or dental care or treatment:

- Group and non-group insurance contracts,
- Health maintenance organization (HMO) contracts,
- Closed panel or other forms of group or group-type coverage (either insured or uninsured),
- Medical care components of long-term care contracts, such as skilled nursing care,
- Medical benefits under group or individual automobile contracts, and
- Medicare or any other federal governmental plan, as permitted by law.

If separate plans are used to provide coordinated coverage for a group member, the separate plans are considered parts of the same plan, and there is no MOB among those separate plans.

A plan does not include:

- Hospital indemnity coverage or other fixed indemnity coverage,
- Accident-only coverage,
- Specified disease or specified accident coverage,
- Limited benefit health coverage, as defined by state law,
- School accident-type coverage,
- Benefits for non-medical components of long-term care policies,
- Medicare supplement policies, or
- Medicare or any other federal governmental plan, unless permitted by law.

When this medical benefits plan is primary, it pays or provides its benefits according to this plan's terms of coverage and without regard to the benefits of any other plan.

When this medical benefits plan is secondary, it pays the amount necessary to ensure that the total combined amount you receive from this medical benefits plan and the primary plan is no greater than the amount you would have received under this medical benefits plan alone.

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Example of Secondary Plan Payment

Under the Order of Benefit Determination Rules, if your enrolled spouse also has medical coverage through his or her employer, your spouse's employer's plan will be the primary payer. The University's benefit plan will be the secondary payer. This means the University's benefit plan will pay up to the amount allowed under this plan's coverage *less* the amount the primary plan already has paid.

For example, let's say that the University's benefit plan provides 80 percent coverage, your spouse's plan covers 50 percent, and your spouse has a covered, payable expense of \$100. Your spouse's primary plan will pay 50 percent of the charge (\$50), and the University's benefit plan will then pay 80 percent of the charge *less* \$50 (in this case, \$30) toward the remaining eligible expense.

But if your spouse's plan pays 80 percent and the University's benefit plan also allows 80 percent, no payment will be made by the University's benefit plan; this is because the maximum benefit of 80 percent has already been paid for the service.

Coordination of Benefits with Medicare

When you or your dependent reaches age 65 or becomes disabled, you or your dependent (as applicable) may be eligible for Medicare benefits. Medicare generally provides coverage for people age 65 or older, as well as for people entitled to Social Security disability benefits and those with end-stage renal disease. Once you become eligible for Medicare, Medicare will become your primary medical coverage and your University retiree medical coverage will become your secondary coverage (note that there is a limited exception in the case of end-stage renal disease).

Once you become eligible for Medicare, you should enroll in Medicare Parts A and B to remain eligible for the University of Idaho Retiree Health Plan. That is because the Retiree Medical Plan integrates with Medicare on a maintenance of benefits basis as if you were enrolled in both Parts – even if you are not. If you do not enroll in Medicare Parts A and B, you may not receive the benefits you are entitled to and, therefore, may end up paying more for your medical care. In addition, you may be subject to late enrollment penalties if you don't enroll in Medicare when first eligible.

You should apply for Medicare two to three months before reaching age 65. Contact your local Social Security office before you reach age 65 for more information about Medicare and your eligibility.

Employee Assistance Plan (EAP)

The Employee Assistance Program (EAP) is a free, confidential service that provides eligible retirees and their families with the opportunity to discuss personal problems with a professional counselor, receive unlimited telephone and Internet access to resource and referral information, and obtain other self-help information.

You do not have to enroll in a medical plan to participate in the EAP. However, if you are enrolled in a medical plan, you may be able to maximize your benefits by accessing the free services of the EAP before using behavioral health benefits, which require you to pay a share of the cost.

Services Provided

The EAP's Master's-level, licensed professional counselors are available to you and your family 24 hours a day, 365 days a year. Counselors can help with any situation that creates stress including:

- Family problems,
- Stress/anxiety,
- Personal relationships,
- Depression,
- Grief,
- Anger management,
- Substance abuse,
- Legal concerns,
- Finances,
- Workplace,
- Aging, and
- Abuse.

How the Program Works

You can call the EAP at **1-800-999-1077**, 24 hours a day, 365 days a year. For online services go to **www.apsheplink.com** (University code: UI1), and for networked providers and company information go to **www.apshealthcare.com**.

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Your Health Information

This section summarizes how medical information about you may be used and disclosed. It also describes how you can access this information.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health plans to notify plan participants and beneficiaries about its policies and practices to protect the confidentiality of their health information. This section is intended to satisfy HIPAA's requirement to provide you with notice that the University complies with the HIPAA privacy rules with respect to safeguarding your health information that is created, received or maintained by the University's healthcare plans.

The University's healthcare plans need to create, receive and maintain records that contain health information about you to administer the plans and provide you with healthcare benefits. Under the HIPAA privacy rules, the University's healthcare plans may use and disclose health information about you.

The University's Pledge Regarding Health Information Privacy

The privacy policy and practices of the University's healthcare plans protect the confidential health information that identifies you or could be used to identify you and relate to a physical or mental health condition or the payment of your healthcare expenses. This individually identifiable health information is known as "protected health information" (PHI). Your PHI will not be used or disclosed without a written authorization from you, except as described in this notice or as otherwise permitted by federal and state health information privacy laws.

Additional information about HIPAA privacy rules are provided to you in a Privacy Notice that you receive periodically.

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Plan Administration and Contact Information

Plan Administrator:	University of Idaho 875 Perimeter Drive MS 4322 Moscow, ID 83844-4322 (208) 885-3697 www.uidaho.edu/benefits
Plan Year:	The plan records are administered on a contract year basis beginning January 1 and ending December 31 of each year.
Agent for Service of Legal Process:	University of Idaho (Physical Address) 415 W. 6 th Street Moscow, ID 83844-4332 875 Perimeter Drive MS 4332 (Mailing Address) Moscow, ID 83844-4332
Employer Identification Number:	82-6000945

While the University expects to continue the program indefinitely, it reserves the right to amend, modify, suspend or terminate the program or any of the plans at any time in its sole discretion for active or former employees, as well as for COBRA participants. The University also reserves the right to change the amount of required retiree contributions for coverages under the benefit programs described in this document.

An amendment or termination of the program may affect not only the coverage of active employees (and their covered dependents) but also of COBRA participants and former employees, who retired, died or otherwise terminated employment. A plan change may transfer plan assets and debt to another plan or split the plan into two or more parts. If the University does change or end a plan, it may decide to set up a different plan.

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University of Idaho

Summary of Dental Benefits for Eligible Retirees

Calendar Year 2016

Legal Disclosure:

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Dental Coverage

Dental coverage encourages you and your family to take good care of your teeth and gums. You may continue dental coverage for yourself and your eligible dependents. What you pay for dental coverage depends on the coverage Tier for which you are eligible. Please see the *Eligibility* section in the Retiree Health and Welfare Summary Plan Description (SPD) for more information.

Please note: Dental coverage for dependents must mirror the retiree's coverage, regardless of Medicare eligibility or tier.

Delta Dental of Idaho administers all dental plan options and provides access to its Premier and PPO networks of dental providers. (The PPO network provides the best discount.)

How the Plan Works

The plan pays a percentage of eligible dental charges. As a plan participant, you may visit any dentist you choose — a Delta Dental network provider, *or* a non-network dentist. Delta Dental has two participating provider networks: Delta Dental Premier and Delta Dental PPO. Some dentists participate in both networks.

However, when you use a Delta Dental participating provider:

- You don't have to file claim forms;
- You typically pay less for services because the provider charges a negotiated rate; and
- You cannot be billed for any charges above the negotiated fee the provider has agreed to charge.

If you use a **non-participating dentist**, you may need to pay additional out-of-pocket expenses. If the dentist is a non-participating dentist, Delta Dental will base the benefit on the lesser of the submitted amount or Delta Dental's non-participating dentist fee. It is your responsibility to make full payment to the non-participating dentist for charges above Delta Dental's non-participating dentist fee.

How to Locate Delta Dental Participating Dentists

You can find names of Delta Dental participating providers by logging on to www.deltadentalid.com.

Annual Deductible

The dental plan has an annual deductible you must satisfy before the plan will pay benefits for certain services during that calendar year. There is *no deductible* for Class I services.

Annual Maximum Benefit

The maximum total benefit that the plan will pay annually for each covered person for covered services.

Dental Plan Coverage At-a-Glance Chart

The following table summarizes the coverage available under the dental plan. You will see that dental benefits fall into four "classes" of covered services. Additionally, please review the *What the University of Idaho Dental Plan Covers* section of the SPD for more detailed information.

Dental Plan Benefits	
Annual Deductible (you pay)	You pay \$50 per covered person for covered services, up to a maximum deductible of \$150
Annual Maximum Benefit	\$1,000 per covered person
Class I Benefits – Diagnostic services – Preventive services – X-rays	Plan pays 100%, not subject to the deductible*
Class II Benefits – Oral surgical services – Endodontic services – Periodontic services (including periodontal cleaning) – Minor restorative services	Plan pays 80% after the deductible*
Class III Benefits** – Major restorative services – Prosthodontic services	Plan pays 50% after the deductible*
Class IV Benefits: Orthodontia	Not covered

* For services provided by non-participating dentists, plan benefit payments are based on the lesser of the submitted amount or Delta Dental's non-participating dentist fee.

** A one-year waiting period applies to receive coverage for Class III services. Participation under the active dental plan satisfies the one-year waiting period.

Predetermination Review

To help you and your dentist know in advance how much the plan will pay for a specific treatment, ask your dentist to submit a predetermination review form outlining the proposed services and expected costs. Although not required, predetermination reviews are strongly encouraged when expenses are expected to exceed \$200.

Contact Information:

Delta Dental of Idaho, Inc.
Policy #: 1530

P.O. Box 2870
Boise, ID 83701
(800) 356-7586
www.deltadentalid.com



P.O. Box 52424, Phoenix, AZ 85072-2424



2016 Summary of Benefits

SilverScript Employer PDP sponsored by The University of Idaho

a Medicare Prescription Drug Plan (PDP)
offered by SilverScript® Insurance Company
with a Medicare contract

January 1, 2016 – December 31, 2016

SECTION I – Introduction to Summary of Benefits

SilverScript Employer PDP sponsored by The University of Idaho (SilverScript) is a Medicare-approved Part D prescription drug plan with additional coverage provided by The University of Idaho to improve the Part D benefits. The Plan is offered by SilverScript® Insurance Company which is affiliated with CVS/caremark™, The University of Idaho's pharmacy benefit manager.

This booklet gives you a summary of what we cover and what you pay. It doesn't list every service that we cover or list every limitation or exclusion. To get a complete list of services we cover, call us and ask for the *Evidence of Coverage*.

You have choices about how to get your Medicare prescription drug benefits

The University of Idaho is offering you a plan not offered to the public. As a Medicare beneficiary, you can choose from different Medicare prescription drug coverage options:

- SilverScript Employer PDP sponsored by The University of Idaho
- Coverage through a different Medicare Part D prescription drug plan
- Coverage through a Medicare Advantage Plan (like an HMO or PPO) or another Medicare health plan that offers Medicare prescription drug coverage. You get all of your Part A and Part B coverage, and prescription drug coverage (Part D), through these plans.

You make the choice. **If you decide not to be enrolled in SilverScript, you will permanently lose both your medical and prescription drug coverage from The University of Idaho along with your tier 1 life insurance benefits (if applicable).** You will not be able to re-enroll in the plan in the future. If you are the retiree, your spouse and any other eligible dependents also will permanently lose their medical and prescription drug coverage.

Tips for comparing your Medicare choices

This *Summary of Benefits* booklet gives you a summary of what SilverScript covers and what you pay.

- If you want to compare SilverScript with other Medicare health plans, ask the other plans for their *Summary of Benefits* booklets.
- You can also find information about Medicare plans in your area other than SilverScript by using the *Medicare Plan Finder* on Medicare website. Go to <http://www.medicare.gov> and click "find health & drug plans." There you can find information about costs, coverage and quality ratings for Medicare plans.
- If you would like to know more about the coverage and costs of Original Medicare, review your current *Medicare & You* handbook. View it online at <http://www.medicare.gov> or get a copy by calling 1-800-MEDICARE (1-800-633-4227), 24 hours a day, 7 days a week. TTY users should call 1-877-486-2048.
- For the details about the Medicare Part D portion of your plan, please call SilverScript Customer Care and ask for the *Evidence of Coverage*.

Information in this booklet

- Things to Know About SilverScript
- Monthly Contribution, Deductible, and Limits on How Much You Pay for Covered Services
- Prescription Drug Benefits

This document is available in other formats such as Braille and large print. This document may be available in languages other than English. For additional information, call us at 1-855-539-4715, 24 hours a day, 7 days a week. TTY users should call 711.

Este documento está disponible en otros formatos tales como Braille y en letras grandes. Este documento podría estar disponible en un idioma distinto al inglés. Para obtener información adicional, llámenos al 1-855-539-4715, las 24 horas del día, los 7 días de la semana. Los usuarios de teléfono de texto (TTY) deben llamar al 711.

Things to Know About SilverScript

SilverScript Phone Numbers and Website

- If you are a member of this plan, call toll-free 1-855-539-4715. TTY users should call 711.
- If you are not a member of this plan, call toll-free 1-866-425-5921. TTY users should call 711.
- Our website: uoi.silverscript.com.

Hours of Operation

You can call us 24 hours a day, 7 days a week.

Who can join?

To join SilverScript, you must

- Be entitled to Medicare Part A and/or enrolled in Medicare Part B, and
- Live in our service area which is the United States and its territories, and
- Meet any additional requirements established by The University of Idaho.

Which drugs are covered?

The plan will send you a list of commonly used prescription drugs selected by SilverScript and **covered under the Medicare Part D portion of the plan**. This list of drugs is called a *Formulary*.

You may review the complete formulary for the Medicare Part D portion of the plan and any restrictions on our website at uoi.silverscript.com. Or, call SilverScript Customer Care and you will be sent a copy of the formulary. This formulary does not include drugs covered through the additional coverage provided by The University of Idaho.

The formulary can change throughout the year. Drugs may be added or removed or restrictions may be added or changed. These restrictions include:

- **Quantity Limits (QL)**
For certain drugs, SilverScript limits the amount of the drug that it will cover.
- **Prior Authorization (PA)**
SilverScript requires you or your physician to get prior authorization for certain drugs. This means that you will need to get approval from us before we fill your prescription. If you don't get approval, SilverScript will not cover the drug.
- **Step Therapy (ST)**
In some cases, SilverScript requires you to first try a certain drug to treat your medical condition before we will cover another drug for that condition. For example, if Drug A and Drug B both treat your medical condition, SilverScript will not cover Drug B unless you try Drug A first. If Drug A does not work for you, SilverScript will then cover Drug B.

How will I determine my drug costs?

SilverScript groups each medication into one of three tiers:

- **Generic drugs (Tier 1)** – most cost effective drugs to buy. The active ingredients in generic drugs are exactly the same as the active ingredients in brand drugs whose patents have expired. They are required by the Food and Drug Administration (FDA) to be as safe and effective as the brand drug.
- **Preferred Brand drugs (Tier 2)** – brand drugs that do not have a generic equivalent and are included on a preferred drug list. They are usually available at a lower cost than Non-Preferred Brand drugs.
- **Non-Preferred Brand drugs (Tier 3)** – brand drugs that are not on a preferred drug list and usually are a high cost.

You will need to use your formulary to find out the tier for your drug or if there are any restrictions on your drug, as well as to determine how much it will cost you. The amount you pay depends on the drug's tier and whether you are in the Deductible, Initial Coverage, Coverage Gap or Catastrophic Coverage stage. If the actual cost of a drug is less than the normal cost-sharing amount for that drug, you will pay the actual cost, not the higher cost-sharing amount.

Additional drugs covered by The University of Idaho

Through the additional coverage provided by The University of Idaho, you are covered for certain Part D drugs that are not covered on the SilverScript formulary. You also have coverage for drugs that Medicare will not cover, such as:

- Prescription drugs when used for anorexia, weight loss or weight gain
- Prescription drugs when used for the symptomatic relief of cough or cold
- Prescription vitamins and mineral products not covered by Part D
- Prescription drugs when used for the treatment of sexual or erectile dysfunction
- Over-the-counter drugs and diabetic supplies not covered by Part D

These drugs are not subject to the appeals and exceptions process and your deductible or copayments will not count toward your Medicare total drug costs or Medicare out-of-pocket costs. Please contact SilverScript Customer Care for any questions regarding your additional coverage from The University of Idaho.

Which pharmacies can I use?

The plan has a network of pharmacies, including retail, mail-order, long-term care and home infusion pharmacies.

The pharmacies in our network can change at any time. To find a network pharmacy near your home or where you are traveling in the United States or its territories, use the pharmacy locator tool on the website at uoi.silverscript.com or call SilverScript Customer Care at 1-855-539-4715, 24 hours a day, 7 days a week. TTY users should call 711.

You must use a network pharmacy to have your coinsurance or copayments count toward your Medicare total drug costs or Medicare out-of-pocket cost, unless it is an emergency or non-routine circumstance.

If you use an out-of-network pharmacy, you may have to pay the full cost of the drug at the pharmacy. In this case, you must complete a paper claim and send it to requesting the plan for reimbursement. You will be reimbursed the cost of the drug less your coinsurance or copayment.

Please note: Veterans Affairs (VA) pharmacies are not permitted to be included in Medicare Part D pharmacy networks. The federal government does not allow you to receive benefits from more than one government program at the same time.

If you are eligible for VA benefits, you may still use VA pharmacies under your VA benefits. However, the cost of those medications and what you pay out-of-pocket will not count toward your Medicare out-of-pocket costs or Medicare total drug costs. Each time you get a prescription filled, you can compare your University of Idaho benefit through SilverScript to your VA benefit to determine the best option for you.

Section II – Summary of Benefits

How Medicare Part D Stages Work

The **standard Medicare Part D plan** has four stages or benefit levels. This is how these stages work in 2016:

Stage	Standard Medicare Part D Plan <u>without</u> your additional coverage provided by The University of Idaho	SilverScript <u>with</u> your additional coverage provided by The University of Idaho <u>This is what you pay</u>
Deductible	\$ 360	\$ 225
Initial Coverage	After meeting the deductible, a person pays 25% of the drug cost until he reaches \$3,310 in Medicare total drug costs.	After meeting your deductible, you start in this stage and pay your University of Idaho coinsurance or copayment.
Coverage Gap	Also called the “donut hole,” this is when a person pays a large portion of the cost, either <ul style="list-style-type: none"> • 45% brand-name drug cost • 58% generic drug cost 	You continue to pay only your University of Idaho coinsurance or copayment.
Catastrophic Coverage	After you reach \$4,850 in Medicare Part D out-of-pocket costs, a person pays the greater of : <ul style="list-style-type: none"> • 5% of the drug cost, or • \$2.95 for generic drugs • \$7.40 for brand-name drugs 	After you reach \$4,850 in Medicare Part D out-of-pocket costs, you pay the lower of : <ul style="list-style-type: none"> • Your University of Idaho coinsurance or copayment <i>or</i> • The Medicare Catastrophic Coverage cost-share, the greater of <ul style="list-style-type: none"> ○ 5% of the drug cost, or ○ \$2.95 for generic drugs ○ \$7.40 for brand-name drugs

In 2016, the standard Medicare Part D plan maximum out-of-pocket expense of \$4,850 includes the deductible, any amount you have paid for your coinsurance or copayments, any amount you have paid during the coverage gap, any manufacturer discounts on your brand-name drugs in the coverage gap, and any amount paid by Extra Help or other governmental or assistance organizations on your behalf.

Medicare’s maximum out-of-pocket cost does not include the monthly contribution, the cost of any prescription drugs not covered by Medicare, any amount paid by SilverScript (Employer PDP), or any amount paid through the additional coverage provided by the University of Idaho.

Your Prescription Drug Benefits – Monthly Contribution, Deductible, and Limits on How Much You Pay for Covered Services

How much is the monthly contribution?

SilverScript	
Please review the plan materials you receive from The University of Idaho or contact The University of Idaho Benefits Center at 1-208-885-3697 or 1-800-646-6174 for more information about the contribution for this plan.	

If your individual income is over \$85,000, or if your income is over \$170,000 and you are married filing your taxes jointly, you will be required to pay an income-related additional monthly premium in order to maintain your Medicare prescription drug coverage. This premium is adjusted based on your income.

You will receive a letter from Social Security letting you know if you have to pay this extra amount. This letter will explain how they determined the amount you must pay and the actual Income Related Monthly Adjustment Amount (IRMAA).

If you are responsible for an additional premium the extra amount will be deducted automatically from your Social Security check. If your Social Security check is not enough to cover the additional premium, Medicare will send you a bill. You do not pay this amount to the plan. You send your payment to Medicare.

For more information about the withholdings from your check, visit www.socialsecurity.gov/mediinfo.htm, call 1-800-772-1213, 7 a.m. to 7 p.m., Monday through Friday, or visit your local Social Security office. TTY users should call 1-800-325-0778.

It is important that you make the payment, if required. If not, Medicare will notify SilverScript that it must stop your prescription drug coverage and you will be disenrolled from the plan.

The University of Idaho will reimburse this extra premium for the retiree only. The retiree's spouse is not eligible. Contact The University of Idaho Benefits Center for more information.

For more information about Part D premiums based on income, call Medicare at 1-800-MEDICARE (1-800-633-4227).

How much is the deductible?

SilverScript	
\$225.00	

Initial Coverage

SilverScript
<p>You pay the following until your total yearly drug costs reach \$3,310. Total yearly drug costs are the total drug costs for Part D drugs paid by both you and the plan.</p> <p>You may get your drugs at retail pharmacies and the plan's mail order pharmacy.</p>

	SilverScript	
Tier	Up to a 30-day supply at a retail network pharmacy	Up to a 90-day supply at a retail network pharmacy
Tier 1 Generic	25% of drug cost Minimum of \$12.00 Maximum of \$25.00	25% of drug cost Minimum of \$36.00 Maximum of \$75.00
Tier 2 Preferred Brand	25% of drug cost Minimum of \$25.00 Maximum of \$75.00	25% of drug cost Minimum of \$50.00 Maximum of \$225.00
Tier 3 Non-Preferred Brand	25% of drug cost Minimum of \$40.00 Maximum of \$100.00	25% of drug cost Minimum of \$120.00 Maximum of \$300.00

	SilverScript
Tier	Through the plan's mail order pharmacy
Tier 1 Generic	\$36.00 for up to a 90-day supply
Tier 2 Preferred Brand	\$75.00 for up to a 90-day supply
Tier 3 Non-Preferred Brand	\$120.00 for up to a 90-day supply

	SilverScript
Tier	Up to a 34-day supply at a long-term care (LTC) facility
Tier 1 Generic	25% of drug cost Minimum of \$12.00 Maximum of \$25.00
Tier 2 Preferred Brand	25% of drug cost Minimum of \$25.00 Maximum of \$75.00
Tier 3 Non-Preferred Brand	25% of drug cost Minimum of \$40.00 Maximum of \$100.00

Coverage Gap

SilverScript
Due to the additional coverage provided by The University of Idaho, you pay the same coinsurance or copayment that you paid during the Initial Coverage stage. You will see no change in your coinsurance or copayment until you qualify for Catastrophic Coverage.

Catastrophic Coverage

SilverScript
After your Medicare out-of-pocket drug costs reach \$4,850, you pay the lower of:
<ul style="list-style-type: none"> • Your University of Idaho coinsurance or copayment, or • Medicare's Catastrophic Coverage, which is the greater of <ul style="list-style-type: none"> ○ 5% of the cost, or ○ \$2.95 copayment for generic, including brand drugs treated as generic, or ○ \$7.40 copayment for all other drugs
The plan pays the rest.

SilverScript Employer PDP is a Prescription Drug Plan. This plan is offered by SilverScript Insurance Company, which has a Medicare contract. Enrollment depends on contract renewal.

Multi-Language Insert

Multi-Language Interpreter Services

English: We have free interpreter services to answer any questions you may have about our health or drug plan. To get an interpreter, just call us at 1-855-539-4715. Someone who speaks English can help you. This is a free service.

Spanish: Tenemos servicios de intérprete sin costo alguno para responder cualquier pregunta que pueda tener sobre nuestro plan de salud o medicamentos. Para hablar con un intérprete, por favor llame al 1-855-539-4715. Alguien que hable español le podrá ayudar. Este es un servicio gratuito.

Chinese Mandarin: 我们提供免费的翻译服务, 帮助您解答关于健康或药物保险的任何疑问。如果您需要此翻译服务, 请致电1-855-539-4715。我们的中文工作人员很乐意帮助您。这是一项免费服务。

Chinese Cantonese: 您對我們的健康或藥物保險可能存有疑問, 為此我們提供免費的翻譯服務。如需翻譯服務, 請致電1-855-539-4715。我們講中文的人員將樂意為您提供幫助。這是一項免費服務。

Tagalog: Mayroon kaming libreng serbisyo sa pagsasaling-wika upang masagot ang anumang mga katanungan ninyo hinggil sa aming planong pangkalusugan o panggamot. Upang makakuha ng tagasaling-wika, tawagan lamang kami sa 1-855-539-4715. Maaari kayong tulungan ng isang nakakapagsalita ng Tagalog. Ito ay libreng serbisyo.

French: Nous proposons des services gratuits d'interprétation pour répondre à toutes vos questions relatives à notre régime de santé ou d'assurance-médicaments. Pour accéder au service d'interprétation, il vous suffit de nous appeler au 1-855-539-4715. Un interlocuteur parlant Français pourra vous aider. Ce service est gratuit.

Vietnamese: Chúng tôi có dịch vụ thông dịch miễn phí để trả lời các câu hỏi về chương sức khỏe và chương trình thuốc men. Nếu quý vị cần thông dịch viên xin gọi 1-855-539-4715 sẽ có nhân viên nói tiếng Việt giúp đỡ quý vị. Đây là dịch vụ miễn phí.

German: Unser kostenloser Dolmetscherservice beantwortet Ihren Fragen zu unserem Gesundheits- und Arzneimittelplan. Unsere Dolmetscher erreichen Sie unter 1-855-539-4715. Man wird Ihnen dort auf Deutsch weiterhelfen. Dieser Service ist kostenlos.

Korean: 당사는 의료 보험 또는 약품 보험에 관한 질문에 대해 드리고자 무료 통역 서비스를 제공하고 있습니다. 통역 서비스를 이용하려면 전화 1-855-539-4715 번으로 문의해 주십시오. 한국어를 하는 담당자가 도와 드릴 것입니다. 이 서비스는 무료로 운영됩니다.

Russian: Если у вас возникнут вопросы относительно страхового или медикаментного плана, вы можете воспользоваться нашими бесплатными услугами переводчиков. Чтобы воспользоваться услугами переводчика, позвоните нам по телефону 1-855-539-4715. Вам окажет помощь сотрудник, который говорит по-русски. Данная услуга бесплатная.

Arabic: إننا نقدم خدمات المترجم الفوري المجانية للإجابة عن أي أسئلة تتعلق بالصحة أو جدول الأدوية لدينا. للحصول على مترجم فوري، ليس عليك سوى الاتصال بنا على 1-855-539-855-4715 سيقوم شخص ما يتحدث العربية بمساعدتك. هذه خدمة مجانية.

Hindi: हमारे स्वास्थ्य या दवा की योजना के बारे में आपके किसी भी प्रश्न के जवाब देने के लिए हमारे पास मुफ्त दुभाषिया सेवाएँ उपलब्ध हैं. एक दुभाषिया प्राप्त करने के लिए, बस हमें 1-855-539-4715 पर फोन करें. कोई व्यक्ति जो हिन्दी बोलता है आपकी मदद कर सकता है. यह एक मुफ्त सेवा है.

Italian: È disponibile un servizio di interpretariato gratuito per rispondere a eventuali domande sul nostro piano sanitario e farmaceutico. Per un interprete, contattare il numero 1-855-539-4715. Un nostro incaricato che parla Italianovi fornirà l'assistenza necessaria. È un servizio gratuito.

Portugués: Dispomos de serviços de interpretação gratuitos para responder a qualquer questão que tenha acerca do nosso plano de saúde ou de medicação. Para obter um intérprete, contacte-nos através do número 1-855-539-4715. Irá encontrar alguém que fale o idioma Português para o ajudar. Este serviço é gratuito.

French Creole: Nou genyen sèvis entèprèt gratis pou reponn tout kesyon ou ta genyen konsènan plan medikal oswa dwòg nou an. Pou jwenn yon entèprèt, jis rele nou nan 1-855-539-4715. Yon moun ki pale Kreyòl kapab ede w. Sa a se yon sèvis ki gratis.

Polish: Umożliwiamy bezpłatne skorzystanie z usług tłumacza ustnego, który pomoże w uzyskaniu odpowiedzi na temat planu zdrowotnego lub dawkowania leków. Aby skorzystać z pomocy tłumacza znającego język polski, należy zadzwonić pod numer 1-855-539-4715. Ta usługa jest bezpłatna.

Japanese: 当社の健康 健康保険と薬品 処方薬プランに関するご質問にお答えするために、無料の通訳サービスがあります。通訳をご用命になるには、1-855-539-4715 にお電話ください。日本語を話す人者が支援いたします。これは無料のサービスです。

SilverScript®

P.O. Box 52424, Phoenix, AZ 85072-2424

University of Idaho
A LEGACY OF LEADING

Important Plan Information
Información Importante Sobre el Plan



Retiree Benefit Election Form

Part I – Medical and Prescription Drug – Tier 1 Plan A Only

Upon Medicare eligibility, you have the option to waive your University of Idaho Retiree Health Plan. I understand that waiving the health plan is an irrevocable election and that all rights for future plan participation are forfeited.

- ☐ I elect to transition to the Retiree Health Plan. I acknowledge that Medicare becomes primary and I must enroll in Medicare Parts A and B to continue my coverage. In addition, I acknowledge that the Plan will automatically enroll me in SilverScript Employer PDP, an approved group Medicare Part D plan with supplemental coverage provided by the University of Idaho Retiree Health Plan.
- ☐ I elect to transition to the Retiree Health Plan for myself and I elect to drop coverage for (please print name(s)) _____. I acknowledge that Medicare becomes primary and I must enroll in Medicare Parts A and B to continue my coverage. In addition, I acknowledge that the Plan will automatically enroll me in SilverScript Employer PDP, an approved group Medicare Part D plan with supplemental coverage provided by the University of Idaho Retiree Health Plan.
- ☐ I elect to irrevocably waive coverage through the Retiree Health Plan.
— Enclosed is a copy of my Medicare enrollment card confirming Part A and Part B coverage effective _____ (date).

Part II – Dental University Retiree Dental Plan

I understand this is an irrevocable election and that benefit contributions/levels are subject to future change. The retiree must elect dental when initially eligible to allow dependent's coverage under the retiree dental plan. (Medicare primary or Tier IV retiree) Dependent coverage must match the retiree dental election. If the retiree waived dental initially, the dependent is NOT eligible to elect coincident with Medicare eligibility.

- ☐ I wish to elect the retiree dental coverage and agree to pay the current monthly cost on my regularly scheduled billing.
- ☐ No thank you (not eligible or do not want the dental coverage).

Retiree Name (first/last – please print)

Vandal ID

Signature

Date

Phone Number

Please return completed form and copy of your Medicare ID card to:

University of Idaho
875 Perimeter Dr. MS 4332
Moscow, ID 83844-4332
Fax (208) 885-3330

Appendix B – Electronic Data Transfer Guides

Please refer to the following page for the University's Electronic Data Transfer Guides for HRIS and Payroll.

Version History				
Version	Updated By	Date	Tabs Changed	Description of Changes
1.0	Jonathan Koh	2-Aug-11	Transaction Record	Updated to latest version of spec template.
2.0	Jonathan Koh	9-Aug-11	Transaction Record	Fixed Salary mapping to PF.
3.0	Jonathan Koh	9-Aug-11	Transaction Record	(Internal) Fixed field format and multiplication factor.
4.0	Jonathan Koh	10-Aug-11	Transaction Record	Changed description of field #13 to "Scheduled hours worked in a pay period – not adjusted for actual hours worked"
5.0	Jonathan Koh	11-Aug-11	Trailer Record	Changed description of field "Sum of Salaries" to: Sum of Salaries in the field "Scheduled annual salary for insurance purposes"
6.0	Jonathan Koh	16-Aug-11	Transaction Record	Added fields (with validations) for online add/update only: Alternate Email Address Preferred Email Address
7.0	Jonathan Koh	16-Aug-11	Transaction Record	Updated description of field "Alternate E-mail address" to "Employee's personal e-mail address"
8.0	Jonathan Koh	25-Aug-11	CHR Plug-In Logic	(1) If current work status is 'AS' and Emp Basis is 'FT' Ignore changes to Emp Basis to '3Q' and 'HT'. (2) If current work status is 'RB' Ignore changes to any work status excluding 'O'
9.0	Ian Nicholson	29-Aug-11	Summary	Corrections to wording
10.0	Ian Nicholson	8-Sep-11	Scheduling & Transmisson	Added in an additional transmisson each week - Tuesdays Also added a note that times are in PST (i.e. 3 hours difference from EST)
11.0	Jonathan Koh	20-Sep-11	CHR Plug-In Logic	(CW406266) CIM Deriving logic: If status = 'B' and empstat = 'FF' then empstat = 'LOAF' If status = 'B' and empstat <> 'FF' then empstat = 'LOA'
11.0	Jonathan Koh	20-Sep-11	Transaction Record	(CW406266): (1) Removal of Validation on Employee Number Currently the validation on the employee number says it must be numeric, but we have changed the number that we will be loading and it will now begin with a "V" so this validation needs to be removed. (2) Adjust Lower Range of Salary Changed the lower level of the salary range validation from \$5,000 to \$0
12.0	Jonathan Koh	20-Sep-11	Transaction Record	(Internal) Map CHR Department to PF Member CostC
13.0	Ian Nicholson	23-Sep-11	CHR Plug-In Logic	(CW 407279) Work Status Employment Basis Block Logic; 3 New rules added: (1) If current work status is 'AS' and Emp Basis is '3Q' Ignore changes to Emp Basis to 'HT'. (2) If current work status is 'AP' and Emp Basis is 'FT' Ignore changes to Emp Basis to '3Q' and 'HT'. (3) If current work status is 'AP' and Emp Basis is '3Q' Ignore changes to Emp Basis to 'HT'
14.0	Ian Nicholson	3-Oct-11	Summary	Changed Sorting under 5. File Details from By SSN to By Employee Number by Effective Date
15.0	Jonathan Koh	7-Oct-11	Transaction Record	(TD#78) Added the following fields to online add/update: Alternate Home Address Line 1 Alternate Home Address Line 2 Alternate Home Address City Alternate Home Address State Alternate Home Address Zip Code Alternate Home Address Country Alternate Email Address
16.0	Ira Goldberg	3-Sep-14	Transaction Record	Changed the edit on the postal/zipcode to accept any alpha-numeric characters as well as spaces and dashes to accommodate foreign zip codes. It previous read (Zip/Postal code should be American or Canadian format)
17.0	Ira Goldberg	17-Aug-15	Transaction Record	Disregard change on 16.0. Carriers not able to handle foreign zip. Change abandoned Updated technical contact to Derek Johnson

2. BUSINESS OBJECTIVE

The purpose of the HRIS interface is to provide master data required for benefit administration by Morneau Shepell systems. This file format is used to transmit ongoing changes. This specification uses a common format for all parties and provides for a smoother transition.

The interface is designed to contain the type of information required to handle administration of benefits and pension properly, and to include the type of information required by downstream providers such as insurers, payroll, direct billing, and pension.

Information requirements include:

- Eligibility information used to classify the appropriate plan, rate, policy, and pay/billing structure.
- Specific member demographics used to identify the member, such as employee number, SSN, and name.
- Factors affecting coverage and costs, such as gender, birth date, and salary.
- Information used to contact the employee or send communications, such as e-mail address, phone number, and home / work address.

3. SELECTION MODE

The file is a Full file containing full records for all employees that meet the selection criteria outlined in section "Selection Logic".

4. SELECTION LOGIC

Members of the benefit plan, as determined in University of Idaho's system, with one of the following statuses are to be included in the file:

- Any employee who is currently an active or suspended participant, including (but not limited to):
 - Employees currently on an approved leave of absence
 - Employees currently on an un-approved leave of absence
 - Employees currently on long term disability (LTD)
- Employees eligible for participation in the benefit plans but not yet enrolled are to be passed on the file.
- Withdrawn participants (retired, deceased, terminated) until any remaining payroll information necessary to run a final calculation has been sent to MS.
- MS does not expect to receive any data updates for old retired, deferred, deceased or terminated members in this HRIS file.

5. FILE DETAILS

Following are key elements of the HRIS file:

- The interface is defined based on a standard format provided within this document.
- The initial layout is based on a standard layout. Fields required for benefit administration and/or reporting may be added into the layout. This allows for additions and changes in the HR system (version and provider) over time.
- The file will be in a fixed-length format.
- The file will be sorted by Employee Number, by Effective Date
- A line will be generated only if one or more of the items contained in the tables below changes for a given participant.
- The file will include a header as describe in the "Header" tab.
- Fields in bold are key fields. Any key field passed that does not match with what is currently in this key field in Ariel will create a new record for that particular individual.
- As per the comments below, key fields cannot be 'changed' through the data interface, but only changed manually

6. MULTIPLE LINES

Following are key elements of the HRIS file:

- Multiples lines for a participant expected (*) or not? -> NO
- Need to validate in the data interface? -> NO
- Assume that multiple lines are sorted by an effective date? -> N/A
- Need to validate in the data interface? -> NO
- Identify the reason(s) that can generate multiple lines for the same participant
 - Not applicable
- Action to take when multiple lines are found for a member:
 - Not applicable

* "Expected" means that MS' Ariel interfaces system is prepared to accept multiple lines if necessary.

7. FREQUENCY

- Weekly on Friday mornings at 9 AM PST

To ensure proper processing of the data, it will be important that all the different business units follow the same frequency and the same schedule for sending their files.

8. DATA INTEGRITY

- A data validation process will not occur on UI's side as part of the interface run to avoid sending inaccurate data.
- There will be a validation process on the MS side, which will include:
 - Data falls within a valid domain range;
 - Data conforms to required field format (numeric, text, etc.);
 - Required fields are present;
 - For all non-key fields supplied, a change in a field value will result in one of the following severities:
 - *Information*: the value in Ariel will be modified by the content of the field provided in the file. No further action is required.
 - *Warning*: the value in Ariel will be modified by the content of the field provided in the file. An action may be required.
 - *Field rejected*: the change is rejected and summarized in the audit report;
 - *Entity error*: the record concerned (ex.: employment, address, ...) will be rejected and summarized in the audit report;
 - *Error*: all the information for the individual will be rejected and summarized in the audit report
 - Standard Ariel Interface Validations :
 - MS assumes that the standard Ariel validations will be sufficient, and thus that no custom programming will be needed regarding custom validations
 - See "Validations" tab for the complete list of validations that will be performed on an ongoing basis.

9. RETROACTIVE CHANGES

- Retroactive changes are supported.

10. ADDITIONAL ASSUMPTIONS AND COMMENTS

- **IMPORTANT** - The proposed layout is subject to changes until the plans analysis, the data conversion specifications and the first load are completed.
- Complex cases such as transfers between plans, re-hired participants or retro changes will have to be discussed.
- For new termination, retirement or death cases, the employment status change is sent through the feed as soon as the termination date is known.
- Deceased or disabled employee: The employee Number, SSN and other basic information refer to the original employee.

File Naming for HRIS File

		Domain
Nature Of File:	TEST	TEST, PROD
3 character client abbreviation:	IDHO	
File Type 1:	HRIS	
DateTime Stamp (Eastern Standard):	YYYYMMDDhhmm	YYYYMMDD, YYYYMMDDhhmm
File Extension:	.dat	
Sample file name for file type 1:	TEST_IDHOHRIS_20090	
Interface ID for file type 1:	IDHOHRIS	
File Format		
Format	Fixed Length	

THE FOLLOWING IS INTERNAL USE ONLY

File Naming for Salary File

		Domain
Nature Of File:	TEST	TEST, PROD
3 character client abbreviation:	IDHO	
File Type 1:	SALARY	
DateTime Stamp (Eastern Standard):	YYYYMMDDhhmm	YYYYMMDD, YYYYMMDDhhmm
File Extension:	.dat	
Sample file name for file type 1:	TEST_IDHOSALARY_200	
Interface ID for file type 1:	IDHOSALARY	
File Format		
Format	Fixed Length	

NOTE:

MS will process the records in the order that they are sent in the file.

So, normally, the records should be sorted in the order of effective date.

For example, the Jan 1, 2011 record should appear before the Feb 1, 2011 record in the file.

If the Feb 1, 2011 record is sent first, followed by the Jan 1, 2011, the systems treats the Jan 1, 2011 record as a correction to the Feb 1, 2011 record

And the Jan 1, 2011 record will supercede the Feb 1, 2011 record.

For more examples, see the **Example Transactions** tab.

SCHEDULING AND TRANSMISSION

File Type	Scheduling				Transmission			Technical Contact (FTP/PGP/etc)
	Frequency	Day	From Time (*)	To Time (*)	File Type	Threshold	Transmission Method	
HRIS	Weekly	Friday	9:00:00 AM	10:00:00 AM	Full File	25 Records	- FTP w/ PGP	Derek Johnson - derekj@uidaho.edu
HRIS	Weekly	Tuesday	9:00:00 AM	10:00:00 AM	Full File	25 Records	FTP w/ PGP	Derek Johnson - derekj@uidaho.edu

*) = times are in PST, so the From and To times above are actually 12 noon and 4 PM PST.

(*) = times are in PST so the From and To times above are actually 12 noon and 1 PM EST respectively.

CRM Rules												
Field Name		Field		Error Level (Type Validation)		Error Level (Range Validation)		Error Level (Special Validation)				
Header Tag	Description	From	Length	Data Type	Format	Example	Required	Type Validation	Range Validation	Range Value	Special Validation	Special Value
Interface ID	String identifying the header unique to this interface file.	1	3	Character	ABC	'HGR'	Y		Value should %	'HGR'		
Cycle Validation	This cycle should equal the last cycle number processed plus 1, and the cycle number should not exceed the length of CYCLE_LEN. It will be reset to 001.	4	10	Character	ABC	'UHQLES'	Y		Value should %	'UHQLES'		
		14	3	Integer	###	'003'	Y	Cycle should be numeric	Cycle should end by %	999	Current cycle should follow the last one.	Critical
Interface creation date & time	Run date and time.	17	14	Date	YYYYMMDDHHMMSS	'20091220160528'	Y	Value should be a valid date	Date Value should be later than %.	'2009/01/01'	Length of the field should be %.	14 Critical

TRANSACTION SPECIFICATION

NOTE: Field names should not include "special characters" in order to avoid Online/Update display issues. In the event that a given field name must include a "special character," the character must be escaped with a backslash (\).

Field Name (Online Add/Update Display Label)	RP		RP		RP		RP		RP		Multiplication Factor
	Field Name (Online Add/Update Display Label)	RP	RP	RP	RP	RP	RP	RP	RP		
Benefit Administration Group	Field Name (Online Add/Update Display Label)	RP	RP	RP	RP	RP	RP	RP	RP	RP	RP
Employee Group	Organizational Identifier – usually a company or division indicator	N	10							Character	ABC
Employment Basis	Used to indicate employee groups, such as executives, salaried staff, union staff, etc.	N	10							Character	ABC
Work Status	Typically relates to employee's work basis, such as full-time, part-time, retired, etc.	N	10							Character	ABC
Department code	Confirms whether the employee is actively at work, on leave, terminated, etc.	Y	2							Character	ABC
Employee ID Number	Can be used for reporting purposes for grouping costs, if desired.	N	10							Character	ABC
Claims ID	Employee ID. This will be the unique employee identifier used by Morneau Sobeco.	Y	10						X	Character	ABC
SSN	ID number used to identify the member to the carrier for claims processing purposes.	N	10							Character	ABC
Effective Date	Social security number	Y	9							Character	ABC
Surname	Effective date of the information contained in the record – applied to changes as indicated in column R.	Y	8							Date	YYYYMMDD
First Name	Employee's surname	Y	40							Character	ABC
Middle Name	Employee's first name	Y	40							Character	ABC
Number of Hours per Pay Period	Employee's middle name	Y	40							Character	ABC
Annual Salary	Scheduled hours worked in a pay period – not adjusted for actual hours worked	N	4							Integer	###
Employee Date of Birth	Scheduled annual salary for insurance purposes.	Y	10							Integer	###
Employee Gender	Date of birth of the employee	Y	8							Date	YYYYMMDD
Date of Hire	Gender of the employee	Y	1							Character	ABC
Net Credited Service Date	Date of hire used to apply waiting periods for benefit eligibility	Y	8						X	Date	YYYYMMDD
Address Line 1	Used to determine eligibility in some plans, where applicable	N	8							Date	YYYYMMDD
Address Line 2	First part of employee's home address	Y	40							Character	ABC
	Second part of employee's home address – typically this would be an apartment or suite number	Y	40							Character	ABC

Field Name (Online Add/Update Display Label)	Description	RP				Unique Identifier	Data Type	Field Format	Multiplication Factor
		AII	HRIS	RP	Salary				
City	Employee's city of residence								
State of Residence	Employee's state of residence			Y	40		Character	ABC	
Country	Employee's country of residence			Y	2		Character	ABC	
Postal/Zip Code	Employee's postal or zip code			Y	40		Character	ABC	
Home Phone Number	Employee's home phone number			Y	10		Character	ABC	
Department	First line of internal mail address			Y	40		Character	###	
Work Location	Second line of internal mail address			N	40		Character	ABC	
Internal Address 3	Third line of internal mail address			N	40		Character	ABC	
Internal Address 4	Fourth line of internal mail address			N	40		Character	ABC	
Employee Office Telephone Number	Employee's phone number at work			N	12		Character	ABC	
State of Work	State in which the employee is working			N	2		Character	ABC	
Date of this Data Feed	Date on which the file was run			N	8		Date	YYYYMMDD	
Pay Frequency	Employee pay frequency			Y	2		Integer	###	
Pay Rate	Hourly Rate			N	6		Integer	###	
Work E-mail address	Employee's e-mail address at work			N	50		Character	ABC	
EmpID	EmpID				10		Character	ABC	
Alternate E-mail address	Employee's personal e-mail address			N	50		Character	ABC	
Preferred E-mail address	Selectable general e-mail communication preference.			N	1		Character	ABC	
Alternate Home Address Line 1	First part of employee's alternate home address			N	40		Character	ABC	
Alternate Home Address Line 2	Second part of employee's alternate home address – typically this would be an apartment or suite number			N	40		Character	ABC	
Alternate Home Address City	Employee's alternate city of residence			N	40		Character	ABC	
Alternate Home Address State	Employee's alternate state of residence			N	2		Character	ABC	
Alternate Home Address Country	Employee's alternate country of residence			N	40		Character	ABC	
Alternate Home Address Zip Code	Employee's alternate postal or zip code			N	10		Character	ABC	

RP		RP	RP	RP				RP				
Field Name (Online Add/Update Display Label)		Online Add/Update Field Format		Online Input control		HRIS Example		Domain	Justification	Effective/Feed Date	Type Validation	Error Level (Type Validation)
Benefit Administration Group		ABC			CBO		'AA'			L	EffDate	
Employee Group		ABC			CBO		'ST00K'			L	EffDate	
Employment Basis		ABC			CBO		'MG00B' 'REDOO' 'FT'	EE GRP		L	EffDate	
Work Status		ABC			CBO		'TERM' 'PT'	EE Basis		L	EffDate	
Department code		ABC			CBO		'A'	Work Status		L	EffDate	
Employee ID Number		ABC			CBO		'1234'			L	FeedDate	
Claims ID		A			CBO		'0000123456'			L	FeedDate	No validation rule
SSN		ABC			Text Box		'123456789'			L	FeedDate	
Effective Date		###.##			Text Box		'123456789'			L	FeedDate	Value should be numeric
Surname		###.##			Text Box		'Smith'	Province		L	FeedDate	Value should be a valid date
First Name		ABC			Text Box		'John'			L	FeedDate	
Middle Name		#####			Text Box		'Franklin'			L	FeedDate	
Number of Hours per Pay Period		YYY/MM/DD			Calendar Picker		'3750' for 37.5 hours per week			L	EffDate	Value should be numeric
Annual Salary		ABC			CBO		'0006750050' for \$67,500.50			L	EffDate	Value should be numeric
Employee Date of Birth		YYY/MM/DD			Calendar Picker		YYYYMMDD '19721027' for October 27, 1972			L	FeedDate	Value should be a valid date
Employee Gender		YYY/MM/DD			Calendar Picker		'M' for Male, 'F' for Female			L	FeedDate	
Date of Hire		ABC			Text Box		'19990415' for April 15, 1999			L	EffDate	Value should be a valid date
Net Credited Service Date		ABC			Text Box		'19990415' for April 15, 1999			L	FeedDate	Value should be a valid date
Address Line 1		ABC			Text Box		'123 5th Avenue'			L	FeedDate	
Address Line 2		ABC			Text Box		'Suite # 123'			L	FeedDate	

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NOTE: Field names should not

RP	Ariel Rules					
	Range Validation	Range Value	Error Level (Range Validation)	Special Validation	Special Value	Error Level (Special Validation)
Field Name (Online Add/Update Display Label)						
Benefit Administration Group						
Employee Group				PF Key Field Combination Validation		Error
Employment Basis				PF Key Field Combination Validation		Error
Work Status	Value should be within % domain		Error	PF Key Field Combination Validation		Error
Department code						
Employee ID Number						
Claims ID						
SSN						
Effective Date	Date Value should be later than %	1900/01/01	Error	Length of the field should be %	9	Error
Surname	Value should be within % domain		Error	PF Key Field Combination Validation		Error
First Name						
Middle Name						
Number of Hours per Pay Period						
Annual Salary				Value should %	%>=40 AND %<=80	
Employee Date of Birth	Date Value should be later than %	1900/01/01	Error	Value should %	%>=0 AND %<=500000	Error
Employee Gender	Value Should be within { % }	M,F	Error	Value should %	DATEDIFF (YEAR, % , getdate()) >=16 AND DATEDIFF (YEAR, % , getdate()) <=65	Error
Date of Hire	Date Value should be later than %	1900/01/01	Error			
Net Credited Service Date	Date Value should be later than %	1900/01/01	Error			
Address Line 1						
Address Line 2						

RP	Ariel Rules					
	Field Name (Online Add/Update Display Label)	Range Validation	Range Value	Error Level (Range Validation)	Special Validation	Special Value
	City					
	State of Residence	Value should be within % domain		Error		
	Country					
	Postal/Zip Code					
	Home Phone Number					
	Department					
	Work Location					
	Internal Address 3					
	Internal Address 4					
	Employee Office Telephone Number					
	State of Work					
	Date of this Data Feed	Date Value should be later than %	1900/01/01	Error		
	Pay Frequency	Value should be less than %	28	Error		
	Pay Rate					
	Work E-mail address					
	EmpID					
	Alternate E-mail address					
	Preferred E-mail address	Value should be within % domain		Error		
	Alternate Home Address Line 1					
	Alternate Home Address Line 2					
	Alternate Home Address City					
	Alternate Home Address State	Value should be within % domain		Error		
	Alternate Home Address Country					
	Alternate Home Address Zip Code					

HRIS TRAILER SPECIFICATION

Field Name	Description	From	Length	Data Type	Data Format	Multiplication	Example	Required	Type Validation	Error Level	Range Validation	CMT RULES			Error Level
												Range Value	Special Validation	Special Value	
Trailer Tag	This field should contain the agency identifying the trailer record. The trailer tag should be located in the first column of the record.	1	3	Character	ASC		TPL	Y				"TTL"			
Trailer Interface ID	Unique ID that identifies the interface file. This is a mandatory field.	4	10	Character	ASC		"JHHSY" Refer to the Summary Tab	Y			Value should be %	"**"			
Record Count	The records count in the trailer does not include header & trailer records.	14	8	Numeric	#####		"00001345" for 1345 records	Y	Value should be numeric	Critical			Value should equals record count in the feed		Critical
Sum of Salaries	Records Salaries in the field "Schedule annual salary for insurance purposes"	22	16	Numeric	#####	0.01	"0009750039" for \$97,500.39	Y	Value should be numeric	Critical			Value should equals summary of % field.	AnnualizedSalary	Critical

15. EXAMPLE TRANSACTIONS

1. SCENARIOS

1.1 CURRENT CHANGE

This example illustrates a simple salary increase/promotion from \$55,000 to \$60,000. The employee's salary increase/promotion is effective Jan 10, 2000.

1.1.1 HRIS FILE

To accurately feed this change via the HRIS feed, the employee's record would contain the following:

ID	Salary	Effective Date
12345	\$60,000	01/10/2000

1.1.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$60,000	\$55,000	01/10/2000

1.2 RETROACTIVE CHANGE

This example illustrates a salary increase/promotion that was originally entered as an increase from \$50,000 to \$55,000 effective Dec 1, 1999. However, the salary increase was supposed to be entered as \$50,000 to \$60,000.

1.2.1 HRIS FILE

This example requires that a retroactive HRIS record is sent to correct the timeline accordingly:

ID	Salary	Effective Date
12345	\$60,000	12/1/1999

1.2.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$60,000	\$55,000	12/1/1999

1.3 COMPLEX RETROACTIVE CHANGE - INSERT

This example portrays a more complex situation relating to multiple salary increases at different points in time. An employee returned from paid leave on 12/1/1999 and received a salary increase from \$50,000 to \$55,000 at the same time. On 1/1/2000, this employee received another salary increase from \$55,000 to \$60,000. However, later in January it was determined that, while he was still on paid leave, his salary should've been increased to \$52,000 on 11/15/1999.

1.3.1 HRIS FILE

This example requires that numerous retroactive records be sent in order to properly adjust the timeline:

ID	Salary	Work Status	Effective Date
12345	\$52,000	Paid Leave	11/15/1999
12345	\$55,000	Active	12/1/1999
12345	\$60,000	Active	1/1/2000

1.3.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$52,000	\$50,000	11/15/1999
12345	Work Status	Active	Paid Leave	12/1/1999
12345	Salary	\$55,000	\$52,000	12/1/1999
12345	Salary	\$60,000	\$55,000	1/1/2000

2 COMPLEX RETROACTIVE CHANGE – DELETE

This example portrays the example in 1.3 with a slight difference. The employee from example 1.3 was determined to be ineligible for their raise from \$50,000 to \$52,000 while they were on paid leave.

2.1.1 HRIS FILE

This example requires that we "delete" a change in this employee's history in order to accurately adjust the timeline:

ID	Salary	Work Status	Effective Date
12345	\$50,000	Paid Leave	11/15/1999
12345	\$55,000	Active	12/1/1999
12345	\$60,000	Active	1/1/2000

2.1.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$50,000	\$52,000	11/15/1999
12345	Work Status	Active	Paid Leave	12/1/1999
12345	Salary	\$55,000	\$50,000	12/1/1999
12345	Salary	\$60,000	\$55,000	1/1/2000

3. COMPLEX RETROACTIVE CHANGE – CHANGE EFFECTIVE DATE (LATER)

This example portrays an example where a previously sent change (in this case a salary increase) was determined (later in time) to actually have taken effect *later* than what was originally sent. An employee's salary had been increased from \$50,000 to \$55,000 on 12/1/1999 (when they returned from leave) and then again from \$55,000 to \$60,000 on 1/1/2000. Later in January, it was determined that the employee actually returned from leave on 12/15/1999, and as such his increase to \$55,000 should have taken effect then, not 12/1/1999.

3.1.1 HRIS FILE

This example requires that we a change in this employee's history in order to accurately adjust the timeline:

ID	Salary	Work Status	Effective Date
12345	\$50,000	Paid Leave	12/1/1999
12345	\$55,000	Active	12/15/1999
12345	\$60,000	Active	1/1/2000

3.1.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$50,000	\$55,000	12/1/1999
12345	Work Status	Paid Leave	Active	12/1/1999
12345	Salary	\$55,000	\$50,000	12/15/1999
12345	Work Status	Active	Paid Leave	12/15/1999
12345	Salary	\$60,000	\$55,000	1/1/2000

4. COMPLEX RETROACTIVE CHANGE – CHANGE EFFECTIVE DATE (EARLIER)

This example portrays an example where a previously sent change (in this case a salary increase) was determined (later in time) to actually have taken effect *earlier* than what was originally sent. An employee's salary had been increased from \$50,000 to \$55,000 on 12/1/1999 (when they returned from leave) and then again from \$55,000 to \$60,000 on 1/1/2000. Later in January, it was determined that the employee actually returned from leave on 11/15/1999, and as such his increase to \$55,000 should have taken effect then, not 12/1/1999.

4.1.1 HRIS FILE

This example requires that we a change in this employee's history in order to accurately adjust the timeline:

ID	Salary	Work Status	Effective Date
12345	\$55,000	Active	11/15/1999
12345	\$60,000	Active	1/1/2000

4.1.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Salary	\$55,000	\$50,000	11/15/1999
12345	Work Status	Active	Paid Leave	11/15/1999
12345	Salary	\$60,000	\$55,000	1/1/2000

5 CHANGE IN FUTURE-DATED LEAVE OF ABSENCE

In this example, a leave of absence had been previously sent on the 12/15/1999 HRIS to start on 2/15/2000. On 1/1/2000, it was decided that the employee's leave has changed to 2/1/2000.

5.1.1 HRIS FILE

This example requires that we a change in this employee's history in order to accurately adjust the timeline:

ID	Salary	Work Status	Effective Date
12345	\$60,000	Maternity Leave	2/1/2000

5.1.2 RESULT

As a result, Morneau Shepell will logically detect and interpret:

ID	Change Field	New Value	Old Value	Effective Date
12345	Work Status	Maternity Leave	Active	2/1/2000

21. Sign-off			
Team Member	Role	Date	Signature

HRIS Override LOGIC

Work Status Block Logic		
Current Work Status	Do not allow change to...	Description
Q (Death)	T (Terminated)	Notification of death will be manual. Need to block HRIS from flipping back to T.
RB (Retired with Benefits)	Anything except Q (Deceased)	Retirement setup will be manual. Need to block HRIS from flipping to anything
TB (COBRA)	T (Terminated) or L (Leave without pay without benefits)	COBRA election will be direct with MS. Need to block HRIS from flipping back to T or L
CE (COBRA Pending Elections)	T (Terminated) or L (Leave without pay without benefits)	COBRA election will be direct with MS. Need to block HRIS from flipping back to T or L
CP (COBRA Pending Payment)	T (Terminated) or L (Leave without pay without benefits)	COBRA election will be direct with MS. Need to block HRIS from flipping back to T or L
CU (COBRA Unpaid)	T (Terminated) or L (Leave without pay without benefits)	COBRA election will be direct with MS. Need to block HRIS from flipping back to T or L

Employment Basis Block Logic		
Current Emp Basis	Do not allow change to...	Description
RET*	ANY	Retirement setup will be manual. Block HRIS from flipping back to active code.
COBRA	ANY	COBRA election will be direct with MS. Block HRIS from flipping back to active code.

WorkStatus, Employment Basis Block Logic			
Current WorkStatus	Current Emp Basis	Do not allow change to...	Description
AS (on Sabbatical)	FT	3Q,HT	Do not allow change of Emp Basis from Full time to 3/4 time or 1/2 time
AS	3Q	HT	Do not allow change of Emp Basis from 3/4 time to 1/2 time
AP (Phased Retirement)	FT	3Q,HT	Do not allow change of Emp Basis from Full time to 3/4 time or 1/2 time
AP	3Q	HT	Do not allow change of Emp Basis from 3/4 time to 1/2 time

CIM Deriving Logic for Empstat		
Incoming WorkStatus	Incoming Empstat	Derived Empstat
B	FF	LOAF
B	<>FF	LOA

VERSION CONTROL

Version History					Description of Changes
Version	Updated By	Date	Tabs Changed		
1.0	Rick Cox	6/8/2011		Initial version	
1.1	Rick Cox	7/25/2011	Transaction Record	Revised format to align with current UI layout.	
1.2	Kishawna Pritchard	9/12/2011	Deduction Codes	Add Deduction code for Vision. Update Medical/Dental to include er cost.	
1.3	Ian Nicholson	10/4/2011	Scheduling & Transmission	Changed delivery time from 9 AM PST (noon EST) to 1 PM PST (4 PM EST) so that the HRIS File received Friday at noon could be processed before the creation of the payroll file.	
1.4	Ian Nicholson	10/5/2011	Deduction Codes	Changed deduction code for Insurance Taxation for Income > \$50,000 (i.e. imputed income) from "ISO" to "GTL"	
1.5	Ian Nicholson	11/19/2011	Deduction Codes	Client request: Do not pass Employer (ER) Cost from VIS and DEN	
1.6	Ian Nicholson	11/28/2011	Summary	"R" removed from PAYR in File name so that it will fit in the 30 character constraint that the Banner system places on the client.	
1.7	Ian Nicholson	12/16/2011	Deduction Codes	Remove Vision (VISN) Record from Payroll File. In version 1.5 client asked for ER VIS cost to be removed. EE Vision cost is zero. With the fix of the defect of not passing zero records to shut down deductions, we are now getting VIS records with all zeros, which is not required. Therefore EE cost to be removed and hence the entire VISN benefit type is not to be passed on Payroll Feed.	
1.8	Ira Goldberg	10/16/2012	Deduction Codes	Added codes for After Tax Medical and After Tax Dental to be passed on the payroll file. ME1 should pass EE & ER to the payroll file & PPAM. DE1 should only pass the EE cost. We also eliminated the GTL deduction from the file. Also added new deduction codes for the Imputed Income Medical, Imputed Income Dental and Imputed Income Vision. Idaho is now also requesting the payroll file pass a combination of the new imputed incomes called OEA.	
1.9	Ira Goldberg	11/15/2012	Deduction Codes	Updated description of the OEA, OED, OEM and OEV codes.	
2.0	Ira Goldberg	5/23/2013	Deduction Codes	Added codes for BLIF, LTD (ER) and STD (ER).	
2.1	Ira Goldberg	5/23/2013	Deduction Codes	Changed the basic life deduction code from BLIF to GTL per Idaho's request.	
2.2	Ira Goldberg	6/12/2013	Deduction Codes	Added ME2 for the PPACA medical	
2.3	Ira Goldberg	10/2/2013	Deduction Codes	Added Yes to passing Vision - employee portion.	
2.4	Ira Goldberg	10/16/2013	Deduction Codes	Added VE1 deduction code, vision after tax.	
2.5	Ira Goldberg	10/22/2013	Deduction Codes	Updated technical contact to Derek Johnson.	
2.6	Ira Goldberg	7/13/2015	Scheduling & Transmission	Added data on biweekly Active20 pp group	
2.7	Ira Goldberg	9/28/2015	Scheduling & Transmission		

1. INTRODUCTION

The pre-payroll file (payroll directions) is a payroll input interface used to provide health & welfare deduction amounts to the Payroll System from Morneau Shepell's Ariel system. The pre-payroll interface provides detailed employee deduction type or wage type transactions; one record per type defined for inclusion in the interface file. The interface is configurable to be a change-only or full-file interface. A change-only file includes records for deduction amounts that have changed since the last cycle. A full-file includes all records for deduction amounts regardless of change since the last cycle. The interface also provides retroactive deduction amounts, included as separate records with the appropriate deduction types as defined in the domain tables.

2. GENERAL INFORMATION

Following are key elements of the pre-payroll interface:

- The interface is defined based on a standard format provided within this document.
- The files include standard headers and footers that are used to validate the integrity of the transmission and to ensure that files are loaded in the right order.
- The interface is used for sending current and adjustment/retro amounts.
- Current transactions are permanent amounts and are expected to apply on all pay periods until replaced by new deduction transaction.
- Retroactive amounts are expected to be applied one-time only.
- The interface will be implemented for all payroll groups.
- If the generated file contains no records, Morneau Shepell will send the file to the Payroll System with an accurate file name and properly formatted header and trailer records, however the file will contain no detail records.

3. DEDUCTION AMOUNT CONVENTIONS

- Positive deduction amounts are debits and should be deducted from the employee pay. No sign is included in the file for positive amounts.
- Negative deduction amounts are credits and should be added to the employee pay. A negative sign will populate the first position of the amount field in the interface file.

4. SELECTION CRITERIA

- Employees are selected for inclusion in the interface based on the criteria defined in the domain tables.
- In the case of a changes file, records are qualified for inclusion in the file if the deduction amount has changed since the previous payroll cycle.
- Records are sent both for non-zero and null values, to ensure that benefit terminations are properly handled.
- Changes are never reported for future pay periods or for benefits which are on a waiting period, so the included effective date fields can be largely ignored.
- Where a retroactive change occurs, these amounts are reported on separate lines from the ongoing amounts. This allows the client to report these separately on the employee's paycheck (where desired), and avoids the need to re-send the ongoing amount in the next feed.

5. NOTES

1. When an employee moves from one payroll group to another, they shall pass the new deduction on the new pay group. The employee **shall not** be terminated in their old payroll group.
2. When an employee terminates benefit coverage send a zero deduction to terminate deductions in the payroll system.
3. An employee that moves from an 'ineligible' work status to an 'eligible' work status must be sent on the next payroll file.

File Naming

Nature Of File:	TEST	Domain	TEST, PROD
3 character client abbreviation:	UOI		
File Type:	PAY		
DateTime Stamp (Eastern Standard):	YYYYMMDDhhmm		YYYYMMDD, YYYYMMDDhhmm
File Extension:	.txt		
Sample file name:	TEST_UOIPAY_200901201200.txt		

Interface ID	UOIPAY
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File Format

Format	Fixed Length
Sort Order	Employee Number

[illegible]

HEADER SPECIFICATION

Field Name	Description	From	Length	Data Type	Example	Required	Notes
Header Tag	String identifying the header record.	1	3	Character	'HDR'	Y	
Interface ID	Unique ID that identifies the interface file.	4	10	Character	'UOIPAYR '	Y	
Cycle validation	This cycle should equal the last cycle number processed plus 1. If the expected cycle number exceeds the length of CYCLE_LEN, it will be reset to 001.	14	3	Integer	'009'	Y	
Interface creation date & time validation	Run date and time.	17	14	DateTime	'20091220060530' (yyyymmddhhmmss)	Y	
Payroll Group	Identifies the payroll group or billing unit contained in the file. If the file contains all groups/units, leave empty.	31	10	Character	'GRP'	Conditional	Leave blank

TRANSACTION SPECIFICATION

Field Name	Description	Form	Length	Data Type	Field Format	Example	Required	Justification	MS Field
Employee Number	Used to identify the employee	1	10	Integer	###	'V00123456'	Y	L	EMPNO
Deduction Code	Identifies the benefit/deduction type.	11	4	Character	ABC	'DENT' for Dental	Y	L	
Date Deductions Starts	Effective date of the deduction	15	8	Character	ABC	'20010301' for March 1, 2001	N	L	
Employee Deduction Amount	Recurring amount that will be used for employee deductions in the payroll system.	23	12	Implied Decimal	#####	'000000002312' for \$23.12 deduction.	Y	R	
Employer Deduction Amount	Recurring amount that will be used for employer deductions in the payroll system.	35	12	Implied Decimal	#####	'000000002312' for \$23.12 deduction.	N	R	
Employee Adjustment Amount	One time adjustment amount that will be used for employee deductions/refunds in the payroll system.	47	12	Implied Decimal	#####	'000000002312' for \$23.12 deduction; Or '-000000000913' for \$9.13 refund.	Y	R	
Employer Adjustment Amount	One time adjustment amount that will be used for employer deductions/refunds in the payroll system.	59	12	Implied Decimal	#####	'000000002312' for \$23.12 deduction; Or '-000000000913' for \$9.13 refund.	N	R	
Taxable Benefit Amount	Amount that will be used for employee taxable benefit amounts or imputed income in the payroll system.	71	12	Implied Decimal	#####	'000000002312' for \$23.12 taxable amount;	N	R	

Field Name	Description	Length		Data Type	Field Format	Example	Required	Justification	MS Field
		From	To						
First Name	First name of participant	83	40	Character	ABC	Mary	N	L	FNAME
Last Name	Last name of participant	123	40	Character	ABC	Jones	N	L	SURNAME

TRAILER SPECIFICATION

Field Name	Description	From	Length	Data Type	Example	Required
Trailer Tag	This field should contain the string identifying the trailer record.	1	3	Character	TRL'	Y
Interface ID	Unique ID that identifies the interface file.	4	10	Character	'UOIPAYR '	Y
Total Records Count	The records count in the trailer does not include header & trailer records.	14	8	Integer	'00001345' for 1345 records	Y
Total Employee Amount	The total amount of the 'Employee Deduction Amount' column.	22	18	Integer	'000012345678912345'	Y
Total Employer Amount	The total amount of the 'Employer Deduction Amount' column.	40	18	Integer	'000012345678912345'	Y
Total Employee Adjustment Amount	The total amount of the 'Employee Adjustment Amount' column.	58	18	Integer	'000012345678912345'	Y
Total Employer Adjustment Amount	The total amount of the 'Employer Adjustment Amount' column.	76	18	Integer	'000012345678912345'	Y
Total Taxable Amount	The total amount of the 'Taxable Benefit Amount' column.	94	18	Integer	'000012345678912345'	Y

DEDUCTION CODE MAPPING

Payroll Groups	ALL				
Notes	Below are the codes used in Banner for payroll deductions.				
Client Deduction Code	Client Description	Cost to Include		MS Benefit Type	Notes
		EE	ER		
ADD	Accidental Death & Dismemberment	YES	no	OADD	
DE1	Dental After Tax	YES	no	DTAX	
DEN	Dental	YES	no	DENT	
DPL	Dependent Life	YES	no	DLIF	
FLX	Dependent Care Spending	YES	YES	DCRA	
FX2	Health Care Spending	YES	YES	HCRA	
H17	Employer contribution for Medical Insurance	no	YES	MEDC	Dummy code to track ER contribution for accounting
HSA	Health Savings Account	YES	YES	HSAX / HSAM	
\$50-GTL	Insurance Taxation for income > \$50,000	no	no	IMPL	Standard Imputed Income - 10/16/12: Remove from the payroll file. Idaho does not use. Basic life is now being mapped to GTL (formerly Imputed Income)
GTL	Basic Life	no	YES	BLIF	both LTDB (ee) and LTDZ (er) map to the LTD deduction code
LTD	Long Term Disability - Buyup	YES	no	LTDB	both LTDB (ee) and LTDZ (er) map to the LTD deduction code
LTD	Long Term Disability - Core	no	YES	LTDZ	both LTDB (ee) and LTDZ (er) map to the LTD deduction code
ME1	Medical After Tax	Yes	no	HTAX	
ME2	Medical - PPACA	YES	YES	HLTH	EE pays 100% of the pre-tax cost. If division = UIM, send med as ME2
MED	Medical	YES	YES	HLTH	
OEA	Imputed Income - Combined	no	YES	ITAX	This is a combine code of DTAX (ER) + HTAX (ER) + VTAX (ER)
OED	Imputed Income - Dental	no	YES	DTAX	
OEM	Imputed Income - Medical	no	YES	HTAX	
OEV	Imputed Income - Vision	no	YES	VTAX	
SPL	Spouse Life	YES	no	SLIF	
STD	Short Term Disability - Buyup	YES	no	STDB	both STDB (ee) and STDZ (er) map to the STD deduction code
STD	Short Term Disability - Core	no	YES	STDZ	both STDB (ee) and STDZ (er) map to the STD deduction code
SUP	Optional Life	YES	no	OLIF	
VIS	Vision	YES	no	VTSN	
VE1	Vision After Tax	Yes	no	VTAX	

Notes	



Morneau Shepell is a North American company with global reach offering an integrative approach to health, benefits, retirement, and employee assistance needs. In the United States, Morneau Shepell provides expertise in plan administration, retirement solutions, and billing management with a highly flexible technology platform that improves its clients' performance. With 50 years of experience, the Company has almost 4,000 employees and serves approximately 20,000 clients ranging from health plans, small businesses, large corporations, associations, unions, and local and state governments.

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Contracts & Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006

REQUEST FOR PROPOSALS NO. 16-78M

FOR

Employee Benefits Enrollment Management

For Additional Information, Please Contact:

Julia R. McIlroy, Director

Phone: 208.885.6123

Email: juliam@uidaho.edu

Date Issued: May 1, 2016

Proposals Due: May 31, 2016

SECTION 1 - INSTRUCTIONS TO PROPOSERS

1-1 SCOPE OF WORK

The University of Idaho (herein referred to as the University) is soliciting proposals for an employee benefit enrollment management system with COBRA and retiree health and welfare administration. The University has a staff of approximately 2300 employees with 890 current retirees.

Demonstrations and/or interviews may be requested at the University's discretion to clarify functionality and performance of proposed system.

Please note: Bidders are required to read Idaho Administrative Code (Department of Insurance) IDAPA 18.01.27 sections 027 and 029 and confirm that they will meet the requirements of those sections. Bidder must be able to meet these requirements; specifically requirements outlined in IDAPA 18.01.27.04, IDAPA 18.01.27.29, and IDAPA 18.01.27.30. Bidder must confirm ability to meet requirements of all sections and acknowledge such in proposal. Bidder must identify any specific issues they anticipate in meeting the requirements of the referenced administrative rule. <http://adminrules.idaho.gov/rules/current/18/index.html>

1-2 PROPOSAL SUBMISSION

Proposal must be **SEALED and CLEARLY IDENTIFIED** with the Request for Proposals' number, due date and time, Proposer's name and address, and submitted no later than 4:00 p.m., Pacific Time, on to University of Idaho Contracts & Purchasing Services, 1028 West Sixth Street, Moscow, ID 83844-2006.

Please note: Proposers are highly encouraged to ship via FedEx Express Service to ensure desktop delivery.

A facsimile response or an electronic response to this Request for Proposals does not meet the requirement of a sealed proposal and will not be accepted. Proposals received after the exact time specified for receipt will not be considered.

The proposal must be signed by such individual or individuals who have full authority from the Proposer to enter into a binding Agreement on behalf of the Proposer so that an Agreement may be established as a result of acceptance of the proposal submitted. *By submitting a proposal, the Proposer is accepting the terms and conditions set forth in this Request for Proposal, and any addendums thereto, which includes general contract terms and conditions and purchase order terms and conditions.* The terms and conditions set forth in the Request for Proposals, including addendums thereto, and the Proposal and any terms and conditions included therein that are accepted by the University shall serve as the Agreement terms and conditions. The Agreement shall be subject to the applicable laws of the State of Idaho. The order of precedence of Agreement documents shall be RFP then Proposal. In addition, the Purchase Order terms and conditions shall apply to all purchase orders used under this contract. No other terms and conditions shall apply unless agreed to in writing by the parties.

1-3 REQUEST FOR PROPOSAL SCHEDULE

5/1/16 Request for Proposals issued

5/15/16 Inquiries due

5/31/16 Proposals Due @ 4:00 p.m.

1-4 INQUIRIES

All inquiries concerning this request shall be submitted via email and received no later May 15, 2016 to:

Julia R. McIlroy, Director – juliam@uidaho.edu

1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFP

Any interpretation, correction, or change in the RFP will be made by addendum by the University. Interpretations, corrections, or changes to the RFP made in any other manner will not be binding, and no Proposer may rely upon any such interpretation, correction, or change.

1-6 MODIFICATION OR WITHDRAWAL OF PROPOSALS

A Proposer may modify or withdraw a proposal at any time prior to the specified time and date set for the proposal closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

1-7 ERASURES AND INTERLINEATIONS

Erasures, interlineations, or other changes in the proposal must be initialed by the person(s) signing the proposal.

1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFP

Receipt of an addendum to this RFP must be acknowledged by a Proposer on the Proposal Response Certification.

1-9 PROPOSAL COPIES

Six (6) complete copies of the proposal shall be submitted to the University.

1-10 OFFER ACCEPTANCE PERIOD

A proposal shall constitute an offer to contract on the terms and conditions contained in this RFP and the proposal. Said proposal shall constitute an irrevocable offer for ninety (90) calendar days from the proposal opening date, even if the University makes one or more counter offers.

1-11 REJECTION OF PROPOSALS

The University in its sole discretion, expressly reserves the right to reject any or all proposals or portions thereof, to reissue a Request for Proposal, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

1-12 PROPOSAL PRICE

The prices submitted in the proposal shall include everything necessary for the prosecution and completion of the Agreement including, but not limited to, furnishing all materials and all management, supervision, labor and service, except as may be provided otherwise in the Agreement Documents. In the event of discrepancy between the unit prices and their extensions, the total price will be adjusted accordingly. In the event of discrepancy between the sum of the extended total prices, the Total Proposal Price will be adjusted accordingly. The proposal price shall not include any allowance for Idaho State sales/use tax.

The University will evaluate the total price for the basic requirements with any options(s) exercised at the time of award. Evaluation of options will not obligate the University to exercise the option(s).

The University may reject an offer if it is materially unbalanced as to process for the basic requirements and the option quantities. An offer is unbalanced when it is based on prices significantly less than cost for some work and prices that are significantly overstated for other work.

1-13 TERM OF AGREEMENT

The initial term of this agreement shall be five (5) years, commencing upon the date of execution by the university. The term of this agreement may, if mutually agreed upon in writing, be extended by two-year increments for a total of ten (10) additional years, provided written notice of each extension is given to the bidder at least thirty (30) days prior to the expiration date of such term or extension. In the event funding approval is not obtained by the University, this Agreement shall become null and void effective the date of renewal. During extension periods, all terms and conditions of this Agreement shall remain in effect.

1-14 AWARD OF AGREEMENT

The University shall make the award to the responsible Proposer whose proposal will be most advantageous to the University with respect to price, conformance to the specifications, quality, and other factors as evaluated by the University. The University is not required or constrained to award the Agreement to the Proposer proposing the lowest price.

The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

1-15 PROPOSAL CONFIDENTIALITY

Each Proposer agrees that the contents of each proposal submitted in response to this RFP is Confidential, proprietary, and constitutes trade secret information, as defined in Idaho Code 9-340D(1), as to all technical and financial data THAT IS LABELED CONFIDENTIAL BY THE PROPOSER, and waives any right of access to such information, except as provided for by law. Except as determined by the University's Office of Purchasing Services, in its sole discretion, no information will be given regarding any proposals or evaluation progress until after an award is made, except as provided by law.

1-16 F.A.R. REQUIREMENT

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

1-17 RECORD OF PURCHASES

Contractor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

1-18 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the University Controller within five working days after the award is made. Keeping track of the date an award is made is the responsibility of the Proposer(s).

SECTION 2 - INSTRUCTIONS FOR PREPARING PROPOSALS

2-1 GENERAL

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFP Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The proposal should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Proposers are expected to examine the entire Request for Proposals, including all specifications, standard provisions, and instructions. Failure to do so will be at the Proposer's risk. Each Proposer shall furnish the information required by the invitation. It is required that proposal entries be typewritten. Periods of time, stated in number of days, in this request or in the Proposer's response, shall be in calendar days. Propose your best price on each item.

2-2 RFP RESPONSE OUTLINE

- A. Response Sheet: The proposal Response Certification (page 5) shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.
- B. Background and History: Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business.
- C. References: The Proposer shall provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where services similar in scope to the requirements of this RFP are currently provided. In addition, please provide references for three firms whose business you have lost in the last three years.
- D. Experience and Support: Describe Proposer's experience in performing the requested services.
- E. Costs: Include itemized costs for all components and features to be delivered. Costs should be identified as one-time or continuing. Purchase prices, lease prices, installation charges, and maintenance charges must be identified. All equipment prices must be stated as FOB: Moscow, ID.
- F. Proposer Exceptions: Describe any exceptions to the terms and conditions contained within this document.

SECTION 3 - TECHNICAL SPECIFICATIONS & BID FORM

3.1 Current conditions:

- Active Employee Enrollment : 2526

Medical Plans	2 plans
Prescription Plan	
Dental Plans	2 Plans
Vision	2 Plans
Life Insurance	Basic, Employee Supplementary Life, Dependent Life (Spouse & Child), AD&D
Disability	STD, LTD – 1 base option, 2 buy-up options
HSA	Send enrollment information, but NOT elections amounts to vendor
FSA	Health Care Spending Account Dependent Care Spending Account
EAP	For billing only

- Current Cobra Enrollment : 20 -
- Retiree : 888 current – estimated additional retirees in the next 3 years 200 – 300,

Eligibility	4 Tiers
Medical Plans	2 Pre-Medicare Plans 2 Post-Medicare Plans NOTE: Retirees make lifetime elections there is no annual enrollment period
Prescription Plan	
Dental Plans	1 plan
Life Insurance	Flat amount
EAP	For billing only

3.2 Technical specifications:

Please fully describe how your system meets the following requirements:

Categories:

- Policy on:
 - System capabilities to process multiple effective dates
 - Handling life event changes; expedite enrollment when necessary, i.e. birth
 - Ability to Managing retroactive changes, including calculating premium and contribution amounts and then include on regular payroll file
- Communication process
 - Will University of Idaho have access to all employee communications between Vendor and employees?
Example: if employee calls Vendor, will we have access to notes?
 - Please provide samples of your employee communication materials, including new hire benefits information and instructions, COBRA election notices, and all other standard letters.
 - Is vendor able to Email users directly, follow-up, etc
- Interfaces to ERP (Banner): Processes for passing employee demographics data to vendor system and accepting benefits data from vendor for payroll processing on biweekly schedule.
 - Any existing vendor interfaces with Banner clients
 - Data requirements for vendor
 - Ability to meet data requirements and payroll processing deadlines consistently and accurately
 - Interface formats
 - Secure file transport functionality
- Interfaces to Banner Self Service,: Allow for single sign on, i.e. employee signs on to Banner Self Service and authentication is passed logging the employee into the vendor's system.

- Quality Control, Data Integrity
 - Change management methodology and process
 - What other processes are in place?
- Strategy for identifying and resolving errors
 - Contingency plans
 - Notifications
 - Test files – Explain testing model, testing platform and how current is the data in testing environment?
- Implementation process, please provide detailed description as well as timeline for both initial implementation and annual enrollment updates.
 - Does your system allow for midyear changes to employer rates/premiums?
 - Retroactive changes with multiple rates across plan years?
- Vendor's Internal Systems
 - Timely delivery of payroll data
 - 1. Processes and procedures in place to ensure regularly defined delivery time
 - Billing and reporting for benefit vendors, third party administrators
 - Retiree billing
 - Enrollment changes
- Historical Information
 - Provide Historical Data upon termination for contract
 - House historical data from prior administrators
 - 1. Requirements and process for data transition
- Reporting available: What is your standard reporting package? Can the university run ad-hoc reports using an online reporting system?
- Life Insurance: Administer EOI for Life Insurance.
- COBRA:
 - Direct Billing to participants. Administration in-house including payment processing? If not, please list the name and location of the vendor you partner with.
 - Online Access for participants to review election and payment information
 - Is COBRA Administration in-house? If not, please list the name and location of the COBRA vendor you partner with.
- Customer Service:
 - Where is your call center located and what are the standard hours of operation staffed by a live CSR?
 - What is the turnover rate among CSR in this unit?
 - What is the training process for the CSR staff?

IMPLEMENTATION

Date of Implementation: Please detail implementation timeline with critical milestones. Open Enrollment should begin approximately 10/15 so we need to have the new system in place. Please list expectations and dates for any risks to the project which are outside your control or that the University must perform a task or provide information.

TRAINING

Please fully describe training and system access available. Please list typical University by function to receive any requisite training for systems trouble shooting, access and updating of information and/or ad hoc or standard reporting.

SYSTEM/SOFTWARE UPGRADES

All upgrades or changes to software should be fully tested in a non-production or development environment to insure that the production environment is not compromised. Please describe the ability of the University to be involved in testing and satisfied that the production environment will not be compromised

Demonstrations and/or interviews may be requested at the University's discretion to clarify functionality and performance of proposed system. If requested, the vendor must be prepared to give a demonstration up to 10 minutes to allow the University to see a "real-life" current service at another client utilizing the proposer's software. The demonstrations will be via distance over "WebEx" or some similar media. Additional detailed information will be provided to the shortlisted vendors prior to the interviews and demonstrations.

Please describe compliance with information security and data management under section 6-34 through 6-41 as specified in Section six.

Please address specific questions regarding any proposed interfaces as outlined in Appendix A of this RFP.

The successful proposer will be required to enter into a Business Associate Agreement with the University.

Bidders are required to read Idaho Administrative Code (Department of Insurance) IDAPA 18.01.27 sections 027 and 029 and confirm that they will meet the requirements of those sections. Bidder must be able to meet these requirements; specifically requirements outlined in IDAPA 18.01.27.04, IDAPA 18.01.27.29, and IDAPA 18.01.27.30. Bidder must confirm ability to meet requirements of all sections and acknowledge such in proposal. Bidder must identify any specific issues they anticipate in meeting the requirements of the referenced administrative rule. <http://adminrules.idaho.gov/rules/current/18/index.html>

SECTION 4 - PROCUREMENT PROCESS

4-1 PROPOSER LIST AND QUALIFICATION EVALUATION

After the established date for receipt of proposals, a listing of Proposers submitting proposals will be prepared, and will be available for public inspection.

Qualifications and proposals submitted by interested Proposers will be reviewed and evaluated based on the evaluation factors set forth in the RFP.

4-2 PROPOSAL CLASSIFICATION

For the purpose of conducting discussions with individual offerers, if required, proposals will initially be classified as:

- A. Potentially Acceptable
- B. Unacceptable

Discussions may be conducted with any or all of the Proposers whose proposals are found potentially acceptable. Offerers whose proposals are unacceptable will be notified promptly. The Manager of Purchasing will establish procedures and schedules for conducting oral and/or written discussions.

Proposers are advised that the University may award an Agreement on the basis of initial offers received, without discussions; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

4-3 PROPOSER INVESTIGATION

The University will make such investigations as it considers necessary to obtain full information on the Proposers selected for discussions, and each Proposer shall cooperate fully in such investigations.

4-4 FINAL OFFERS AND AWARD OF AGREEMENT

Following any discussions with Proposers regarding their technical proposals, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Proposers for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Proposals.

SECTION 5 - EVALUATION PROCESS

The University reserves the right to reject any or all proposals, or portions thereof. The selection of a successful Proposer, if any, will be made based upon which proposal the University determines would best meet its requirements and needs.

5-1 EVALUATION CRITERIA

- Price
- User Interface; with employee, benefit staff and current ERP system
- Administrative Services; including COBRA, billing administration and retiree management
- References and Demonstrations
- Integration process and support
- Data Integrity and Software Security

SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS

6-1 AGREEMENT TERMS AND CONDITIONS

The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFP. The submission of a proposal shall further constitute the agreement of each Proposer that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consist of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the proposal, and any attachments thereto and incorporations therein, the terms and conditions in the RFP, and the Proposer's response to the RFP.

6-2 ASSIGNMENT

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

6-3 TERMINATION FOR CONVENIENCE

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

6-4 TERMINATION FOR DEFAULT

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

6-5 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-6 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-7 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

6-8 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-9 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-10 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-11 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

6-12 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-13 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties hereto and their respective heirs, legal representatives, successors, and assigns.

6-45 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this Agreement. If the State of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall terminate and neither party shall have any further obligations hereunder.

6-15 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

6-16 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

6-17 DEBARRED, SUSPENDED OR EXCLUDED

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

6-18 NON-USE OF NAMES AND TRADEMARKS

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

6-19 CONTRACTOR REPRESENTATIONS

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

6-20 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-21 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-22 HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6-23 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-24 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-25 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-26 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

6-27 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-28 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-29 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

6-30 CONFIDENTIALITY

The parties hereto agree that the terms and conditions of this Agreement shall be held in confidence except as required by or for applicable disclosure laws, financing sources, enforcement of the Agreement, mergers and acquisitions, or as otherwise mutually agreed by the Parties, and such agreement shall not be withheld unreasonably.

6-31 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

ADDITIONAL TERMS AND CONDITIONS SPECIFIC TO INFORMATION SECURITY AND DATA MANAGEMENT:

6-34 Data Compromise Response

- a. Immediately upon becoming aware of a Data Compromise, or of circumstances that could have resulted in unauthorized access to or disclosure or use of Customer or End User Data, Vendor will notify Customer, fully investigate the incident, and cooperate fully with Customer's investigation of and response to the incident. Except as otherwise required by law, Vendor will not provide notice of the incident directly to the persons whose data were involved, regulatory agencies, or other entities, without prior written permission from Customer.
- b. Notwithstanding any other provision of this agreement, and in addition to any other remedies available to Customer under law or equity, Vendor will reimburse Customer in full for all costs incurred by Customer in investigation and remediation of such Data Compromise, including but not limited to providing notification to third parties whose data were compromised and to regulatory agencies or other entities as required by law or contract; the offering of 12 months' credit monitoring to each person whose data were compromised; and the payment of legal fees, audit costs, fines, and other fees imposed by regulatory agencies or contracting partners as a result of the Data Compromise.

6-35 Data Integrity

Vendor will take commercially reasonable measures, including regular data integrity audits, to protect Customer and End User Data against deterioration or degradation of data quality and authenticity.

6-36 Data Privacy

- a. Vendor will use Customer Data and End User Data only for the purpose of fulfilling its duties under this Agreement and for Customer's and its End User's sole benefit, and will not share such data with or disclose it to any third party without the prior written consent of Customer or as otherwise required by law. By way of illustration and not of limitation, Vendor will not use such data for Vendor's own benefit and, in particular, will not engage in "data mining" of Customer or End User Data or communications, whether through automated or human means, except as specifically and expressly required by law or authorized in writing by Customer.
- b. All Customer and End User Data will be stored on servers, located solely within the Continental United States.
- c. Vendor will provide access to Customer and End User Data only those Vendor employees and subcontractors who need to access the data to fulfill Vendor's obligations under this Agreement. Vendor will ensure that employees who perform work under this Agreement have read, understood, and received appropriate instruction as to how to comply with, the data protection provisions of this Agreement, and have undergone all background screening and possess all qualifications appropriate to the nature of the employees' duties and the sensitivity of the data they will be handling prior to being granted access to the Data.

6-37 Data Retention and Disposal

- a. Vendor will use commercially reasonable efforts to retain data in an End User's account, including attachments, until the End User deletes them or for an alternative time period mutually agreed by the parties.
- b. Using appropriate and reliable storage media, Vendor will regularly back up Customer and End User Data and retain such backup copies for a minimum of 12 months. At the end of that time period and at Customer's election, Vendor will either securely destroy or transmit to Customer repository the backup copies. Upon Customer's request, Vendor will supply Customer a certificate indicating the records destroyed, the date destroyed, and the method of destruction used.
- c. Vendor will retain logs associated with End User activity for a minimum of 12 Months, unless the parties mutually agree to a different period.
- d. Vendor will immediately place a "hold" on the destruction under its usual records retention policies of records that include Customer and End User Data, in response to an oral or written request from Customer indicating that those records

may be relevant to litigation that Customer reasonably anticipates. Oral requests by Customer for a hold on record destruction will be reduced to writing and supplied to Vendor for its records as soon as reasonably practicable under the circumstances. Customer will promptly coordinate with Vendor regarding the preservation and disposition of these records. Vendor shall continue to preserve the records until further notice by Customer.

6-38 Data Security and Integrity [under review by IT security personnel]

a. All facilities used to store and process Customer and End User data will employ commercial best practices, including appropriate administrative, physical, and technical safeguards, to secure such data from unauthorized access, disclosure, alteration, and use. Such measures will be no less protective than those used to secure Vendor's own data of a similar type, and in no event less than reasonable in view of the type and nature of the data involved. Without limiting the foregoing, Vendor warrants that all Customer Data and End User Data will be encrypted in transmission (including via web interface) and storage at no less than 128 bit level encryption. Vendor agrees and certifies that it, the system or any third parties working on the vendor's behalf have complied with all applicable requirements to be considered PCI- level 1 compliant and has taken all necessary steps to validate its compliance with the PCI DSS and PA DSS. Vendor is required to demonstrate compliance with this requirement by maintaining the application listing on The PCI Security Standards Council (see https://www.pcisecuritystandards.org/approved_companies_providers/validated_payment_applications.php?agree=true).

b. Vendor will use industry standard and up to date security tools and technologies such as anti-virus protections and intrusion detection methods in providing Services under this Agreement.

d. Vendor will at its expense conduct or have conducted at least annually:

- A SAS 70 audit of Vendor's security policies, procedures and controls resulting in the issuance of a Service Auditor's Report Type II;
- A vulnerability scan, performed by a scanner approved by Customer, of Vendor's systems and facilities that are used in any way to deliver services under this Agreement; and
- A formal penetration test, performed by a process and qualified personnel approved by Customer, of Vendor's systems and facilities that are used in any way to deliver services under this Agreement.

e. Vendor will provide Customer upon request the results of the above audits, scans and tests, and will promptly modify its security measures as needed based on those results in order to meet its obligations under this Agreement. Customer may require, at its expense, Vendor to perform additional audits and tests, the results of which will be provided promptly to Customer.

6-39 Data Transfer upon Termination or Expiration

a. Upon termination or expiration of this Agreement, Vendor will ensure that all Customer and End User Data are transferred to Customer or a third party designated by Customer securely, within a reasonable period of time, and without significant interruption in service. Vendor will ensure that such migration uses facilities and methods are compatible with the relevant systems of the transferee, and to the extent technologically feasible, that Customer will have reasonable access to Customer and End User Data during the transition.

b. Vendor will notify Customer of impending cessation of its business or that of a tiered provider and any contingency plans in the event of notice of such a failure. This includes immediate transfer of any previously escrowed assets and data and providing Customer access to Vendor's facilities to remove and destroy Customer owned assets and data. Vendor shall implement its exit plan and take all necessary actions to ensure a smooth transition of service with minimal disruption to Customer. Vendor will provide a fully documented service description and perform and document a gap analysis by examining any differences between its services and those to be provided by its successor. Vendor will also provide a full inventory and configuration of servers, routers, other hardware, and software involved in service delivery along with supporting documentation, indicating which if any of these are owned by or dedicated to Customer. Vendor will work closely with its successor to ensure a successful transition to the new equipment, with minimal downtime and effect on Customer, all such work to be coordinated and performed in advance of the formal, final transition date.

6-40 Response to Legal Orders, Demands or Requests for Data

- a. Except as otherwise expressly prohibited by law, Vendor will:
- Immediately notify Customer of any subpoenas, warrants, or other legal orders, demands or requests received by Vendor seeking Customer and/or End User Data;
 - Consult with Customer regarding its response;
 - Cooperate with Customer's reasonable requests in connection with efforts by Customer to intervene and quash or modify the legal order, demand or request; and
 - Upon Customer's request, provide Customer with a copy of its response.
- b. If Customer receives a subpoena, warrant, or other legal order, demand or request seeking Customer or End User Data maintained by Vendor, Customer will promptly provide a copy to Vendor. Vendor will promptly supply Customer with copies of data required for Customer to respond, and will cooperate with Customer's reasonable requests in connection with its response.

6-41 Service Levels; Interruptions in Service; Suspension and Termination of Service; Changes to Service:

- a. Vendor warrants that the Services will be performed in a professional and workmanlike manner consistent with industry standards reasonably applicable to such Services. Vendor further warrants that the Services will be Operational at least 99.99% of the time in any given month during the term of this Agreement, meaning that the outage or downtime percentage will be not more than .01%. In the event of a Service outage, Vendor will (a) promptly and at Vendor's expense use commercial best efforts to restore the Services as soon as possible, and (b) unless the outage was caused by a Force Majeure event, refund or credit Customer, at Customer's election, the prorated amount of fees corresponding to the time Services were unavailable. Neither party will be liable to the other for any failure or delay in performance under this Agreement to the extent said failures or delays are proximately caused by forces beyond that party's reasonable control, provided that the party resumes performance as soon as it is reasonably able to do so.
- b. From time to time it may be necessary or desirable for either the Customer or Vendor to propose changes in the Services provided. Such changes shall be made pursuant to the Change Control Procedure. Automatic upgrades to any software used by Vendor to provide the Services that simply improve the speed, efficiency, reliability, or availability of existing Services and do not alter or add functionality, are not considered "changes to the Services" and such upgrades will be implemented by Vendor on a schedule no less favorable than provided by Vendor to any other customer receiving comparable levels of Services.
- c. Vendor will provide Customer with seven days' prior notice of scheduled downtime in the provision of Services for maintenance or upgrades. To the extent possible, Vendor will schedule downtime during times of ordinarily low use by Customer. In the event of unscheduled and unforeseen downtime for any reason, except as otherwise prohibited by law Vendor will promptly notify Customer and cooperate with Customers' reasonable requests for information regarding the downtime.
- d. Customer may suspend or terminate (or direct Vendor to suspend or terminate) an End User's access to Services in accordance with Customer's policies. Customer will assume sole responsibility for any claims made by End User regarding Customer's suspension/termination or directive to suspend/terminate such service. Vendor may suspend access to Services by Customer or an End User immediately in response to an act or omission that reasonably appears to jeopardize the security or integrity of Vendor's Services or the network(s) or facilities used to provide the Services. Suspension will be to the minimum extent, and of the minimum duration, required to prevent or end the security issue. Vendor may suspend Customer's access to Services if, after at least thirty (30) days' written notice to Customer and subsequent good faith, commercially reasonable efforts to resolve the matter with Customer to the parties' mutual satisfaction, Customer remains in material breach of this Agreement. The suspension will be lifted immediately once the breach is cured. Vendor may suspend access to Services by an End User in response to (i) a material breach by End User of any terms of use s/he has agreed to in connection with receiving the Services. Vendor will notify Customer of any suspension of End User access to Services before suspension or, if notice before is not f feasible, as soon as reasonably possible thereafter.

6-41 Health Insurance Portability and Accountability Act (HIPAA)

I understand that during the course of providing services to the University, I may receive or have access to University of Idaho current and former employee confidential and propriety information, including but not limited to information

concerning benefit election, patient information, employees, affiliated physicians and practitioners, business operations, etc. I agree that I will maintain the confidentiality of such information, and will not use or disclose such confidential information except as required to fulfill my duties under the contract; as expressly authorized by the University of Idaho; or as required by law. Specifically, I agree to maintain the confidentiality of protected health information concerning the University of Idaho's current and former employees consistent with the requirements of HIPAA and its implementing regulations, as amended, including the security and privacy regulations contained in 45 C.F.R. part 164.

SECTION 7 – INDEMNITY, RISKS OF LOSS, INSURANCE

7-1 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss.

7-2 INDEMNIFICATION

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

7-3 Insurance

7.3.1 General Requirements

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 7.3. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

7.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of

the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

7.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

7.3.2 Required Insurance Coverage.

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

7.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

7.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

7.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

7.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

7.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made

during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

**UNIVERSITY OF IDAHO
GENERAL TERMS AND CONDITIONS**

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.
2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.
3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.
4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.
5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.
6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.
8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.
9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.
10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.
11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.
12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.
13. TRADEMARKS: Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

14. OSHA REGULATIONS: Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.
15. TAXES: The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.
16. BINDING EFFECT: This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.
17. ASSIGNMENTS: No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the rescission of the transferred Agreement at the option of the University of Idaho.
18. WAIVER: No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.
19. FORCE MAJEURE: Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.
20. NO JOINT VENTURE: Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.
21. PRICE WARRANTY FOR COMMERCIAL ITEMS: Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.
22. NONDISCRIMINATION: Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.
23. UNIVERSITY REGULATIONS: Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.
24. GOVERNING LAW: This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

Exhibit A – Request for Certificate of Insurance from Contractor*
***If bid is awarded to Contractor**
Page 1 of 2

Give this form to your insurance agent / broker

Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.

Certificates without a copy of these instructions will not be accepted.

Contractor and its subcontractors of any tier (“Insured”) are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho (“Certificate Holder”) with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:

State of Idaho and the Regents of the University of Idaho
Attn: Risk Management
P.O. Box 443162
Moscow, ID 83844-3162
- Description area of certificate shall read: Attn: Contract for Services
- All certificates shall provide for thirty (30) days’ written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- All insurers shall have a Best’s rating of AV or better and be licensed and admitted in Idaho.
- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.
- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.
- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured’s obligation to maintain such insurance.
- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder’s option.
- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured’s liability under the terms of the grant or contract.
- A copy of this certificate request must be sent with the Certificate.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

Exhibit A – Request for Certificate of Insurance from Contractor*

***If bid is awarded to Contractor**

Page 2 of 2

Required Insurance Coverage. Insured shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella Liability Insurance. Insured shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.
- Commercial Auto Insurance. Insured shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
- Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000.
- Professional Liability. If professional services are supplied to the Institution, Insured shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

If you have additional questions, please contact: risk@uidaho.edu

Appendix A – Proposed Application Interfaces

For any proposed interfaces to and from the University of Idaho's Banner database (or any other locally hosted enterprise database), please address the following questions:

- What specific interfaces are proposed? Please indicate whether they are incoming or outgoing and what implementation options (batch or real-time) are available?
- Please provide an overview of the processing requirements of the proposed interfaces.
- Does the vendor provide an existing interface for the University of Idaho database application (i.e. Banner)? Please explain in detail.
- Does the proposed interface architecture require additional products or configurations beyond a standard Oracle database configuration? Will any additional software be required for the University infrastructure? Please explain in detail.
- If additional software will be required to implement the interface, will the initial cost and yearly maintenance included in the proposal?
- Can existing interface feeds already in place at the University of Idaho be accommodated by the vendor? What would be necessary to evaluate and estimate those existing interfaces?
- Will the proposed interface operate totally within University of Idaho trusted network or will data be transmitted remotely? Please describe in detail.
- What University of Idaho enterprise database(s) will be involved in the interface?
- What data elements will be extracted from or loaded into these databases? List schema, table, column and description for each data element needed, if known.
- Please describe any data to be included in the proposed interfaces that could be considered sensitive personal information?
- Will the interface require direct access to a University of Idaho database server? Please describe in detail.
NOTE: Access to database servers other than through database communication port(s) is currently prohibited.
- If a real-time interface is being proposed, please describe the architecture in detail.
- What party will be responsible for building the interface (the vendor or University of Idaho staff)? Please explain in detail.
- If the proposed interface will be based on direct access to the University of Idaho database, will the connection be made from an identifiable list of vendor-hosted servers? Please explain in detail.
- Do the proposed interfaces process only full datasets or does the functionality allow for incremental updates to the University of Idaho database application(s)?
- What mechanism is provided to receive and evaluate the status of a load operation (i.e. how many rows were loaded successfully or failed, and why)? Please describe in detail.

- Will a detailed specification document be provided for each proposed interface? Please provide an example of the proposed format.
- Will a configuration management plan be provided to ensure that any changes to interfaces are properly tested in a controlled environment prior to implementation? Please explain in detail.
- Can a fully functional test environment be provided, with a complete University dataset, for testing interface modifications prior to implementation?
- How will the vendor ensure that processing deadlines for time-critical interfaces are monitored and met to ensure University operations are not adversely impacted?

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**CONSENT AGENDA
DECEMBER 15, 2016**

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

August 2016

Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs, with a financial impact of less than \$250,000 per fiscal year. Each institution has indicated that their respective program changes, provided in Attachment 1, fall within the threshold for approval by the Executive Director.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public institutions that were approved between August 2016 and November 2016 by the Executive Director.

ATTACHMENTS

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

Page 3

BOARD ACTION

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

**CONSENT AGENDA
DECEMBER 15, 2016**

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**CONSENT AGENDA
DECEMBER 15, 2016**

Academic Programs
Approved by Executive Director
August 2016 and November 2016

Institution	Program Changes
BSU	Discontinue BA in Elementary Education, Bilingual/ENL

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Add a Supervisor/Director of Special Education endorsement to the M.Ed. and Ed.S. in Educational Leadership
BSU	Change name for Center for Public Policy and Administration to Idaho Policy Institute
BSU	Change name for Basque Studies Consortium to Basque Global Perspective
BSU	Name changes: <ul style="list-style-type: none"> Graduate Certificate in Educational Gaming and Simulations to Educational Games and Simulation Graduate Certificate in Mathematics Consulting Teacher to Mathematical Thinking for Instruction Rename the "STEM Secondary Education" emphasis in the BS in Biology to instead be "Secondary Education Emphasis." Rename the "STEM Secondary Education" emphasis in the BS in Chemistry to instead be "Secondary Education Emphasis." Rename the "STEM Secondary Education" emphasis in the BS in Geosciences to instead be "Secondary Education Emphasis." Rename the "STEM Secondary Education" emphasis in the BS in Physics to instead be "Secondary Education Emphasis." Rename the "STEM Secondary Education" emphasis in the BS in Civil Engineering to instead be "Secondary Education Emphasis." Rename the "STEM Secondary Education" emphasis in the BS in Materials Science and Engineering to instead be "Secondary Education Emphasis."
BSU	<ul style="list-style-type: none"> New emphasis in Cybersecurity within the BS in Computer Science Rename the STEM Secondary Education emphasis in the BS in Mathematics to Secondary Education Emphasis Rename the STEM Secondary Education emphasis in the BS in Electrical and Computer Engineering to Secondary Education Emphasis Rename BA in Elementary Education, Bilingual/ENL to Elementary Education, Bilingual/ENL – TESOL Rename BA in Elementary Education, ENL to Elementary Education, ENL – TESOL
BSU	Create the following program components: <ul style="list-style-type: none"> Minor in Political Communication Minor in Criminal Justice Emphasis in Pre-Athletic Training Minor in Linguistics
BSU	Create an undergraduate certificate in Design Ethnography
BSU	Bifurcate the existing Department of Marketing and Finance into two separate departments to be called Department of Marketing and Department of Finance
CSI	Curriculum changes for General Business and Economics programs
ISU	Change name of Rhetoric emphasis to emphasis in Rhetoric and Media Affairs

**CONSENT AGENDA
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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
UI	Expand existing Computer Science program to Coeur d'Alene, in partnership with North Idaho College <ul style="list-style-type: none">Expansion will occur in two phases. In the first phase, the UI will offer the third year curriculum in Coeur d'Alene, effective fall 2016 and in the second phase, the UI will offer the fourth year curriculum in Coeur d'Alene, effective fall 2017. During both implementation phases, NIC will continue to offer the first two years of the curriculum in Coeur d'Alene and the UI will continue to offer the full curriculum on the Moscow campus

Professional - Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CWI	Discontinue Intermediate Technical Certificate offered in Medical Assistant program
NIC	Addition of new Medical Laboratory Technology, AAS

**CONSENT AGENDA
DECEMBER 15, 2016**

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
February 2014	The Board received a CCI Plan update that focused exclusively on General Education Reform and approved the first reading of proposed new policy III.N, General Education.
April 2014	The Board approved the second reading of proposed new Policy III.N, General Education.
June 2016	The Board approved membership of new members to the General Education Committee

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with AAC&U Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of general education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council.

Idaho State University (ISU) and Boise State University (BSU) have forwarded names for consideration to formally replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointment replaces ISU and BSU representatives on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University has changed roles of their faculty members. Dr. Joanne Tokle will resume responsibilities as the Interim Associate Vice President for Undergraduate Affairs on campus currently filled by Dr. Margaret Johnson for the 2016-17 academic year. Boise State University has identified Dr. John Bieter to replace Dr. Vicki Stieha due to restructure of responsibilities at BSU.

**CONSENT AGENDA
DECEMBER 15, 2016**

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Joanne Togle, representing Idaho State University; and Dr. John Bieter, representing Boise State University to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
DECEMBER 15, 2016**

**State Board of Education
General Education Committee**

Cindy Bond is an Instructional Dean at the College of Southern Idaho.

Larry Briggs is the Dean of General Studies at North Idaho College.

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College.

Kenton Bird is the Director of General Education at the University of Idaho.

Peggy Nelson is the Division Manager for the General Education Division at Eastern Idaho Technical College.

Jana McCurdy is the Associate Vice President for Academic Affairs at the College of Western Idaho.

Vicki Stieha is the Director of the Foundational Studies Program at Boise State University.

Margaret Johnson is the Faculty Affairs Coordinator at Idaho State University.

Susan Johnson is the Director of Program Standards at the Division of Career Technical Education.

Kris Collins is the Registrar at Boise State University.

**CONSENT AGENDA
DECEMBER 15, 2016**

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**CONSENT AGENDA
DECEMBER 15, 2016**

SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR)
Committee Appointment

REFERENCE

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)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the Idaho Experimental Program to Stimulate Competitive Research (replacing Todd Allen)

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. Members are allowed to serve up to three (3) consecutive terms.

**CONSENT AGENDA
DECEMBER 15, 2016**

The Idaho EPSCoR Committee is requesting the appointments of Dr. David Hill, Skip Oppenheimer, and Dr. Janet Nelson. Dr. Hill would be replacing Dr. Bill Goesling, whose term on the Idaho State Board of Education expired. Mr. Oppenheimer would be replacing Mr. Francisco Roberto who stepped down and whose term expired on June 30, 2016. Mr. Oppenheimer would be serving as a representative of the private sector. Dr. Nelson would be replacing Dr. Jack McIver who retired as the Vice President of Research at the University of Idaho. Dr. Nelson is the new Vice President of Research at the University of Idaho.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Skip Oppenheimer – Letter of Interest	Page 4

STAFF COMMENTS AND RECOMMENDATIONS

If appointed, Dr. Hill and Dr. Nelson would serve as ex-officio members, without term limits. Mr. Oppenheimer would serve the remainder of Mr. Francisco Roberto's term, if he had been reappointed in July 1, 2016, which expires on June 30, 2021.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. David Hill to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on his position as a member of the Idaho State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Dr. Janet Nelson to the Experimental Program to Stimulate Competitive Research Idaho Committee as an ex-officio member based on her position as the Vice President of Research at the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Skip Oppenheimer to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the private sector effective immediately and expiring on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA **DECEMBER 15, 2016**

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position
Barneby, David G.	9/9/2008	12/13/2013	6/20/2018	Private Sector	(Retired)VP Nevada Power
Beierschmitt, Kelly	6/16/2016		Ex-officio	INL	
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.
Borud, Matt	2/22/2014		Ex-officio	Commerce	Idaho Department of Commerce
Dave Tuthill	8/16/2012		6/30/2017	Private Sector	
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector	Private sector
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector	Chairman
Lacey, Roy	10/22/2016		6/30/2020	Senate	State Senate
McIver, John "Jack"	9/9/2008		Ex-officio	VPR	UI - VPR
Noh, Laird	12/13/2006	12/13/2011 7/1/2011	6/30/2016	Private Sector	Vice-Chair
Ray, Leo	12/16/2006	12/13/2010 7/1/2011	6/30/2016	Private Sector	Fish Breeders
Roberto, Francisco (Frank)	7/1/2011	12/9/2010	6/30/2016	Private Sector	INL - Biological Systems Department (Private)
Rudin, Mark	12/13/2006		Ex-officio	VPR	BSU - VPR
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor
Stevens, Dennis	12/13/2006	2/18/2010	6/30/2020	Private Sector	Physician
Van der Schyf, Cornelius "Neels"	4/16/2015		Ex-officio	VPR	ISU - Interim VPR

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position
TBD	----		Ex-officio		Representative from Governors Office
Bill Goesling	----		Ex-officio		Idaho State Board Members

**CONSENT AGENDA
DECEMBER 15, 2016**

OPPENHEIMER COMPANIES, INC.

Wells Fargo Center

877 West Main Street, Suite 700 • Boise, Idaho 83702 • Phone (208) 343-4883

November 21, 2016

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

Dear Laird:

Thank you for your interest and consideration of my being nominated as a member of the Idaho EPSCoR Committee.

I was honored when I was approached with the opportunity by you and Peter Goodwin.

Education has been a personal, life-long passion of mine. I have dedicated a fair amount of effort to being involved in organizations that support educational progress, including the importance of STEM. Such examples are serving as Co-Chair of Community College Yes Campaign and Founding Chair of Idaho Business for Education.

I am attaching a copy of my bio for your information.

I appreciate the opportunity and being considered for service on the Idaho EPSCoR Committee.

Best



Arthur F. (Skip) Oppenheimer
Chairman/CEO

**CONSENT AGENDA
DECEMBER 15, 2016**

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 October 2016 Board meeting. Since that meeting, Board staff has received thirty (30) permits from Boise State University, sixteen (16) permits from Idaho State University, fourteen (14) permits from the University of Idaho, and one (1) permit from Lewis-Clark State College.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY October 2016 – March 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Philharmonic Classic #1	Morrison Center	X		10/01/16
T Mobile Recognition Event	Stueckle Sky Center		X	10/04/16
EFM IT Symposium	Student Union Building		X	10/04/16
Boy Scouts Annual Holiday Auction	Stueckle Sky Center		X	10/08/16
Jackson Browne Concert	Morrison Center	X		10/13/16
Gloria Steinem Lecture	Morrison Center	X		10/17/16
Celebrating 100 Years of National Parks	Student Union Building		X	10/18/16
The Monkees	Morrison Center	X		10/19/16
Idaho Center for History and Politics Debate Forum	Stueckle Sky Center	X		10/19/16
Chandler and Lisa Rehearsal Dinner	Stueckle Sky Center		X	10/21/16
Philharmonic Classic #2	Morrison Center	X		10/22/16
Department of Criminal Justice 50 th Anniversary	Student Union Building		X	10/22/16
PETSO Client Appreciation	Stueckle Sky Center		X	10/27/16
Respiratory Care Reunion	Stueckle Sky Center	X		10/28/16
LED: This Way to Egress	Morrison Center	X		10/29/16
Idaho Flight Basketball Fundraiser	Student Union Building		X	11/05/16
The Head and the Heart, Concert	Morrison Center	X		11/09/16
ASML Technical Symposium	Stueckle Sky Center		X	11/09/16
MedBuild Reception	Student Union Building	X		11/09/16
NCA Symposium	Student Union Building	X		11/10/16
Philharmonic Classic #3	Morrison Center	X		11/12/16
Wrestling Lunch Event	Stueckle Sky Center	X		11/12/16

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Ambrose School Event	Stueckle Sky Center		X	11/12/16
Garrison Kellor, Storyteller	Morrison Center	X		11/14/16
Postmodern Jukebox	Morrison Center	X		11/15/16
Celtic Thunder	Morrison Center	X		11/17/16
Jim Gaffigan	Taco Bell Arena		X	12/11/16
Fidelity Investment Event	Morrison Center		X	12/20/16
Panic At The Disco, Concert	Taco Bell Arena		X	03/19/17
Eric Church Concert	Taco Bell Arena		X	03/24/17

**CONSENT AGENDA
DECEMBER 15, 2016**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
October 2016 – January 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Catering Fair	Wood River Room	X		10/13/16
COP All-Class Reunion	Leonard Hall	X		10/21/16
Sports Hall of Fame Reception	ISU Sports Medicine Complex	X		10/21/16
Business Awards	Stephens Performing Arts		X	10/26/16
Annual Ski Movie	Frazier Hall	X		10/29/16
Scholarship Brunch	Bennion Promenade	X		11/11/16
Cards Against Humanity Tournament	Museum Discovery Room	X		11/17/16
Gala – Festival of Trees	Stephens Performing Arts		X	11/29/16
Employee Reception SD#25	Stephens Performing Arts		X	11/30/16
ISU CU Appreciation Dinner	Stephens Performing Arts	X		12/03/16
Holiday Tea – Festival of Trees	Stephens Performing Arts		X	12/03/16
Holiday Open House – Pocatello	PSUB Ballroom	X		12/08/16
Symphony Concert	Jensen Grand Concert Hall / Rotunda	X		12/09/16 – 12/10/16
College Holiday Party	Wood River Room	X		12/15/16
Kasika Holiday Reception	Graveley Hall Lobby	X		12/15/16
Symphony Concert	Frasure Hall	X		01/11/17

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**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
October 2016 – February 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Vandal Watch Party	UI – Boise	X		10/08/16
Law Advisory Council Social Reception	Menard Foyer, 711 S Rayburn Street, Moscow, Idaho 83843	X		10/20/16
University Gala	Commons	X		10/21/16
Oktoberfest Golf Tournament	UI Golf Course	X		10/22/16
K. Montgomery Art Sale	UI Prichard Art Gallery	X		10/28/16
President Leadership Dinner	President's Residence	X		11/03/16
ABA Negotiation Competition Reception	UI – Boise	X		11/12/16
Governor's Banquet	Bruce Pitman Center	X		11/14/16
Idaho Pitch	Bruce Pitman Center	X		11/15/16
Grand Re-Opening of the Jim Lyle Alumni Lounge for Faculty and Staff	Hays Hall; Jim Lyle Lounge, 1212 Blake Avenue	X		11/16/16
City Friendship Dinner	President's Residence	X		11/16/16
General Membership Social	Bruce Pitman Center	X		11/17/16
Alumni Awards for Excellence	Bruce Pitman Center	X		12/09/16
Lionel Hampton Jazz Festival	Kibbie Dome	X		02/25/2017

**CONSENT AGENDA
DECEMBER 15, 2016**

**APPROVED ALCOHOL SERVICE AT
LEWIS-CLARK STATE COLLEGE
December 2016 – December 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Winter Revels Holiday Party – LCSC Employee Gathering	William's Conference Center	X		12/09/16

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**CONSENT AGENDA
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UNIVERSITY OF IDAHO

SUBJECT

Request to name the indoor golf performance facility the "Jess and Kathleen Hall Vandal Golf Performance Center."

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K.1.b.

BACKGROUND/ DISCUSSION

The University of Idaho's Athletics Department received a donation valued at \$125,000 from Jess and Kathleen Hall to construct an indoor golf performance facility. This represents a great majority of the expected total cost of \$150K for the project. The facility will support the training of athletes in the university men's and women's golf teams. The project supports the university golf program by providing student athletes with the opportunity to train year round, and making optimum use of computer simulation technology and photo metrics to improve individual skills in golf.

IMPACT

There is no fiscal impact in the naming of this facility.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b(ii) outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individuals relationship to the institution. Based on the information provided the request is in compliance with Board policy. Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to name the Indoor Golf Performance Facility the "Jess and Kathleen Hall Vandal Golf Performance Center."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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DECEMBER 15, 2016**

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership

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;

**CONSENT AGENDA
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- 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 one (1) nomination for Board approval: Robert Atkins to fulfill the federal regulation as a representative of business/industry and labor.

IMPACT

The above appointment will bring the Council membership to a total of sixteen (16) with one vacancy on the council for a representative of a Former Applicant or Recipient of VR. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership	Page 3
Attachment 2 – Robert Atkins Resume	Page 4

BOARD ACTION

I move to approve the appointment of Robert Atkins to the State Rehabilitation Council as a representative for the business/industry and labor for a term of three years effective January 1, 2017 and ending December 31, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
DECEMBER 15, 2016**

Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
Former Applicant or Recipient	Minimum 1		6/30/2018	2
Parent Training & Information Center...	Minimum 1	Angela Lindig	6/30/2018	2
Client Assistant Program	Minimum 1	Dina Flores -Brewer	no end date	No Limit
VR Counselor	Minimum 1	Suzette Whiting	6/30/2018	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2018	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
		VACANT		
Disability Advocacy groups	No minimum or maximum	Molly Sherpa	3/31/2017	1
		Mike Hauser	2/1/2018	1
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2018	1
Department of Education	Minimum 1	Kendrick Lester	6/30/2017	1
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date	No Limit
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date	No Limit
		David Miles	No end date	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2018	1
Updated 9/13/2016				Total Members 15

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RESUME

Rob Atkins

Twin Falls. ID

Born and raised on a family farm in Buhl, ID

Education

Graduated from the University of Idaho in 1982 with a bachelors degree in Agricultural Economics

Professional

- Worked for various banks and ag lenders since 1982.
- Started my career in Moses Lake, Washington and then Tri-Cities, Washington (Kennewick, Richland, and Pasco) and returned to Idaho in 1997.
- Employed as a business banker with First Security Bank / Wells Fargo Bank since 1997. Primary responsibility is meeting the financial needs of small business owners.

Community

- City of Twin Falls Planning and Zoning Commission
- South Central Community Action Board
- Twin Falls School Board
- Magic Valley Rehabilitation Services Board.

Hobbies and Personal

- Hiking, biking, tennis, travel, children, and grandchildren
- Married with 6 adult children and 8.2 grandchildren

**CONSENT AGENDA
DECEMBER 15, 2016**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Recommendation - Boise State University,
Proposed Health Endorsement

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

Health Endorsement

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review for the Health Endorsement proposed by Boise State University (BSU). Through the comprehensive review, the Standards Committee verified that all of the Idaho Standards for Health Teachers would be met through the proposed endorsement program.

During its September 2016 meeting, the PSC voted to recommend conditional approval of the proposed Health Endorsement offered by BSU. With the “Conditionally Approved” status, BSU may admit candidates for the Health endorsement and submit institutional recommendations for certification. The program will undergo a review at the next scheduled Full Unit Review or Focused Visit.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, BSU must have all programs, including new program, reviewed for State approval.

ATTACHMENTS

Attachment 1 – BSU Health Endorsement Packet

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STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission, recommendations are then brought forward to the Board for consideration. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

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The current Board approved accrediting body for teacher preparation programs is the National Council for Accreditation of Teacher Education (NCATE). On-site preparation program reviews are conducted in partnership with NCATE based on a partnership agreement. During a concurrent visit, the NCATE team and the state team collaborate to conduct the review, however each team generates their own reports. New program are reviewed at the time of application for consideration as an approved teacher preparation program. This review does not accompany an NCATE accreditation visit.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Health Endorsement offered through Boise State University as an approved teacher preparation program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Boise State University Date of Submission Summer, 2016

Program Name: _____ Certification & Endorsement Health Endorsement

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes x No _____

If yes, on what date was the Proposal Form submitted to the State Board of Education? Spring, 2016

Section I: Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

Idaho Standards for Health Teachers – (State Board of Education Approval - August 13, 2015)

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.

The table on the next page includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	<i>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.</i>	<p><u>KINES 242</u>: Understand the role of sexuality on individual's lives from childhood thru adulthood to the old age; present developmental aspects of sexuality, love, abuse, unhealthy and healthy relationships.</p> <p><u>KINES 355</u>: Examine scope and sequence of Idaho's Health Content Standards and objectives grades K – 8 and apply information to lesson planning design, assessments, and appropriate grade-level health content. Students observe and evaluate peer instruction of elementary health lessons.</p> <p><u>KINES 445</u>: Review the scope and sequence of Idaho Health Content Standards/ objectives grades 6-12, and apply appropriate standards to unit/lesson planning and assessments; students observe adolescents during health lessons taught by health teachers out in the schools; appropriate grade-level content and terminology/language is explored.</p> <p><u>PYSC 101</u>: Discuss the development of memory, cognition, personality, and the effects on learning</p>
Standard 2 Learning Difference	<i>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.</i>	<p><u>KINES 242</u>: Address the role of sexuality in our culture and how it varies within the culture.</p> <p><u>KINES 355</u>: Learning styles and various instructional methods are reviewed; differentiated instruction, and assessment, are included in lesson plan development and demonstrated during peer instruction.</p> <p><u>KINES 445</u>: Review of learning styles and instructional applications to support various learning styles; compare Youth Risk Surveillance data across states and ethnicities; differentiated learning activities are documented in unit/lesson plan development; students observe health lessons/instructional strategies used by teachers out in the schools.</p> <p><u>PSYC 101</u>: Encourage awareness of and insight into how culture affects behavior choices.</p> <p><u>PSYC 301</u>: Discuss sex, gender, and multi-cultural issues that impact abnormal behavior.</p> <p><u>PSYC 331</u>: Discuss individual differences in regards to cultural backgrounds facing health issues, and how cultural differences may affect adherence to prevention and treatment plans; discuss biological, psychological, cultural, and social factors that affect health and illness.</p>
Standard 3 Learning Environments	<p><i>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.</i></p> <p>Knowledge</p> <ol style="list-style-type: none"> 1. The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors. 2. The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society). 	<p><u>HLTHST 109</u>: Use of discussion board with classmates. Students create a behavior change and relapse contract/assignment.</p> <p><u>HLTHST 207</u>: Demonstrate communication skills, critical thinking and appropriate use of resources by participating in group projects and discussions on contemporary nutrition topics. Articulate a basic understanding of how physical activity and nutrition contribute to a healthy lifestyle emphasizing the role of fuel and fluids.</p> <p><u>KINES 242</u>: Present factual information in a comfortable environment on the psychology and physiology sexual function; addressing common myths; encourage personal exploration about values, feelings, beliefs concerning one's own sexuality and of their community</p> <p><u>KINES 140</u>: Review of behavior change theories, motivations and specific steps to change health behaviors. Learners select specific motivators and reinforcers for behavior change. Active learning strategies are used to teach health concepts and instructor creates and maintains a comfortable learning environment. Students create and follow behavior change projects that include decision making, goal setting and positive alternatives to high-risk health behaviors. Teacher and students determine class guidelines so students can discuss controversial health issues in a safe environment. A variety of active learning techniques are used to allow people to express viewpoints in a safe environment. Students are referred to appropriate resources when needed.</p> <p><u>KINES 355</u>: Students present active learning strategies involving relationship building, refusal skills,</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		<p>health enhancing decision making and goal setting, <u>KINES 445</u>: Review and practice effectiveness of active learning activities with small groups that are grade-level appropriate; students present/teach active learning activities; review of behavior-change/SMART goals for various wellness topics. <u>PSYC 271</u>: Group case studies involving creating characters and scenarios based on connections made to relationships and class content; examine dynamics of close relationships from various psychological perspectives (sexual development, sexual behavior, initial attraction, dating patterns, long-term relationships, family relationships, intimacy, domestic violence, relationship development and relationship dissolution). <u>PSYC 331</u>: Discuss ways to promote healthy living and prevent disease, health interventions for individuals, families, and communities; discuss influence of stress, coping, personalities, culture, and family influences on health interventions.</p>
	<p>Performance</p> <ol style="list-style-type: none"> 1. The teacher encourages students to incorporate 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). 	<p><u>KINES 355</u>: Strategies for creating a safe classroom environment are covered including healthy interpersonal communication methods. Students plan and present lessons that reflect positive health behaviors when teaching children (K-5/6). <u>KINES 445</u>: Students implement active learning activities during class presentations; complete in and out-of-class individual assignments that connect content to positive health behaviors (Acts of Kindness; Bio stress dot analysis; Food tracker; “I” communication and Say No activities; personal written responses to health-related areas). All of these activities are used to replicate what interns/student teachers could implement when planning unit/lesson plans, developing assessments, and teaching health in the schools. Students develop a unit plan, lesson plans, and assessments that address incorporating positive health-enhancing behaviors inside and outside of school. The lessons they may teach during their internship or lessons they will teach during student teaching reflect this standard. Required lesson reflections and weekly observation reflections also allow the student intern/student teacher to observe how the mentor teacher encourages positive health behaviors.</p>
<p>Standard 4 Content Knowledge</p>	<p><i>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.</i> Knowledge:</p> <ol style="list-style-type: none"> 1. The teacher understands Elementary and Secondary methods for teaching health literacy to include the following content areas of health:: Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health. 4. The teacher understands how to implement 	<p>All health endorsement courses contribute to overall health content knowledge.</p> <p><u>KINES 355</u>: Review of health content areas, health literacy methods, and age-level appropriate lesson application for elementary students. Integration of CCSS into lesson planning and peer teaching practice along with the use of children’s literature and informational text and instructional strategies to address the health skill standards. <u>KINES 445</u>: Review numerous instructional methods, strategies, and activities used to teach health-related content and meet Idaho Health Content Standards including Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development, and & Family Life – these content areas include Analyzing Influences (Standard 2), Accessing Information (Standard 3), and Interpersonal Communication (Standard 4); review and apply CCSS, content literacy strategies, and readability levels which are documented in their unit and lesson plans.</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>Common Core State Standards for Literacy in Technical Subjects (Health) for grades 6-12.</p> <p>5. The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication</p>	
	<p>2. The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.</p>	<p><u>HLTHST 109</u>: Explain the impact and history of social, political, economic, cultural, and legal systems on drug taking behaviors.</p> <p><u>HLTHST 207</u>: Explain the role of macro and micronutrients in promoting optimal health and prevention of chronic disease.</p> <p><u>KINES 140</u>: Course content covers 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.</p> <p><u>KINES 242</u>: Factual information on the psychology and physiology sexual function; addressing common myths; developmental aspects of sexuality, love, abuse, unhealthy and healthy relationships</p> <p><u>KINES 355</u>: Review of Idaho Youth Risk Behaviors Surveillance and Idaho Health Standards for grade level appropriate instruction to address high risk behaviors.</p> <p><u>KINES 445</u>: Review CDC youth risk behaviors and the connection to national and state health content standards; Review Youth Risk Behavior Surveillance comparisons of the US and Idaho.</p>
	<p>3. The teacher understands the relationship between health education content areas and youth risk behaviors.</p>	<p><u>HLTHST 109</u>: Describe behavioral, psychological, physical health, and social effects of psychoactive drugs, including alcohol and tobacco, on the individual and significant others. Describe warning signs, symptoms, and the course of substance use disorders; demonstrate strategies to maintain one's own physical and mental health.</p> <p><u>HLTHST 207</u>: Describe diet planning guidelines and be able to apply these principles to name foods that provide rich sources of essential nutrients that protect health; develop and apply the skills of translating sound nutrition research into useable information for self, family and others you may come into contact through your professional life.</p> <p><u>KINES 140</u>: Each student creates and follows a behavior change project during the semester. Student selects a health-risk behavior and appropriate strategies to increase corresponding health-enhancing behaviors.</p> <p><u>KINES 242</u>: Present factual information on the psychology and physiology sexual function; addressing common myths.</p> <p><u>KINES 355</u>: Components of Coordinated School Health reviewed and instructional strategies practiced involving refusal skills, decision making with options and consequences, and health enhancing behavioral choices.</p> <p><u>KINES 445</u>: Review components of Coordinated School Health; review connection between CDC youth risk behaviors and National/Idaho health content standards.</p> <p><u>PSYC 101</u>: Reading and summarizing papers on gender and sexuality, language and intelligence, motivation and emotions, stress, health, and human flourishing</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>Performance</p> <ol style="list-style-type: none"> The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors. 	<p><u>KINES 355</u>: Review of elementary health-enhancing behaviors including handwashing, nutrition, stress reduction, refusal skills practice. These activities are used to replicate what interns/student teachers could implement when teaching at the elementary level. Students plan and present lessons that reflect ways to increase positive health behaviors.</p> <p><u>KINES 445</u>: Many personal health surveys and inventories are explored as part of unit/less anticipatory sets or end of unit/lesson formative assessments; SMART goals template is used for various content areas including nutrition and physical activity as a method to increase health-enhancing behaviors. These activities are used to imitate what interns/student teachers could implement when planning unit/lesson plans, developing assessments, and teaching health in the schools. Students develop a unit plan, lesson plans, and assessments that address increasing health-enhancing behaviors and decreasing poor choices that result in risk-behaviors. The lessons they may teach during their internship or lessons they will teach during student teaching reflect this standard. Required lesson reflections and weekly observation reflections also allow the student intern/student teacher to observe how the mentor teacher instructs towards increasing positive health behaviors and/or reducing risk behaviors.</p>
<p>Standard 5 Application of Content</p>	<p><i>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.</i></p> <p>Knowledge</p> <ol style="list-style-type: none"> The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing. 91 	<p><u>HLTHST 109</u>: Behavior change & relapse assignment</p> <p><u>HLTHST 207</u>: Evaluate your personal nutrition profile by utilizing computer dietary analysis, reflection and writing.</p> <p><u>KINES 140</u>: Teacher uses a course learning management system and other digital and interactive technologies to guide student learning about how to enhance health behaviors. Students engage in service-learning projects and apply health content outside of the class environment. Service-learning 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.</p> <p><u>PSYC 331</u>: Discuss how health promotion and educational messages need to be sensitive to individuals from differing cultural, educational, and social backgrounds; discuss how to best target health messages to differing groups of people.</p>
	<p>Performance</p> <ol style="list-style-type: none"> The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health. The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues. 	<p><u>KINES 355</u>: Review of Revised Blooms Taxonomy to increase critical thinking to raise cognitive complexity of learning tasks and lesson plans. Strategies for establishing safe learning environment introduced and applied to developing learning targets and lesson plans.</p> <p><u>KINES 445</u>: Review & brainstorm command slang for reproductive anatomy, drugs, stereotypes; review strategies that enhance an emotionally-safe environment when covering sensitive and/or controversial topics; discuss effective use of question box and give students opportunities to reply to authentic types of 6-12 student questions; Review instructional strategies that evoke higher orders of thinking and problem-solving; in-class authentic projects are used to stimulate creativity, authenticity, and content application (i.e., advertising schemes, pregnancy and financial requirements; organic foods and land use). Again, as with the other performance standards listed above, the activities listed above are used to replicate what interns/student teachers could implement when planning unit/lesson plans, developing assessments, and teaching health in the schools. This performance standard is also reflected in the development of a unit plan, lesson plans, and assessments that may address goal-setting and responsible decision-making. The lessons they may teach during their internship or lessons they teach during student teaching may reflect this standard. Required lesson reflections and weekly observation reflections also allow the student intern/student teacher to observe how the mentor teacher may instruct when teaching controversial issues, goal-</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		setting, and/or decision-making processes. Often times, this content area is covered within selected units in the school's health curriculum. As a result, the intern may or may not observe and/or teach within the performance standards listed. The student teacher should be able to reach the performance standards.
Standard 6 Assessment	<i>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.</i>	<u>KINES 355</u> : Various assessment informal and formal assessment strategies practiced with peer instruction. <u>KINES 445</u> : All types of assessments are reviewed, including informal/formal, formative, and summative assessments; review rubric design and written test construction; students create assessments for health unit plan; students observer health assessments used by teachers out in the schools; peer assessments using designed rubrics. <u>KINES 460/461 (student teaching) or ED-CIFS Professional Year student teaching</u> : Student teachers implement informal/formal assessments
Standard 7 Planning for Instruction	<i>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.</i> Knowledge 1. The teacher understands how positive evidence based community health values and practices play a role in the planning process. 2. The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process. 3. The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process. 4. The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).	Course content from all endorsement health classes helps contribute to the development of health unit/lessons planning. <u>HLTHST 207</u> : Develop and apply the skills of translating sound nutrition research into useable information for self, family and others. <u>KINES 355</u> : Coordinated School Health introduced; web quest assignments used to develop access valid and reliable educational resource lists for lesson planning and peer instruction and health content. <u>KINES 445</u> : Review the purpose of Health Education in a Coordinated School program; review process of assessing valid/reliable health information, especially on the internet (CRAPP Model); review effects of media and social media on various aspects of health including; teenage advertisements, stereotypes (gender; sexual orientation, etc.), and social interactions (i.e., bullying, sexting; social media safety); review various websites that contribute to health information, health education material for teachers, and activities for students; review local agencies and speakers that can be used during lessons in the schools; review Idaho laws pertaining to suspected abuse and curriculum content pertaining to Family Life ("sex ed"); various health services/interventions for minors are reviewed (i.e., Suicide hotline; HIV testing centers, etc.). <u>PSYC 271</u> : Written paper on relationship psychology in the media (movie, TV, novel, news story, etc.) <u>PSYC 301</u> : Analyze Hollywood movies/TV shows that depict a personality disorder and/or illness – make connection to contextual factors (i.e., education, gender, ethnicity) that interact with the character.
	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.	<u>KINES 355</u> : Active learning activities analyze external and internal influences including, culture, peer pressure, advertising techniques in peer instruction. RADAR scavenger hunt used to introduce elementary resources for the prevention of drug, alcohol, and tobacco usage to be used during lesson planning and delivery. <u>KINES 445</u> : Assessing valid/reliable health information based on prescribed documents and personal findings; RADAR Scavenger Hunt exposure to alcohol, tobacco, and other drug resources available for Idaho teachers; students find and present health-related websites for use by teachers or students.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	3. The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.	Students plan a health unit/lesson plans that reflect the use of technology to engage student learning and/or inquiry. Students present several health-related apps that can be used in the health classroom and apply the app focus to a lesson. Depending on the classes that are observed, students may see the mentor teacher instruct on accessing valid health information or how technology/media impacts health behaviors. Depending on the units covered during student teaching, the student teacher may observe and/or teach lessons that involve health policies, accessing valid information, and/or analyzing how the media/technology affects our health practice.
Standard 8 Instructional Strategies	<i>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.</i>	<u>KINES 355</u> : Instructional strategies and methods included in peer lesson planning and instruction along with the integration of English Language Arts Common Core Standards and health skill standards. <u>KINES 445</u> : Numerous instructional styles and strategies are covered to meet various learning styles; review of learning styles; review of Common Core State Standards in Reading, Writing, Listening, and Speaking to facilitate content engagement; review various health content literacy strategies that make connections to content; students observe health lessons/strategies health teachers use out in the schools; varied instructional applications are required in unit/lesson plan development. <u>KINES 460/461 (student teaching) or ED-CIFS Professional Year student teaching</u> : Student teachers implement health lesson plans in the classroom; strategies used to discuss controversial health topics in an emotionally-safe environment.
Standard 9 Professional Learning and Ethical Practice	<i>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.</i> Knowledge 1. The teacher knows the laws and codes specific to health education and health services to minors.	<u>KINES 355</u> : Review of Idaho child abuse and neglect laws and elementary disease prevention. <u>KINES 445</u> : Review Idaho laws pertaining to suspected abuse and curriculum content pertaining to Family Life ("sex ed"); various health services/interventions for minors are reviewed (i.e., Suicide hotline; HIV testing, etc.); review of Idaho Health Content Standards/district standards. <u>PSYC 301</u> : Initial awareness of legal/ethical issues in diagnosing and treating persons diagnosed with abnormal behavior; use of interactive case studies covering six different disorders.
	Performance 1. The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.	Meeting this performance standard is situational. If there is no need to implement an intervention or disclose a concerning issue or high-risk behavior during the intern experience or student teaching, the use of an appropriate intervention may not occur. Student interns and student teachers are encouraged to communicate with their mentor teacher on how he/she handles situations whereby disclosure or interventions are required. Student teachers are expected to observe the mentor and/or participate in any communications with parents and other potential groups concerning high-risk behavior concerns or actions. These actions are recorded on the Professional Leadership, Collaboration, and Communication Log (required by the College of Education). Overall Standard: formative assessments and Professional Year Assessments are completed by the mentor teacher and a Danielson's-trained liaison during student teaching or with a current teacher pursuing a health endorsement.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 10 Leadership and Collaboration	<p><i>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.</i></p> <p>Knowledge</p> <ol style="list-style-type: none"> The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks). 	<p><u>KINES 140</u>: Students engage in community service projects on and off campus, attend local health fairs and other health enhancing community activities.</p> <p><u>KINES 355</u>: Advocacy projects for elementary students reviewed including the use of student peer instruction posters, bulletin boards, classroom recycling projects.</p> <p><u>KINES 445</u>: Review various strategies to advocate for healthy schools and family life.</p>
	<p>Performance</p> <ol style="list-style-type: none"> The teacher advocates for a positive school culture toward health and health education. (http://www.shapeamerica.org/standards/health/) 	<p>The intern/student teacher is in constant communication with his/her mentor teacher to develop a collaborative learning environment. Weekly reflections are required and any actions taken are recorded on the Professional Leadership, Collaboration, and Communication Log. Formative assessments and Professional Year Assessments are completed by the mentor teacher and a Danielson's-trained liaison during student teaching or with a current teacher pursuing a health endorsement.</p>

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Section II: New Program Course Requirements

The following includes The State of Idaho requirements for a Health Endorsement and Boise State University equivalents:

State of Idaho Health Endorsement requirements.

09. Health (6-12 or K-12). Minimum of twenty (20) semester credit hours to include course work in each of the following areas: Organization/Administration/Planning of a School Health Program; Health, Wellness, and Behavior Change; Secondary Methods of Teaching Health, to include field experience in a traditional classroom; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course.

The Department of Kinesiology has offered a health endorsement for many years. Upon the approved revisions of **09. Health (6-12 or K-12)** by the State Board of Education, a field experience has been added to the Secondary Methods class, an elementary health methods course was added for those seeking a K-12 endorsement, and undergraduate student teachers also student teach within a health classroom. Current teachers completing the health endorsement must also demonstrate teaching in a health classroom.

Idaho Requirements for a Health Endorsement	Boise State Health Endorsement Requirements	Credits
Organization/Administration/Planning of a School Health Program	KINES 445 – Secondary School Health Methods & Administration	3
Health, Wellness, and Behavior Change	KINES 140 – Personal Health (also covers mental/emotional health, nutrition, relationships/sexuality, and substance use and abuse)	3
Secondary Methods of Teaching Health, to include field experience in a traditional classroom	KINES 445 – Secondary School Health Methods & Administration	---
Mental/Emotional Health	Select two courses from the following: * PSYC 101 General Psychology PSYC 271 Human Relationships PSYC 301 Abnormal Psychology PSYC 331 The Psychology of Health	6
Nutrition	HLTHST 207 – Nutrition	3
Human Sexuality	KINES 242 – Human Sexuality	3
Substance Use and Abuse	HLTHST 109 – Drugs: Use and Abuse	3
	CREDITS	21
<u>K-12 Health Endorsement:</u> Elementary Health methods course	KINES 355 – Elementary School Health and Physical Education Curriculum and Instruction	2

**PSYC 101 is one of the courses selected within the endorsement for it is a prerequisite for PSYC 271, 301, and 331*

TOTAL CREDITS 23

College Chair/Director/Dean (Institution): _____

Date: _____

Graduate Chair/Director/Dean or other official (Institution; as applicable): _____

Date: _____

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STEP 1: THREE-COLUMN PRE Unit Planning WORKSHEET

This worksheet follows a backward-design approach to developing a unit: (a) develop learning outcomes first, (b) determine formative and summative assessments second, and finally, (c) decide what activities you will use to help meet the learning outcomes.

Instructional Unit: _____ **Grade Level:** _____ **Length of Unit (days):** _____

#1 – UNIT Learning Outcomes	#2 - Plans for Assessment/Feedback	#3 - Plans for Unit Activities
	<u>Pre/Formative:</u>	
	<u>Summative:</u>	
	<u>Pre/Formative:</u>	
	<u>Summative:</u>	
	<u>Pre/Formative:</u>	
	<u>Summative:</u>	
	<u>Pre/Formative:</u>	
	<u>Summative:</u>	

STEP 2: Outline a General Scope and Sequence (Skeleton)

When will you teach your unit activities and assess your unit learning outcomes?

Day	General Unit Activities	Unit Pre/Formative and/or Summative Assessments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

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A Calendar-look Perspective of a Skeleton Unit Plan
(use this format if you wish)

Monday	Tuesday	Wednesday	Thursday	Friday
Assess:	Assess:	Assess:	Assess:	Assess:

Monday	Tuesday	Wednesday	Thursday	Friday
Assess:	Assess:	Assess:	Assess:	Assess:

Monday	Tuesday	Wednesday	Thursday	Friday
Assess:	Assess:	Assess:	Assess:	Assess:

Copy/paste the above information into the formal Unit Plan format below and continue with further planning.

CONSENT AGENDA DECEMBER 15, 2016 WORK SHEET

PHASE I – Planning and Preparation

Unit/Content Area: _____ Number of Lessons: _____ Grade: _____

IDAHO/District Health Content Standards Met in this Unit (Learning Goals):

_____ 1-Core Concepts _____ 3-Access Information & Products _____ 5- Decision-Making _____ 7-Self Management
 _____ 2-Analyzing Influences _____ 4-Interpersonal Communication _____ 6- Goal-Setting _____ 8-Advocacy

Idaho Health Standards:

Unit Learning Target Objectives and Assessment
(Knowledge, skills, affect)

Unit Learning Target Objectives (School District Performance Objectives)	Assessment Plan	
	Formative	Summative

Student Language Processes (ELA Learning Targets): _____ Reading _____ Writing _____ Speaking _____ Listening

ID Common Core Standards (ELA) to Support Instruction:

Potential health activities to use during unit to meet objectives:

GENERAL SCOPE AND SEQUENCE FOR LESSON PLAN DEVELOPMENT

Day 1	Day 2	Day 3	Day 4	Day 5
General Content:	General Content:	General Content:	General Content:	General Content:
Activities:	Activities:	Activities:	Activities:	Activities:
Assessment:	Assessment:	Assessment:	Assessment:	Assessment:

Key Terms/Domain-Specific Vocabulary: _____

Plans for Differentiated Instruction: _____

Resources Needed:

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PHASE 2 – Instructional Sequence

COMPREHENSIVE UNIT SCOPE and SEQUENCE

Lesson 1:	Content Covered and Student Learning Activities:	General Content:				
		Learning Activities:				

Language Targets: ☐ Reading ☐ Writing ☐ Speaking ☐ Listening

Level of Knowledge: ☐ 1- Recall ☐ 2- Skill/Concept ☐ 3- Strategic Thinking ☐ 4- Extended Thinking

High-Yield Strategies:

<input type="checkbox"/> Similarities/Differences	<input type="checkbox"/> Nonlinguistic Rep.	<input type="checkbox"/> Testing Assumptions
<input type="checkbox"/> Summarize/Take notes	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Cues, Questions, Graphic Organizers
<input type="checkbox"/> Reinforce effort/Recognition	<input type="checkbox"/> Set Objectives/Goals	<input type="checkbox"/>

Engaging Strategies:

<input type="checkbox"/> Personal Response	<input type="checkbox"/> Clear/modelled expect.	<input type="checkbox"/> Sense of Audience /shared work
<input type="checkbox"/> Choice	<input type="checkbox"/> Emotional/Intellec. Safety	<input type="checkbox"/> Authenticity
<input type="checkbox"/> Novelty/Variety	<input type="checkbox"/> Learning with Others	<input type="checkbox"/>

Technology Use (ISTE):

<input type="checkbox"/> 1-Facilitation/Inspire	<input type="checkbox"/> 2-Design/Develop	<input type="checkbox"/> 3-Model Digital Age Work
<input type="checkbox"/> 4-Promote/Model Citizenship and Safe/Responsible Use of Technology	<input type="checkbox"/>	<input type="checkbox"/>

Differentiated Support (language): ☐ Graphic ☐ Sensory ☐ Interactive ☐ No English Language Learners

Differentiated Support (content, skill, grouping): _____

Lesson Assessment: _____

Resources Needed: _____

Copy additional specific unit plan days depending on the length of the unit.

CONSENT AGENDA **DECEMBER 15, 2016** **HEALTH LESSON PLAN**

Unit: _____ **Content Focus:** _____ **Lesson No.** _____ **Grade:** _____

Learning Targets (Performance Objectives): _____ Students will be able to _____

IDAHO/District Health Content Standards (Learning Goals):

_____ 1-Core Concepts _____ 3-Access Information & Products _____ 5- Decision-Making _____ 7-Self Management
 _____ 2-Analyzing Influences _____ 4-Interpersonal Communication _____ 6- Goal-Setting _____ 8-Advocacy

List Specific Standard Objectives: _____

ELA Learning Targets (Student Language Processes) : _____ Reading _____ Writing _____ Speaking _____ Listening

List Specific CCSS: _____

Key Terms / Domain-Specific Vocabulary: _____

Materials Needed: _____

Bell-Ringer Activity: _____

LESSON SCOPE & SEQUENCE

Time:	Anticipatory Set (Opening):		
	STUDENT LEARNING & ACTIVITIES		TEACHER NOTES / PROCEDURES
	<div> <div></div> <div> High Yield Strategies <div> <div></div> Similarities / Differences <div></div> Summarize / Note taking <div></div> Reinforce Effort / recognition <div></div> Nonlinguistic Representation <div></div> Cooperative Learning <div></div> Setting Objectives <div></div> Testing Assumptions <div></div> Cues, Questions, Organizers </div> </div> <div> Level of Knowledge <div> <div></div> 1 – Recall <div></div> 2 – Skill Concepts <div></div> 3- Strategic Thinking <div></div> 4- Extended Thinking </div> </div> <div> Engagement <div> <div></div> Personal Response <div></div> Choice <div></div> Novelty / Variety <div></div> Clear/modeled Expectations <div></div> Emotional/Intellectual Safety <div></div> Learning with Others <div></div> Sense of Audience <div></div> Authenticity </div> </div> </div>		
	Differentiated Instruction:		
	Closure (Review):	Assessments (pre, formative, summative):	

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Rubric to Assess Unit Plan

The following College of Education Unit Plan Rubric has been modified for KINES 445.

Standard Performance Assessment for Teachers (S-PAT)

Area of S-PAT Addressed: UNIT PLAN- Planning and Preparation (Domain 1)		
1 pt (COE: Unsatisfactory)	2.5 pts (COE: Basic)	3 pts (COE: Proficient)
Unit plan is UNSATISFACTORY due to ___ 1. Weak alignment with relevant domains within unit objectives ___ 2. Weak alignment with Idaho Health Content Standards and Common Core State Standards. ___ 3. Lack of relevant formative assessments for each objective; no summative assessments found ___ 4. Limited or no differentiation for student needs ___ 5. Limited or no technology integration ___ 6. Lack of content knowledge and understanding for specified grade level ___ 7. Lack of coherence among scope and sequence ___ 8. Limited and/or irrelevant engaging strategies and high-yield strategies ___ 9. Minimal use of activities throughout the unit ___ 10. Limited list of resources/materials need to support unit	Unit plan must include evidence in <i>each</i> area to be considered BASIC. ___ 1. Reflects one relevant learning domain within the unit objectives ___ 2. Alignment with 1 Idaho Health Content Standard and 2 Common Core State Standards. ___ 3. Formative assessment listed for the objective – may inform and enhance instruction; summative assessment for the objective (if applicable) ___ 4. Differentiated instruction occasionally listed across the unit ___ 5. Basic integration of technology pedagogy ___ 6. Content knowledge and use of discipline-specific pedagogy for intended grade level ___ 7. Most unit elements are coherent throughout the unit (scope and sequence) ___ 8. Relevant engaging strategies and high-yield strategies for most lessons ___ 9. Activities are listed for most days of the unit (minimum of 2 different types). ___ 10. General list of resources/materials need to support unit	To be considered PROFICIENT, unit plan demonstrates the following: ___ 1. Reflects 2-3 relevant learning domains within the unit objectives (district health objectives) ___ 2. Alignment with 2 or more Idaho Health Content Standards and 2 or more Common Core State Standards. ___ 3. Formative assessment for each objective explicitly designed to inform and enhance instruction; summative assessments for each objective (if applicable) ___ 4. Differentiated instruction across the unit ___ 5. Enhanced integration of technology pedagogy ___ 6. Deep content knowledge and use of discipline-specific pedagogy for intended grade level ___ 7. Unit elements are coherent throughout the unit (scope and sequence) ___ 8. Relevant engaging strategies and high-yield strategies for all lessons ___ 9. Activities are listed for each day of the unit (minimum of 3 different types). ___ 10. Complete list of resources/materials need to support unit

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Rubric to Assess Lesson Plans

The following College of Education Lesson Plan Rubric has been modified for KINES 445.

Standard Performance Assessment for Teachers (S-PAT)

Area of S-PAT Addressed: LESSON PLANNING (Domain 1) Each of the <u>FIVE</u> required lesson plans will be scored collectively for a total of 36 possible points.		
1 pt (COE: 1- Unsatisfactory)	2.5 pts (COE: 2- Basic)	3 pts (COE: 3- Proficient)
Lesson plan is UNSATISFACTORY if it includes: ___ 1. Ambiguous instructional objectives ___ 2. Ambiguous ID Health Content and/or Common Core Standards ___ 3. Lack of content knowledge and understanding ___ 4. Lack of CCSS strategies ___ 5. No content literacy strategy ___ 6. Vague teacher notes and/or procedures ___ 7. Unclear lesson opening/ closure ___ 8. Disjointed sequence of student learning activity ___ 9. Minimal assessment of learning outcomes / objectives ___ 10. Engaging and High Yield strategies and Levels of Knowledge are unclear or absent for most lessons ___ 11. No reflection of differentiation and/or technology ___ 12. Lack of coherence between unit plan and lesson plans	Detailed lesson plan(s) must include the following evidence for BASIC: ___ 1. Mostly clear instructional objectives (Task and/or condition) ___ 2. Objectives connected with ID Health Content Standards and Common Core State Standards ___ 3. Appropriate content knowledge and use of content pedagogy ___ 4. CCSS strategy listed in 2 lesson plans ___ 5. One general content literacy strategy that could be applicable ___ 6. Generally listed teacher notes and procedures ___ 7. Anticipatory set and closure described ___ 8. Appropriately sequenced student learning activities ___ 9. Adequate assessment of outcomes / objectives ___ 10. Engaging and High Yield strategies and Levels of Knowledge are apparent for most lessons ___ 11. Reflection of differentiation and/or technology ___ 12. Some coherence between unit plan and lesson plans	Detailed lesson plan(s) must include the following evidence for PROFICIENT: ___ 1. Clear instructional objectives (Task and Condition) ___ 2. Objectives connected with specific ID Health Content Standards and Common Core State Standards ___ 3. Deep content knowledge and use of discipline-specific pedagogy ___ 4. CCSS strategy listed in 3-4 lesson plans ___ 5. Specific/relevant content literacy strategy found in 1 lesson ___ 6. Clearly defined teacher notes and procedures ___ 7. Purposeful anticipatory set and closure correlates with lesson objective ___ 8. Well-sequenced student learning activities ___ 9. Thorough assessment of learning outcomes / objectives ___ 10. A mixture of Engaging and High Yield strategies and Levels of Knowledge are apparent for all lessons ___ 11. Strong reflection of differentiation and/or technology ___ 12. Strong coherence/connection between unit plan and lesson plans

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Rubric to Assess Ancillary Materials And Assessments

1 pt (COE: 1- Unsatisfactory)	2.5 pts (COE: 2- Basic)	3 pts (COE: 3- Proficient)
<p>Ancillary material and Assessments are UNSATISFACTORY if it includes:</p> <p style="text-align: center;"><u>Ancillary Materials</u></p> <ul style="list-style-type: none"> ___ 1. Limited ancillary materials are included for each lesson (i.e., note-taking handouts, reading material other than textbook, Power Point or overhead projector information; website URL; activity handouts; assignment information, etc.) ___ 2. The same /similar ancillary material is found in each lesson ___ 3. Materials may not be appropriate due to inappropriate font size, poor organization, or reading ease ___ 4. Most materials are not relevant for intended use and do not contribute in instruction/student learning ___ 5. Lack of attention to spelling, grammatical, or punctuation 	<p>Ancillary material and Assessments must include the following evidence for BASIC:</p> <p style="text-align: center;"><u>Ancillary Materials</u></p> <ul style="list-style-type: none"> ___ 1. Most ancillary materials are included for each lesson (i.e., note-taking handouts, reading material other than textbook, Power Point or overhead projector information; website URL; activity handouts; assignment information, etc.) ___ 2. Most lessons include a different type of ancillary material ___ 3. Most materials include appropriate font size based on use; most of the content is organized and consistently spaced for easy reading and/or use ___ 4. Most materials are relevant for intended use and contribute in instruction/student learning ___ 5. Minimal spelling, grammatical, or punctuation errors 	<p>Ancillary material and Assessments must include the following evidence for PROFICIENT:</p> <p style="text-align: center;"><u>Ancillary Materials</u></p> <ul style="list-style-type: none"> ___ 1. ALL supporting ancillary materials are included for each lesson (i.e., note-taking handouts, reading material other than textbook, Power Point or overhead projector information; website URL; activity handouts; assignment information, etc.) ___ 2. A different type ancillary material is found in each lesson ___ 3. All materials include appropriate font size based on use; content organization is consistently spaced/organized, for easy reading and/or use ___ 4. Materials are relevant for intended use and contribute in instruction/student learning ___ 5. No spelling, grammatical, or punctuation errors
<p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> ___ 1. Minimal formative assessments listed for each lesson are attached (i.e., entry/exit slips; quizzes; timed writes; reflection sheet; log sheet, etc.) ___ 2. Rubric is not developed to support grading a formative/summative assessment. <ul style="list-style-type: none"> ___ a. Scoring levels/categories do not reflect the point values given for each level. ___ b. All elements are unclear or irrelevant to the purpose of the rubric. ___ c. All scoring criteria for each element are unclear, and do not match the rating scale. ___ d. The rubric does not clearly assesses the purpose of the assignment/task. ___ 3. Lack of attention to spelling, grammatical, or punctuation 	<p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> ___ 1. Most of the formative assessments listed for each lesson are attached (i.e., entry/exit slips; quizzes; timed writes; reflection sheet; log sheet, etc.) ___ 2. Rubric is developed to support grading a formative/summative assessment. <ul style="list-style-type: none"> ___ a. Scoring levels/categories generally reflect the point values given for each level. ___ b. Most elements are clear and relevant to the purpose of the rubric. ___ c. Most scoring criteria for each element are clear, observable, and match the rating scale. ___ d. The rubric generally assesses the purpose of the assignment/task. ___ 3. Minimal spelling, grammatical, or punctuation errors 	<p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> ___ 1. All relevant formative assessments listed for each lesson are attached (i.e., entry/exit slips; quizzes; timed writes; reflection sheet; log sheet, etc.) ___ 2. Rubric fully developed to support grading a formative/summative assessment. <ul style="list-style-type: none"> ___ a. Scoring levels/categories accurately reflect the point values given for each level. ___ b. All elements are clear and relevant to the purpose of the rubric. ___ c. All scoring criteria for each element are clear, observable, and match the rating scale. ___ d. The rubric clearly assesses the purpose of the assignment/task. ___ 3. No spelling, grammatical, or punctuation errors

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WEEKLY HEALTH LESSON OBSERVATION REFLECTIONS

Teacher _____ **School** _____ **Date:** _____
:
Lesson No: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1. **Describe what was done to start the class.** For example, was there a “bell-ringer” activity written on the board or something for students to do when they walked into the class? Was there an **anticipatory set** (lesson opening)? What did you perceive as the purpose of the lesson? Explain.

2. Describe the **teaching/learning strategies** observed (i.e., lecture, note-taking, questioning, group work, reading, writing, worksheets, peer teaching, oral presentations, use of visual aids/technology or other ancillary materials, etc.). In other words, what did the teacher do and use, and what did the students do during the lesson? Were the strategies engaging and time-effective? Explain.

3. Based on the teaching/learning strategies described above, **(a)** what **Idaho Health Content Standard(s)** was met, and **(b)** what **SPECIFIC Common Core State Standards (CCSS)** do you believe were met in the lesson? Explain. List the specific state and CCSS standards.

4. Describe **classroom organizational strategies** you observed the teacher use during the lesson: **(a)** What was the arrangement of the classroom (i.e., rows, pods of desks, etc.)? How was this arrangement effective for instruction/student learning? Did the arrangement change during the lesson? **(b)** How was attendance taken? **(c)** How did the teacher group students if collaboration was used? **(d)** How did the teacher call on students when asking questions (if used)? **(e)** How did the teacher hand out materials to students (if used)? Was the strategy time-effective? Explain.

5. Describe any **behavior management strategies** you observed the teacher use: **(a)** How did the teacher quiet student and/or get their attention during the lesson? **(b)** How did the teacher attend to disruptive behavior (i.e., proximity control, ignore with a purpose, waiting techniques, pin-pointing, deduct points, move students, etc.)? Was the strategy effective? Explain.

6. Describe your **overall reaction** to the lesson (i.e., use of time, student engagement, contributions to learning).

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HLTHST 109—Drugs: Use and Abuse Spring 2016, Sections 4001, 4004

Cyndia Glorfield, Ph.D., LCPC, NCC

Email: cyndiaglorfield@boisestate.edu

(Please note this is my correct email address—no “u”)

I am online daily and will respond to emails within 24 hours
(Exceptions to email availability will be posted in advance of the instructor’s absence)

Course Description:

This class is designed to introduce students to drug classification systems and specific drugs within each classification. The psychological and psychological effects, signs and symptoms of use, abuse, dependency, overdose, and withdrawal will be presented. Treatment modalities and the recovery process are additional topics examined in this class. This course is required for certification at both ISAS and CADC levels.

Text Books:

Required: *Drugs, Society, and Human Behavior* (Hart & Ksir), 15th edition

Recommended: *Uppers, Downers, All Arounders* (Inaba, Cohen, and Holstein)

Course Objectives:

Students successfully completing this course will be able to demonstrate the following competencies:

1. Describe behavioral, psychological, physical health, and social effects of psychoactive drugs, including alcohol and tobacco, on the individual and significant others.
2. Explain the impact and history of social, political, economic, cultural, and legal systems on drug taking behaviors.
3. Describe warning signs, symptoms, and the course of substance use disorders.
4. Demonstrate strategies to maintain one’s own physical and mental health.

CLASS FORMAT

Students will be actively involved in the learning process through Competency Based Education (CBE) techniques. Learning activities will include small group discussions via Blackboard, presentations via Blackboard, research, readings, experiential activities and writing assignments. Because this is an on-line course students will be required to be very self-directed, focused and disciplined. Reading of the textbook is **mandatory** for this class, as not all material will be posted yet students will be responsible for knowing the information contained in their text. The material will be covered quickly using a variety of methods and students will participate in bi-weekly written assignments in addition to larger assignments over the semester. ***This course will be labor intensive.***

GRADING/EVALUATION

The following points are available for each of the required learning activities:

- | | |
|---------------------------------------|------------|
| 1. Syllabus Review Paper | 30 points |
| 1. Quizzes (4 @ 20 points each) | 80 points |
| 3. Mid-term Exam | 100 points |
| 4. Behavior Change/Relapse Assignment | 200 points |

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- | | |
|---|------------|
| 5. Bi-Weekly Discussion Board (6 @ 40 pts each) | 240 points |
| 6. Assignment of Choice | 150 points |
| 7. Final Exam | 200 points |

TOTAL POSSIBLE POINTS

1000 POINTS

Grading Scale

1000-940 = A	939-900 = A-	
899-870 = B+	869-830 = B	829-800 = B-
799-770 = C+	769-730 = C	729-700 = C-
699-670 = D+	669-630 = D	629-600 = D- 599 & ↓ = F

LEARNING ACTIVITIES

1. **Syllabus Review Paper:** Each student will write a paper summarizing his or her understanding of the class requirements. The requirements for this paper are: one to two pages in length, written in APA format, and include a brief explanation of each assignment as you understand it, and acknowledgement you understand the class policies. The purpose of this paper is to enhance understanding of the syllabus, the expectations for the class, and to serve as an acknowledgement that the student has reviewed and understands the syllabus. Do not cut and paste or copy the contents of the syllabus verbatim—it is to be written in your own words. This assignment is due **January 20th by 10 pm**, and must contain your choice of which assignment you have selected—either the interview assignment, research paper, or the “Drug of the Day” presentation, as well as at least one thing you are hoping to learn from this course. **If you chose the “Drug of the Day” presentation, please include your first, second, and third choice of the presentation you would like to make. I will do my best to give you your first choice, yet circumstances may dictate you will need to present your second or third choice.**
2. **Quizzes:** Four quizzes will be available during the semester. The quizzes must be taken within the posted timeframe—**no make ups will be allowed.**
3. **Midterm:** The midterm will be available beginning March 2, 2016 and must be completed by 10 p.m. on March 8th, 2016.
4. **Behavior Change Assignment:** Students are requested to identify an activity or substance that is used on a daily basis, preferably something that helps them cope with life. You will be asked to discontinue use and then refrain from this activity or substance for 28 days, beginning the morning of **January 14th at 8 a.m.** and ending **February 10th at midnight.**

You will not be graded solely on the success of remaining substance free. If you relapse you will need to include that experience in the paper you submit. Please note: You will not submit your journal for grading—it is to be used as a guide for the paper you will write regarding your experience. (See note below).

During this period of time you will journal your experiences and then prepare a written paper of your adventure. Be sure to include your insights and perspective regarding addiction gained as a result of this experience. Papers will be five typed pages, double-spaced, Times New Roman, 12 font, one-inch margins. **This learning activity is due February 17, 2016 by 10 p.m.**

5. **Discussion Boards:** Students are required to participate in bi-weekly discussions posted by the instructor. Each student is expected to start a new thread on each discussion board with their own response to the discussion question(s) AND to respond on the threads of **at least two** classmates. The

responses to classmates' posts must be completed on *two different days*. The discussion boards are an important and valuable piece of the class and as such, each student is expected to log on frequently to read and respond. Please be respectful when posting your opinion and responses. We all have different experiences and knowledge that we can learn from.

6. **Assignment of Choice:** Each student will select a learning activity from the options below. Please note that to successfully pass the class, you **must** complete one of the assignments below. Failure to do so will result in a failing grade.

- a. **“Drug of the Day” Presentation:** Students may choose to present on ***one*** of the “Drugs of the Day” listed on the class schedule (inhalants, stimulants, nicotine/tobacco, opioids.) Students selecting this assignment will make a presentation on a Blackboard discussion board. This assignment must include the following information:

Why would a person be attracted to this drug?
How does it affect the body?
How does it impact the brain?
What dangers does this drug pose to pregnant women?
How do people take the drug?
What does the drug look like?
What are the dangers of overdose? Withdrawal?
What other kinds of drugs might people use WITH this drug?

In addition to the presentation, the presenter will prepare a class handout detailing the above information, as well as any other information of interest to the class. Summary sheet information should be accurate, concise, current, and approximately 2-3 pages in length.

In order to receive full credit, students must make their presentations interesting and/or interactive. In other words, everyone has a text.... So provide information that supplements the text.

References must be documented in written form.

**The due date for the “Drug of the Day” presentation is based on the day the presentation will be made—
see the class schedule for the dates.**

Presentations will be granted on a first come, first serve basis. In other words, I will not allow more than two presentations on each group of substances. Please be flexible as you may be asked to present your second or third choice.

- b. **Interview/Experiential Activity:** Students may choose to interview an individual whose work is greatly impacted by substance use and/or abuse. Individuals in this category include, but are not limited to physicians, nurses, other health care providers, police officers, drug and alcohol counselors, etc. Experiential activities include a ride along with a police officer, attending Drug Court, attending an AA, NA, or AlAnon meeting. To receive credit for this assignment, students ***must*** submit a business card of the individual interviewed, or other documentation of the activity (a short note, signature, etc.)
- c. Students may choose to complete a **Research Paper** on a topic related to the subject matter of this course. The research paper must include a minimum of five (5) references, one of which must be a peer reviewed journal article.

- d. Suggestions and ideas for other assignment to fulfill the “Assignment of Choice” requirement will be considered by the instructor and approved before being submitted. Please provide the instructor with an outline of your proposed activity via email.

Due date for choices b, c, and d is April 8th, 2014 by 10 p.m. Papers will be submitted via the Assignments link on Blackboard.

All students MUST notify the instructor of their selection of “Assignment of Choice” in the Syllabus Review Paper—due January 20st by 10 p.m.

7. **Final Exam:** The final exam will be comprehensive and must be taken within the allotted time frame (available April 30th at 8 a.m. through May 6th at 10 p.m.) There will be no opportunity to make up the final exam! The final will cover the assigned reading as well as information covered in the “Drug of the Day” presentations, instructor posted presentations, weekly assignments and class discussions.

PLEASE NOTE:

Plagiarism

Plagiarism on a paper or other assignment will result in a grade of zero for that assignment. Sometimes students are unaware of what constitutes plagiarism and will unknowingly commit this type of academic dishonesty. To reduce the likelihood of this possibility, the following are examples of plagiarism discussed by Lisi Porter (1997) in her memorandum titled “Academic Honesty: An Ounce of Prevention”:

- Copying homework answers from your text to hand in for a grade.
- Failing to give credit for ideas, statements of facts, or conclusions derived from another author.
- Failing to use quotations marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof.
- Submitting a paper purchased from a “research” or term paper service.
- Retyping a friend’s paper and turning it in as your own.
- Taking a paper from house files and turning it in as your own work.

Other Information

- It is the responsibility of the student to be familiar with and understand the requirements for the class. If you have questions, please ask.
- Late assignments will be deducted 10% of the available points per day.
- Written assignments (Behavior change) will be delivered to the instructor via **Safe Assignments** on Blackboard. *Assignments will not be accepted by email or other methods.*
- “Drug of the Day” presentations will be made via a discussion board.
- Once a quiz or discussion board has been closed and the allotted time elapsed, the opportunity to participate will be gone and **no make-ups will be allowed.**

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- It is the responsibility of each student to be sure his/her computer and programs are compatible with Blackboard. The instructor has no control over problems between students and the ability to access Blackboard and/or post assignments, take exams, etc.
- Please note that the instructor is unable to assist you with Blackboard related issues beyond on the context of items and assignments posted by the instructor.
- We all have lives outside of the classroom (or in this case, Blackboard) and occasionally during the semester emergencies and unexpected challenges arise. When possible, please notify the instructor ahead of time when circumstances may necessitate a conversation regarding assignments and expectations. Please note these will be handled on a case-by-case basis. Contacting the instructor does not ensure concessions will be made.
- The format of this class requires regular and frequent participation. Failure to log on to Blackboard may result in not passing the class. The design of class will not allow occasional participation or attempting to complete the class in its entirety near the end of the semester.

BOISE STATE UNIVERSITY
Department of Community and Environmental Health

Syllabus HLTHST 207 – ONLINE Nutrition Course

Instructor Contact Information:

Instructor: Shawn Dunnagan, RD, LD, CDE

Email: shawndunnagan@boisestate.edu

Office phone number: 208-426-2333

Office hours: As an adjunct instructor, I do not keep regular office hours. However, if you are in the area, I will be happy to meet with you by appointment; if you are unable to meet with me in person, we can make arrangements to meet online using Blackboard's OPEN OFFICE hours or Skype. I do share an office in the Riverside Health Sciences Building, room 103. To make an appointment, please e-mail me at shawndunnagan@boisestate.edu. You may also call me from 8:00 AM to 5:00 PM at (208) 426-2333.

*I monitor the class site on a daily basis and **once on the weekends**. I check emails, usually two times each day.*

Course Description and Objectives

Goal:

Nutrition is a subject that most of us have a personal interest in, whether you are concerned about your own nutritional health, a parent with diabetes or cancer, or a friend who has been struggling with an eating disorder. You may have enrolled in this course expecting to learn what to eat and how to choose healthy foods, but then be surprised when we launch into a lecture on fat metabolism, protein synthesis and fuel utilization during starvation. In this respect, this course is not a personal nutrition course, but one designed to build a foundation of knowledge that you can use professionally and personally. *My hope is that you will be inspired to connect the details of a nutrient's chemistry and the body's metabolism to the relevant aspects of how daily food choice can promote health, prevent disease and increase overall wellness.*

This course provides a comprehensive tour of *nutrition* by exploring diet planning principles and examining the role of macro and micronutrients in promoting optimal health and prevention of chronic disease. Students will build a base of credible nutrition information that is applicable both personally and professionally. Students will apply this knowledge to their own personal nutrition life and test their comprehension through a variety of approaches.

My goal as an instructor is to provide the student with opportunities to learn sound science-based nutrition information and inspire a lifelong interest in nutrition.

By the time you finish this course, you should be able to:

- Identify the psychobiosocial influences (behavior, values, culture, and availability) that direct food choice and recognize how these impact eating behavior and food attitudes.

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- Describe diet planning guidelines and be able to apply these principles to name foods that provide rich sources of essential nutrients that protect health.
- Develop and apply the skills of translating sound nutrition research into useable information for yourself, your family and others you may come into contact through your professional life.
- Explain the role of macro and micronutrients in promoting optimal health and prevention of chronic disease.
- Articulate a basic understanding of how physical activity and nutrition contribute to a healthy lifestyle emphasizing the role of fuel and fluids.
- Evaluate your personal nutrition profile by utilizing computer dietary analysis, reflection and writing.
- Demonstrate communication skills, critical thinking and appropriate use of resources by participating in group projects and discussions on contemporary nutrition topics.

Course Prerequisites, Text and Technical Requirements

A passing grade of C- or higher is required in BIOL 100 or BIOL 107 or BIOL 191 or BIOL 227 AND CHEM 101 or 111 and lab.

**** TO SUCCEED IN THIS COURSE - an e-mail that you check regularly.****

1. **Text:** Whitney and Rolfes, Understanding Nutrition, 14th edition + Mindlink.

- a. **Option 1:** Purchase the custom epack bundle which contains the **loose-leaf textbook with 14-digit access number to Mindlink**, available at the Boise State University Bookstore (double check that you have the 14-digit access code when purchasing). ISBN: 978-1-305-61994-4. *This bundle is also available via the website listed below.*
- b. **Option 2:** Purchase the custom epack via Cengage: loose-leaf text + Mindlinks Instant Access for Understanding Nutrition, 14th Edition, 1 term (6 months)
ISBN#: 978-1-305-71630-8. Here is the link to the microsite in which you can purchase this product, <http://www.cengagebrain.com/course/site.html?id=1214560>
- c. **Option 3:** Purchase the LMS integrated instant access only (no loose-leaf text, but full access to the ebook, with printing options) to your Mindtap course within your Bb site. This is also available at the above link to Cengage.

2. Mindlink brings course concepts to life with interactive learning tools that support UNDERSTANDING NUTRITION 14E. You have access to an interactive eBook with each option.

***Mindlink access is required for this online course and there are no exceptions.**

4. **Calculator:** You will need a standard calculator for assignments and exams.

5. **Technology:**

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- A Pentium PC running Windows 95 or higher OR a Macintosh running system 7.5 or higher, with a minimum of 64MB RAM (recommended)
- Access to the Internet through a network connection or an Internet Service Provider, a broadband connection is recommended.
- A Web browser, either Microsoft Internet Explorer 4.0 or higher or Netscape Navigator 4.03 or higher. Microsoft Internet Explorer 5.0 or higher is recommended. ([Download Internet Explorer](#))

NOTE: If you don't have the items described above at home, you can use a computer in an on-campus lab.

- A Blackboard User Account. Your username will be your BroncoWeb login ID. Your password will be your BroncoWeb password.
- Powerpoint, Acrobat Reader, Real Player, compatibility with Diet Analysis Plus, or other specialized hardware or software.
- There are various editors that can open the PDF and HTML documents. The Adobe Reader is just one. You may require plug-ins to open the videos. Most if not all of the videos open in Flash Player. Software you will need: a word processing program, such as access to Microsoft Word,



Adobe Reader (PDF). You can download the free Adobe Reader from [Adobe.com](#).



Macromedia Flash Player. You can download the free version from [Macromedia.com](#).

***Please note- computer/technology skills are not taught in this class.** I am moderately competent in computer technology, and can help in a limited capacity. Please contact BSU's Blackboard assistance at the Help Desk to receive technology support. You will find that contact information at the end of this document.

Student Responsibilities

1. **Regular and active participation is essential to pass this class.** I expect you to log on to the class site a minimum of five times a week. When you log on to the site, check the Home Page for any announcements, updates or notifications of any course changes. You are responsible for the material contained in both these sections.
2. **Check email daily for any correspondence from the instructor or your classmates** regarding class changes and/or group projects.
3. It is also your responsibility to make adequate time for this course. **Online courses require more time spent on the course material and good time management skills.** The University standard is a minimum of 3-4 hours of internet class study time per credit per week. This equates to 9-12 hours of class work per week.
No Joke!
4. **Importantly, it is your responsibility to communicate with me.** *If you are having trouble with an assignment or a personal issue that is impeding your learning and progress please let me know. In addition, if I don't hear from you or see that you haven't logged on to the site or submitted work, I will assume that you are planning on dropping the course and taking that action. Do not wait until you are too far behind to contact me with a list of reasons that you were unable to complete the tasks*

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required. This behavior, unfortunately, is rampant and I do not make allowances, nor do I negotiate here. Not knowing if your work was submitted successfully is also not an allowable reason to have late work. Be proactive and learn how to submit and confirm the submission of assignments on Bb.

5. ***No allowances for missing assignments are allowed except for a medical emergency or family bereavement with documentation.***

I want all of you to succeed in this course, but it moves quickly and we cover a lot of material which can be challenging! *It will be well worth it and valuable to you for a lifetime of good health!*

Methods of Instruction

This course is conducted entirely online.

You will read selections from the textbook and material available online, complete critical thinking questions and/or case studies about the material you've read, participate in group discussions and projects and analyze your food intake using the DW+ software, located inside Mindtap. You may complete the online activities from wherever you choose -- from home, from work, or from a campus computer lab. However, this course will be conducted on a fixed schedule, meaning that you will be unable to work ahead and complete the course before the semester ends. Instead, I will make available portions of the course on a modular basis, right up to the end of the semester. Each of the four modules is 4 weeks long, and I will make available portions of each as you progress along.

In most instances, the module's reading assignment will be the focus of our discussions and other activities. If you have questions about what you've read, please ask them; chances are, other students will have the same questions and then I can send out an announcement to help others.

Finally, please note that the course site contains quite a bit of material that complements and supplements your text, including tutorial videos and interactive documents. Please use these materials to enhance your understanding of the text and to verify that you have understood what you should understand after completing each reading.

Dietary Analysis Project

Each week and throughout the semester you will be working on a personal nutrition analysis of your daily intake, followed by questions pertaining to your food intake. The main objective of this assignment is to apply the principles of nutrition you have learned to your own diet. The DW+ nutrition tasks are presented each week throughout the semester. A short essay synthesizing the material from your nutrition tasks will be your *final exam fulfillment*.

Discussions

*****Read carefully if you would like to earn an A in this course*****

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For the Group Discussions, these require that both an original post and a response to one other student is completed over a 7 day period, so these have hard and fast deadlines and there are no makeups allowed. I require that you post your initial discussion posting the first 4 days of the discussion and post your reply to one other classmate the following 3 days of the 7-day discussion period. This is important because your timely posting allows your classmates to read and respond to your posting and enables you to receive full credit for your discussion. Please refer to the discussion grading rubric under the discussion tabs. Please follow the course calendar carefully to help keep you on track, AS DISCUSSIONS HAVE A HARD AND FAST DEADLINE AND CANNOT BE MADE UP.

Assignments Policy

In terms of quality, my expectations are simple, yet high. Assignments should be well written (please use spell check), using correct grammar and clearly address the issues being asked.

Late assignments are marked down at a rate of 5% per day (starting from due date). Assignments are due by 11:59 pm Mountain Standard Time. Email me when you need to have an extension, and I will extend this up to 5 days after the due date listed.

I will not accept assignments more than five days late. An emailed assignment sent without an attachment or with the wrong attachment is still considered late. **However, I know life happens so each student gets one 'free late assignment'.** This means you can turn in one assignment, five days after the due date with no consequence (i.e. no late points deducted).

*Email me to let me know which assignment you would like to use your free pass for so I can extend this for you in Mindtap. You may put a comment in the comment box associated with the assignment or type it directly into the assignment.

*If you have documentation of a family bereavement absence and/or a medical emergency, I will make an allowance for makeup work on a case by case basis.

IMPORTANT REMINDER:

****DISCUSSIONS AND GROUP WORK HAVE HARD AND FAST DEADLINES SO THE FREE PASS CANNOT BE USED HERE- THE 7-DAY FREE LATE PASS IS VALID ONLY ON INDIVIDUAL ASSIGNMENTS.****

Blackboard Assignment Submission Information

When submitting assignments with attached files, please note the following : **File Naming Convention:** your last name, first initial and assignment name. For example, my file name for Highlight #1 writing assignment would be DunnaganS_H1.doc. I appreciate you doing this as it leads to less confusion, fewer communication problems and easier retrieval of documents.

You can also confirm that you have successfully submitted your assignment in 2 ways:

1) Hitting the Submit button at the bottom of the Submission page and then seeing a green success message at the top of the page.

2) You can also go to the "My Grades" area and look under the submission area to check for the green exclamation mark, that indicates that your assignment is available for me to grade.

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Grading Criteria

Points are awarded for each learning task as indicated below.

**Failure to complete the Syllabus quiz, sign the course agreement document and Introductions posting will result in you being administratively withdrawn from the class.*

See Course Calendar for specific due dates

MODULE 1-Chapters 1, 2 and 3	
MindTap access, Introductions, syllabus quiz and signed course understanding and student agreement document:	40
All 4 tasks required to stay in Course-Due by Friday of the first week	
Chap. 1 DW+ personal wellness profile/answer questions	10
Chap 1 case study on Diet and Disease risk	10
Highlight #1: Analyzing Internet Nutrition Information	20
Chap 1 and 2 quizzes	20
Highlight #2: Vegetarian diets/1 'critical thinking' question	10
Chap 2 DW+ personal nutrition exercise	10
Chap 3 BBC video on juice cleansers/answer questions	10
EXTRA Credit Opp: Gluten-free diets and/or Vegetarianism (5 pts each)	
MODULE 2-Chapters 4, 5 and 6	
Chapter 4: BBC video on fiber/critical response writing	10
3 DW+ nutrition project assignments: chapters 4, 5 and 6	30
Discussion #1: Carbs and Controversies	40
Chapter 4 and 5 Global Nutrition watch article/answer Qs	20
Chapter 6: BBC video: Nutrigenomics/answer Qs	10
Chapter 4, 5 and 6 quizzes (10 points each)	30
EXTRA Credit Opp: Case study on protein adequacy (up to 5 pts)	
MODULE 3- Chapters 7, 8 and 9	
Chapter 7 : BBC video on metabolism	10
3 DW+ personal nutrition activities	30
Chapter 8: BBC video on BMI	10
Chapter 7 and 8 post learning quizzes	20
Discussion #2: Childhood Obesity and Eating disorders	40
EXTRA Credit Opp: Alcohol case study (worth up to 5 pts)	
MODULE 4-Chapters 10 and 11/Highlight #10	
Global Nutrition watch article/answer Qs	10
BBC video: Vitamin D Study	10
2 DW+ personal nutrition activities	20
Discussion #3: Vitamin Supplementation Issues/Controversies	40

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Chapter 10 and 11 post learning quizzes	20
Final short essay paper- This is your final exam fulfillment.	20
TOTAL	500
3 Redemption Assignment, worth up to 15 points each: Gluten-free diets, case study and/or Excessive Alcohol activity.	

Final Grade Distribution

Final grades are determined at the end of the semester on a percentage basis. Final letter grades correspond to percents as follows:

100% - 96 % = A+	
95.9% - 93% = A	79.9% - 77 % = C +
92.9% - 90 % = A -	76.9% - 73 % = C
89.9% - 87 % = B +	72.9% - 70 % = C -
86.9% - 83 % = B	69.9% - 67 % = D +
82.9% - 80 % = B -	66.9% - 63 % = D
	62.9% - 60 % = D-

Academic Integrity

Academic dishonesty is a serious matter. Instructors are obligated to report transgressions to the Office of Student Conduct. Academic dishonesty includes but is not limited to cheating, copying another person's work, unauthorized possession or selling of class materials, plagiarism and copyright violations.

Boise State University has an established Student Code of Conduct that details policies regarding student behavior and academic dishonesty. Please take the time to review the Student Code of Conduct at <http://www2.boisestate.edu/studentconduct>. The sanction for academic dishonesty in this class will be an automatic "F" for the course.

In this course, we will be discussing controversial and sometimes personal issues; all communication must be professional and respectful. No foul language, rude or disparaging remarks will be tolerated. Generally accepted guidelines of "Netiquette" (network etiquette) should be followed. Also, here's a link to the Student Online Privacy Notice, which is helpful: <http://itc.boisestate.edu/orient/privacy.htm>. This discusses 'proper behavior' of online classes such as personal disclosures, private information, acceptable behavior....

Copyright Notice

Please visit the following link for issues related to copyright laws.
<http://itc.boisestate.edu/resource.htm>.

Resources for Students

Blackboard is the software we use for the course sites. There are many functions within Blackboard and navigating Blackboard can be daunting at first. For help with Blackboard please contact *the Help Desk at 426-4357 (8-5 Mon-Fri), Location: Interactive Learning Center, room 128.*

I highly recommend students take the Blackboard orientation. Here are several links to websites devoted to e-learning at BSU.

Online Student Resources: [eCampus Student Support](#)

On the eCampus website, students can read about:

- Time Management, online communication, and technology skills.
- Tips for success in online learning, discussions, and groups.
- Boise State support services and online tutoring.

[Quick Start Guide: Orientation to Boise State eCampus](#)

The Quick Start Guide provides students with:

- Advice for being a successful online learner.
- Access to the self-paced Blackboard tutorial, [eLearning at Boise State](#).
- Templates for creating study plans, academic calendars, and contact lists.

The Help Desk has moved! We are now in The Zone in the Interactive Learning Center, room 128.

Phone: 426-HELP (4357)

Web: <http://oit.boisestate.edu/>

Online Self Service: <http://support.boisestate.edu/>

Twitter: [@BoiseStateHelp](#), [@BoiseStOutages](#)

Blog: <http://brncobytes.boisestate.edu/>

Email: helpdesk@boisestate.edu

Disability Services

Any student who feels that he or she 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](#) (208-426-1583, Administration Building, Room 114) to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Student Online Privacy Notice

Please take a few minutes to read the [Student Online Privacy Notice](#), which describes in general terms your rights and responsibilities while participating in an Internet-enhanced course.

Getting started

To get started in this course, you should log onto Blackboard <http://boisestate.edu/>. You will need your student user name and password which is the same one you use for Broncoweb. As you enter the site you will see the Home Page. Follow the instructions for a tour of the site and how to get started on the assignments.

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Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Revisions will be documented in an announcement on the Blackboard site.

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K 355 Elementary School Health Methods

Instructor: Terry-Ann Spitzer Gibson, Ph.D. Associate Professor, Kinesiology Department

Office: K 108 B

Phone: 426-1509

E-Mail: tgibson@boisestate.edu

Resources : This class will be using a wide variety of online

Course Description: This course is designed to improve the student's health literacy and to assist them in utilizing the knowledge and skills that they gain in the following ways: by personally choosing healthy lifestyles, by making educated health decisions, and by sharing this knowledge in developmentally appropriate contexts with students in schools and other educational settings. PREREQ: Admission to teacher education

Course Objectives: Student will be able to

- A. demonstrate health content knowledge needed to promote health enhancing behaviors.
- B. develop and demonstrate strategies and methods for creating active learning health lessons to meet needs of diverse learners.
- C. demonstrate the ability to analyze and evaluate health resources, products, and services.
- D. demonstrate the ability to integrate Common Core State Standards with Idaho Content Standards to promote health literacy.
- E. design and present health lessons to promote health skills including analyzing influences, interpersonal communication, decision making and goal setting to reduce health risks and enhance health behavior management.
- F. create assessments and learning tasks to promote application and critical thinking.
- G. promote collaborations for health promotion within the classroom and throughout the school and community.

Instructional Strategies Used:

A large variety of instructional strategies will be used with the focus on active learning. The strategies used will include peer instruction, group practice, discussion groups, role-playing, demonstrations, debates, reading, discussion and lecture.

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Grading:	Value
A. Teaching & Preparation and Presentation of Materials	45% of Grade
Health Lesson	
Teaching	30 pts
Lesson plan	30 pts
Resource Sheet	20 pts
Creative Assignment	20 pts
B. Study Guides, Quizzes Assessments et al.	45% of Grade
Web Quests et al.,	10 pts each
Quizzes (5 – 10)	2-6 pts each
Personal Health Assessments & Scavenger Hunt	10 pts each
HEAP of Books Literature Assignment	20 pts
HEAP Informational Text Assignment	20 pts
Teaching evaluations	
C. Professionalism	10% of Grade
This will be graded on a 5 point scale (1 represents the lowest value and 5 is the highest) on attendance/timeliness, participation, responsibility, cooperation and leadership.	
D. Attendance	
This is a participatory class and attendance is required. <u>A student with more than 3 absences will automatically fail this course.</u> Three tardies (20 min or more) will constitute one absence.	

Evaluation Guidelines for written Health Assignments

“C” Work

meets minimum requirements of the assignment
 brief responses on written work with limited reflections
 some grammatical errors
 required items not typed

“B” Work

meets requirements of the assignment
 complete responses on written work
 few grammatical errors
 neat art work and presentation
 generally typed

“A” Work

goes beyond requirements
 insightful reflections and comments
 creative art work and presentation - professional level
 all work typed (exception Quests)

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Guideline for late assignments

All assignments including study guides are important and will be accepted late. However, for full credit, assignments must be turned in on the due date. Assignments turned in more than one week after the deadline can receive no more than half credit.

Grading Scale

I will be using + and – grading this semester. The scale is as follows:

A+ = 97-100	B+ = 87 – 89	C+ = 77 – 79	D+ = 67 - 69
A = 94 - 96	B = 84 – 86	C = 74 – 76	D = 64 - 66
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	D- = 60 – 63

Make-up Work

Make-ups will not be allowed on quizzes. Lessons to be taught to the class by students must be done on the day assigned. If an emergency occurs, the instructor must be notified immediately. Make-ups will depend on class time available. If you sign up for a bulletin board display, you must use your time or lose the opportunity.

Web Quests et al.,

Web Quests will be graded as to completeness of the task(s)/answers and being received by the instructor on time. They are to be turned in as hard copies unless otherwise noted. Accuracy on factual questions will be assessed but opinion questions should reflect your personal beliefs.

Class Expectations

All students are expected to;

- contribute to class discussions and activities
- be respectful of differing opinions
- use listening skills and “I” statements

Electronics

The use of electronic devices – cell phones, I pads ect. are only allowed in class during specific activities and to access class materials. All other use during class time is prohibited. Consequences-----class decision

Content Areas

Examples of what is covered:

Body Systems and Personal Health
Stress,
Conflict resolution,
Nutrition
Child abuse, harassment, friendship
Disease
Consumer Education
Aging, Death and Dying

Mental Health
Depression,
Bullying prevention
Family Living
Substance Use and Abuse
Safety
Environmental Health

KINES 140 Personal Health-Disciplinary Lens Social Science Course

Catalog Description: This course covers nutrition, diseases, health needs, services, drugs, family living, and personality structure and development. The aim of this course is to enhance the student's adjustment toward effective functioning in a changing environment.

Learning Outcomes: Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans entire university experience. Kines140 Personal Health satisfies three units of the Foundation Studies Program Disciplinary Lens- Social Science (DL-S) requirement. It supports the following University Learning Outcomes along with a variety of other course-specific goals.

11. Apply the knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

KINES 140 Personal Health is focused on learning and personally applying information about the seven dimensions of health. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following learning outcomes.

After successful completion of this course, you will be able to:

- *Analyze how cultures and communities influence personal health behaviors both positively and negatively
- *Examine how social forces influence personal health behaviors
- *Describe how community involvement impacts social health.
- *Show ability to access valid and reliable health resources and services
- *Show evidence of an understanding of health concepts and content
- *Demonstrate the ability to assess health issues and construct opinions regarding a variety of health issues
- * Show evidence of using health behavior change constructs and models through the use of a personal behavior change contract.

Course Policies:

1. Submitting Assignments: For this course you will have several ways of turning in assignments. Behavior Change Journals and Discussion Boards will be posted on-line. Other assignments can be turned in via Mastering Health, or Assignment function by 11:59 pm on the due date.

Submit all work using .doc or .rtf extensions. I cannot read other formats. For submitted assignments using the Assignment function type directly into the text box. You do not need to attach a document.

All assignments are to be individually done by you unless I specifically tell you otherwise.

2. Check in at least once a day everyday:

On-line attendance is necessary to learning. Your employer expects you to work every day and so do I. You need to show up in the course everyday. We will have a variety of class assignments that may include worksheets, questions from the chapters, self-

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assessments, quizzes or other work in addition to the homework assignments on the syllabus. If you don't check in at least once a day then you might miss something. Any changes to the timeline will be posted as an announcement and sent as an email.

This class requires independent thought and effort. Active and respectful participation in the online discussions is expected and encouraged. When we all share in the learning experience we have a richer opportunity to improve our knowledge and skills. Students are encouraged to share relevant, current materials and experiences related to class material. The opportunity to pursue individual interests within this subject area is provided and encouraged in course assignments.

3. Discussion Boards-when you post to the Discussion Boards bring in your ideas and facts. Connecting your posts to the chapter material or valid information from reputable sites will add to the discussion. Expectation is everyone will be respectful in their posts and when we have a different viewpoint, we will express it politely. Failure to follow this guidance will reduce your grade or may warrant failing the class. Students are expected to complete all required coursework by the established due dates. If you have a written University excuse for missing class when assignments are due, you may either turn them in early, or with permission of the instructor, make alternative arrangements. Any previously arranged makeup work may differ from the original assignment. You are always responsible for the timely completion of all class requirements.

4. Complete the Assigned Readings in Health: the Basics and the Reading Reviews. We do not have multiple chapter exams but we do have weekly Reading Reviews (RR) . Read the chapter and complete the Chapter Reading Review in Mastery. You can complete the RR from any computer except the computers in the Boise State Testing Lab. The RR are under the This Week's Assignments and you go to the weekly Reading Review Folder, click on the Green Mastering Assignments Pearson



button . Once you open the reading review it needs to be completed but you have two tries per question.. The highest score will be recorded.. At the end of the term I will drop the lowest Reading Review.

5. Behavior Change: You will complete the How Healthy Are You Assessment to get an idea of what behavior you would like to change during the semester. This project is to be a behavior you have tried to change in the past but have been unsuccessful. Past students recommend something you are interested in because you spend a significant time tracking and writing about this behavior change.

This can be in the realm of physical, emotional, mental, spiritual, or social health. Each week you find a course link to Behavior Change Journal entry for the week. You will complete the behavior change contract and journal your progress on the Journal

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throughout the semester as you work toward your health goal. You are to update your behavior change project each week.

(a) weekly journals with 5 days per week of data tracking your behavior change

(b) answers to the 3-5 questions and

(b) a properly labeled line graph depicting the progress of your behavior change over time.

6. Adhere to Assignment Guidelines. Type all assignments that are turned in, except where otherwise noted. All of your assignments are to be your own work, not cut and paste and not quoted from other sources. Use your own words to answer all questions. All assignments are to be individually done by you unless I specifically tell you otherwise. Be sure your name is on **all** your work, the files names (yourname assignmentname and if you are turning in an assessment or attached a typed document be sure to put your name on the actual paper.

All assignments are due by 11:59 pm on the date listed on the syllabus unless otherwise directed by Dr. Spear. Any assignment turned in after class is considered late. All late work grades will drop by 10% within the first 24 hours, 30% within 24-48 hours, and after 48 hours past the due date no credit will be given. **No** work will be accepted after **Sunday, June 28th, 2015.**

All assignments are to be typed, using a 12-point font with standard 1-inch margins unless otherwise instructed.

a. To receive the most points possible include both the question and your answer.

b. Your response should include an example to support your answer/conclusion. Back up your answers with examples from the text or other valid materials. Brief answers receive few points so be thorough. Employers want people with excellent written and oral communication skills. The Boise State Writing Center, 426-1298, is available to help you refine your writing skills.

7. Your responsibility. A successful student is prepared to learn, asks questions, goes beyond the minimum assignment and has good self-discipline. I expect you to be a successful student as I hope you expect me to be a successful teacher. If you have questions, someone else does too so be sure to ask.

8. Protocol for emailing Dr. Spear or Kennedy: When sending an email, please put the class name, class section or color (**Blue**) and a brief description about the subject of the email in the subject line. Example: **KINES 140 BLUE-Question re Assignment How Healthy Are You.** Start your e-mail with a greeting and end your e-mail with your name, Student ID and phone number. You must use your Bronco Email so I know the message is from a student and not spam. I receive lots of email and don't want to overlook your messages.

9. Demonstrate professional conduct. Participate fully and ask questions. A successful student is prepared to learn, asks questions, goes beyond the minimum

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assignment and has good self-discipline. I expect you to be a successful student as I hope you expect me to be a successful teacher.

10. **Semester Extra Credit** One semester extra credit opportunity per student, worth a maximum 15 points and is due **Sunday, June 28th, 2015**. No late extra credit will be accepted. Participate in a health-related activity presented on campus or in the community, i.e. political action around a health issue, blood drive, HIV testing, fitness testing, participation in a health related workshop etc. You may also follow your Stress Plan, Exercise Plan or Nutrition Plan for two weeks. Submit a typed two page, double space, reaction paper of your experience, must include the following paragraph headings:

- (1) description of the experience,
- (2) what did you learn,
- (3) what dimension of your health did this experience impact and
- (4) how you can use the information in your life.

11. Check your grades-

I strive to have all work graded within 72 hours. If you don't see your grade then feel free to email me and give me a friendly nudge. Like many faculty, grading is not my #1 favorite activity and sometimes I procrastinate, unlike all of you who are so prompt in your postings ;). It is up to you to check on your grades.

You will have one extra credit assignment and that is due **Sunday, June 28th, 2015** by 11:59. All work is to be turned in by then and no late work will be accepted. Contacting me after final grades at the end of the summer term are posted and asking to complete extra credit or redo an assignment will prompt me to direct you to the Course Information section of the class and say NO.

You have plenty of opportunities to be successful. You can see the grading rubrics for each of the assignments so look at those for guidance, post your questions on the Class Question & Answers Discussion Board for us to answer and keep asking questions so you are clear about what is expected. Your employers expect clear, open and honest communication and so do I.

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COURSE SYLLBUS FOR KINES 242 – Human Sexuality
Fall, 2015

Instructor:

Sherry Iverson, RN
Director of Children's Advocacy and Community Education
St. Luke's Children's Hospital
Boise State University
Adjunct Professor
Cell phone: 208-867-3533 ; W:208-381-3049. E-mail: iversons@slhs.org

Course Information

Required Textbook: Our Sexuality--12th Edition, Robert Crocks and Karla Baur

Course Description: An overview of human sexuality emphasizing both physiological and psychological aspects of sexuality. Topics include but not limited to: sexual anatomy and physiology, sexual response cycle, childbirth, contraception, sexual dysfunction, sex role development, abuse and violence, role of media, influence of religion and culture on relationships, and sexuality education and policy making.

Course goals and objectives:

1. Present factual information in a comfortable environment on the psychology and physiology sexual function; addressing common myths.
2. Provide an understanding of the role of sexuality on individual's lives from childhood thru adulthood to the old age.
3. Address the role of sexuality in our culture and how it varies within the culture.
4. Present developmental aspects of sexuality, love, abuse, unhealthy and healthy relationships
5. Encourage personal exploration about values, feelings, beliefs concerning one's own sexuality and of their community

Evaluation process:

There will be three tests given during the semester covering lectures and discussions and the contents of the assigned textbook. The questions will be short essay with 4-6 questions on each exam. At the end of each class a short reflective paragraph will be written and turned in as part of attendance, as attendance is **required** in this class! Each reflection paragraph will be worth 7 points. Reflective paragraphs can only be made up with prior notification of absence and reasons for missing class (sickness, athletic event) .

Total possible points for this class --- 400. Grading will be as follows:

A 400-360; B 359-320; C 319 -280; D below 279

Test 1---90 points

Test 2—100 points

Test 3—100 points

13 blogs at 7 points each—91 points

Attendance and Participation—1 point each class—19 points

Total: 400 points available

***There will be two opportunities for 14 points extra credit throughout the semester.

** No computers, iphones, ipads are to be used during class for **recording** of any materials/lecturers or for personal use (FACEBOOK, texting, games). Thank you .

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PROPOSED CLASS CALENDAR
Human Sexuality
Fall, 2015

NOTE: This schedule is subject to change

August 24, 2015—Gender/sex roles and Society

Guest Speakers: Jeff Matsushita and Bryan Lydia from Idaho Coalition Against Sexual and Domestic Violence

August 31 How we learn about Sex; parents, schools, religion and friends. Sexuality: Let's Talk about it.
(Chapters 1 & 8)

September 7: Labor Day No class

September 14 Female puberty, Female sexual A&P, including puberty, menstruation
and menopause (Chapter 3)

September 21 Male puberty, Male sexual A& P including puberty (Chapter 4)

September 28 Conceiving Children: Process and Choices including adoption and surrogacy. (Chapter 11)
TAKE HOME TEST due start of class 10/5

October 5 Contraception, Planned and Unplanned Pregnancy: Guest Lecturer

October 12: Arousal and Sexual Response

October 24: Child Sexual Abuse: Guest Speaker: Paul McPherson, MD
Director of the CARES unit

November 2 STD'S and STI's (Chapter 15) **TAKE HOME TEST Due November 9 at start of class.**

November 9 Sexual orientation/Transgender issues. Guest Lecturer

November 16 History of Human Sexuality and the Role of Religion

November 23 No Class: Thanksgiving Week

November 30 Media and Sexuality—Chapter 1 **TAKE HOME TEST Due Dec 7 at start of class.**

December 7 Sex Sells

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Boise State University
Department of Kinesiology

COURSE SYLLABUS and Schedule for KINES 445

Secondary School Health Methods and Administration - Spring, 2016

Instructor: Dr. Jane Shimon

Office: G206

Phone: 426-1531

e-mail: jshimon@boisestate.edu

Course Materials:

- Page, R.M., and Page, T.S. (2015). *Promoting health and emotional well-being in your classroom*. 6th edition. Burlington, MA: Jones and Bartlett.
- Course information, handouts, and reading material will be posted in Blackboard.
- Glenco Health Textbooks used by the Boise School District will be available.

CATALOG ENTRY:

KINES 445 SECONDARY SCHOOL HEALTH METHODS AND ADMINISTRATION (3-1-3)(S).

Emphasis is placed on school health education instructional methods, health literacy strategies, and current classroom administrative practices. Field experience is included. PREREQ: Junior standing.

This course contributes to the State of Idaho Health Endorsement requirements.

I. COURSE GOALS and OBJECTIVES

- Demonstrates understanding and application of Idaho Health Standards, district health curriculums, and the Idaho Common Core State Standards (CCSS).
- Demonstrate understanding of the relationship between health education content areas and youth risk behaviors.
- Demonstrate ability to create a learning environment sensitive to controversial health issues.
- Demonstrate ability to access health-related resources.
- Demonstrate understanding and application of various instructional methods and strategies.
- Demonstrate understanding of traditional and authentic types of health-related assessments.
- Demonstrate ability to plan, develop, and present a health unit of instruction
- Demonstrate understanding of Idaho laws/codes specific to health education and health services to minors and interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

II. ASSESSMENT MEASURES - The final grade is based on a weighted total from the following areas:

A. Entry Slips, in-class quizzes, and/or Blackboard quizzes (15%)

B. Assignments. (25%)

- RADAR Network Center scavenger Hunt (document in Blackboard)
- Health Share on a Specific Health Content Area from a District Curriculum
 - Find and share an interesting **health-related website** with the class. The website should pertain to usable information for health educators and/or students.
 - Select and share usable (grade appropriate) health **reading material** that can be used to help address Idaho Common Core Standards in the area of Reading. Make a copy of the material for all class members. Because not all schools have current health textbooks to use, many teachers rely on reading material found on relevant health websites.
 - Present a **health activity** (application activity) from the textbook. The activity must connect to your health topic and contribute to an Idaho Common Core Standard.
- Various short content-related assignments (i.e., acts of kindness; stress; head hunger; assigned readings)

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C. Develop a Health Unit (40%) Your health unit will be presented/displayed to the class representing a final culminating activity.

- a. **District curriculum requirements** for the selected content area and grade level.
- b. **Unit Plan.** Develop a health unit (scope and sequence) that reflects a district health curriculum's plan on one health topic for either Junior/Middle School or High School.
- c. **Lesson Plans.** Develop 5 individual lessons based on your Unit Plan outline.
- d. **Assessment.** Develop all assessment strategies that will be used in your health unit. In addition, one written test will be developed to demonstrate test-writing construction.
- e. **Ancillary Materials.** Develop ALL handouts, visual aids, power point presentations, reading material, activities, and/or note-taking outlines you will use as a teacher and/or provide to students as part of your 5 lessons.
- f. **Teaching.** Present your unit plan, assessments, and ancillary materials to the class. Teach one lesson from you unit to the class.

D. Health Lesson Observations (15%)

Endorsement requirements by the Idaho State Department of Education indicate that the secondary health method course must include a field experience.

1. A minimum of 15 health lesson observations are required over the course of the semester. **No more than 6 of the lesson cans be repeat lessons**). That means at least **9 different lessons must be observed**. You may select different teachers to observe, or schedule your time with only one health teacher; it's up to you. If you have an idea of where you will be doing your Field Experience for Secondary PE Methods/student teaching, it may be wise to work with the Health teacher at that school (to apply for the Health Endorsement at BSU, part of your student teaching experience **MUST** include teaching health).
2. Complete a reflection for each different lesson observed (form found on Blackboard).

Boise School District Health Teachers to Consider (Junior High School)

Patti Bellan, Riverglen JHS:

patricia.bellan@boiseschools.org

Period 1 Health: 7:50 to 8:34

Period 2 Health: 8:37 to 9:21

Period 3 Health: 9:35 to 10:19

Period 7 Health: 12:28 to 1:12

Heidi Bromley, North JSH

[<heidi.bromley@boiseschools.org>](mailto:heidi.bromley@boiseschools.org),

1st Period: 7:45-8:37

2nd Period: 8:40-9:32

4th Period: 10:36-11:23

7th Period: 12:52-1:40

8th Period: 1:43-2:30

Cassie Tipton, Fairmont JHS

cassie.tipton@boiseschools.org

Period 1: 7:50-8:42

Period 2: 8:45-9:32

Period 3: 9:46-10:33

Period 4: 10:36-11:23

Period 5: 11:26-12:13

Period 8: 1:43-2:30

John Ruttenturner, South JHS

john.ruttenturner@boiseschools.org.

E. Professionalism (5%) - Professionalism and personal disposition (character, distinguishing qualities) is a part of your teacher preparation at Boise State University.

- Attends class regularly and comes to class on time.
- Engaged participation (participates in class discussion and activities)
- Meets time-line commitments (assignment due dates are known well in advance)
- Demonstrates respect for the learning community (content, peers, instructors)

Key:

4.0 = 100% - Exceptional expectations for beginning teacher

3.5 = Most of the time - Above Average

3.0 = Basic expectations met for beginning teacher

2.0 = Inconsistent - Expectations emerging for beginning teacher

1.0 = Poor - Expectation not met for beginning teacher

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IV. PARTICIPATION, ATTENDANCE, AND GRADING

Grading will be based on a percentage of points accumulated from all required assignments for this course. Failure to complete and turn in any assignment will result in a failure for the class.

Evaluation Criteria:

98 - 100% = A+	88 - 89% = B+	78 - 79 = C+	68 - 69 = D+
92 - 97 = A	82 - 87 = B	72 - 77 = C	62 - 67 = D
90 - 91 = A-	80 - 81 = B-	70 - 71 = C-	60 - 61 = D-

If you are absent or late to class, you miss the opportunity to take a quiz. You will be allowed to make up a quiz if you are absent only if the absence is notified in advance. If you are late or absent, it is your responsibility to obtain any missed information.

If you miss more than 3 classes, you will be asked to drop the class or receive an F for the class.

You will be allowed one late assignment (turned in by week's end to receive credit). Use the Late Assignment Pass and attach it to your assignment. **All other late assignments will accrue a 20% penalty and must be turned in within two weeks of the deadline date.** No late assignments will be accepted two weeks past the deadline unless previous arrangements have been made. Turn assignments in on time, even if you miss class.

SUPPLEMENTAL RESOURCES:

- **Boise School District Health Curriculum:**

8th and 11th: http://www.boiseschools.org/parents/secondary_curriculum/secondary_health/

Example: Mrs. Patti Bellan's Health Program at Riverglen JHS: www.tinyurl.com/bellanclass

- **West Ada School District Health Curriculum:**

6th grade: <http://www.westada.org/Page/15224>

8th grade: <http://www.westada.org/Page/15247>

7th grade: <http://www.westada.org/Page/15235>

HS: <http://www.westada.org/Page/15141>

- **Other: Michigan Model for Health:**

http://emc.cmich.edu/EMC_Orchard/michigan-model-for-health-secondary-curriculum

American School Health Association - <http://www.ashaweb.org/>

Resources: <http://www.ashaweb.org/resources/>

Anspaugh, D.J., & Ezell, G. (2010). *Teaching Today's Health*, 9th ed. Needham Heights, MA: Allyn & Bacon.

Bronson, M.H. (2011). *Glenco Health*. Columbus, OH: McGraw Hill Education.

Bronson, M.H., Cleary, M.J., & Hubbard, B.M. (2014). *Glenco Teen Health*. Columbus, OH: McGraw Hill Education.

Champeau, D. (1998). *Great Ideas in Teaching Health*. Needham Heights, MA: Allyn & Bacon.

Connelly, M. (2012). *Skills-based health education*. Sudbury, MA: Jones & Bartlett Learning.

Drolet, JC and Wycoff-Horn, MR. (eds.) (2006). *Health education teaching strategies for middle and high school grades*. Reston, VA; American Association for Health Education.

Jackson, T. (1993). *Activities that teach*. Cedar City, UT: Red Rock Publishing.

Jackson, T. (1995). *More activities that teach*. Cedar City, UT: Red Rock Publishing.

Jackson, T. (2000). *Still more activities that teach*. Cedar City, UT: Red Rock Publishing.

Meeks, L., Heit, P., & Page, R. (2012). *Comprehensive school health education - Totally awesome strategies for teaching health*, 8th ed. Dubuque, IA: McGraw-Hill

Puza, R.F. (2008). *Health education ideas and activities - 24 dimensions of wellness for adolescents*. Champaign, IL: Human Kinetics.

Telljohann, S.K., Symons, C.W., & Miller, D.F. (2008). *Health Education: Elementary and Middle School Applications*, 6th ed. Dubuque, IA: McGraw-Hill.

Whalen, S., Splendorio, D, and Chiariello, S. (2007). *Tools for teaching health – Lessons and activities to promote health literacy and reduce health risks, grades 6-12*. San Francisco, CA: Jossey-Bass.

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Jan. 12	Introduction to the course Coordinated School Health / CDC risk factors and connection to Idaho & National Health Standards Health content areas and District health curriculums (West Ada, Boise); Example of scope & sequence Hand out teaching strategies to present for next class; Hand out entry slip for next class (YRBS)	
Jan. 19	IDAHO RISK FACTORS – YRBS – Teaching and the adolescent brain – connection to YRBS and relevance Teaching Strategies Common Core State Standards – connection to teaching and learning and health standards DUE: Teaching strategies: present assigned topic DUE: Blackboard questions (Chapters 1 & 2) & Entry YRBS entry slip	<i>Sign up for Website/Read share</i>
Jan. 26	Teaching strategies to use in health, continued: Vocabulary activities/Check for understanding-review activities Readability and media literacy / CRAAP - advertising / create a cereal box DUE: Blackboard (Chapter 5 and/or entry slip)	
Feb. 2	Vocabulary activities/Check for understanding-review activities continue Bingo Quiz example (formative assessment) Unit and lesson Planning & Assessment; Unit plan worksheet DUE: Blackboard (Chapter 1 & 2 and/or entry slip- performance objectives/High yield strategies)	<i>Sign up for Teaching Presentations</i>
Feb. 9	Review unit plans/Class organization and behavior management strategies Assessment review (scratch cards/ rubrics) Content Literacy Health Content & Activities: Begin Wellness & Emotional Inventories; Name tents/self-esteem/ silent wind chime/acts of kindness DUE: Unit Plan Worksheet	Web/Read/Activity Share: _____
Feb. 16	Health Content & Activities: Continue Emotional/Social Health (cyber bullying) DUE: Blackboard (Chapter 3/4 and/or entry slip); Acts of Kindess	Web/Read/Activity Share: _____
Feb. 23	Health Content & Activities: Nutrition; Physical Activity; SMART Goals DUE: Blackboard (Chapter 6 and/or entry slip)	Web/Read/Activity Share: _____
Mar. 1	Health Content & Activities: Continue Nutrition; Physical Activity DUE: Blackboard (Chapter 6 and/or entry slip)	Web/Read/Activity Share: _____
Mar. 8	Health Content & Activities: Alcohol, Tobacco, & Other Drugs; Decision- making DUE: RADAR Scavenger Hunt DUE: Blackboard (Chapter 7 and/or entry slip)	Web/Read/Activity Share: _____
Mar. 15	Health Content & Activities: Continue Alcohol, Tobacco, and Other Drugs DUE: Unit Plan: First 2-3 Lesson Plans and Ancillary Material/relevant assessments DUE: Blackboard questions	Web/Read/Activity Share: _____
Mar. 22	Spring Break	
Mar. 29	Health Content & Activities: STIs & Communicable Diseases; Begin Family Life; Communication – Saying No & “I” statements DUE: Blackboard (Chapter 8 and/or entry slip)	Web/Read/Activity Share: _____
Apr. 5	NO CLASS – SHAPE America Convention	
Apr. 12	Health Content & Activities: Continue Family & Social Health (relationships; sexting) DUE: Unit Plan: Last 2-3 Lesson Plans and Ancillary Material & Assessments & Written Test Example DUE: Blackboard (Chapter 8 and/or entry slip)	Web/Read/Activity Share: _____
Apr. 19	Health Content & Activities: Injury / safety prevention DUE: Blackboard (Chapter 9 and/or entry slip) DUE: Lesson Presentations: _____	
Apr. 26	DUE: Lesson Presentations: _____	
Final Exam Time: If needed for lesson presentations.		

GENERAL PSYCHOLOGY 101 Spring 2016

Dr. Pennie S. Seibert

Department of Psychology, E617

pennieseibert@boisestate.edu

Office Hours: Tuesday 11-1:15 PM (modified on exam and writing days)
and varied weekly in person and online times by appointment

✚ **REQUIRED TEXT:** *Exploring Psychology in Modules* by David G. Myers

✚ **SUPPLEMENTAL (NOT REQUIRED) MATERIALS:**

✚ *Dr. Seibert's Notes for Psyc101*

COURSE DESCRIPTION

General Psychology 101 is an introduction to the subjects of Psychological Science. These topics include: History and Methods of Psychological Science; Neuroscience; Consciousness; Developing through the Life Span; Sensation and Perception; Learning; Memory; Thinking, Language and Intelligence; Motivation; Emotion; Behavioral Medicine (Health Psychology); Personality; Psychological Disorders; Therapy; and Social Psychology.

Moreover, this course is designed to meet the **University Disciplinary Lens in Social Sciences (DLS) Requirement, specifically, University Learning Objective (ULO) 11**: Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions will be addressed throughout the course.

The objectives of this course are to:

- ✚ Provide the framework for a basic understanding of psychological science
- ✚ Serve as a foundation for subsequent studies in psychological science and its applications
- ✚ Learn to evaluate material using scientific methodology
- ✚ Enhance knowledge and awareness of the unique contributions of diverse groups and their beliefs, values, knowledge, and experiences to the field of psychological science
- ✚ Encourage self-awareness of and insight into how culture affects behavior choices
- ✚ Reflect on *your* cultural background and its implications
- ✚ Develop the ability to work with diverse individuals and groups

These objectives will be addressed through lectures, videos, readings, discussion, exams, in-class projects, and writing assignments.

CLASS TIME

Will be spent covering selected material from the text, but will primarily serve to supplement the text. **Students need to read the text outside of class.** Class time will include lectures, discussions, videos, experiential learning in

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the form of in-class projects, and exams. Students are responsible for **all** of the material in the text regardless of whether the topics are addressed during formal class meetings. Students who read the appropriate materials prior to the time scheduled for classroom discussion of the topic will find the class lectures, videos, and projects more meaningful as well as easier to understand and remember. It is important to understand that the text will serve as only one source of information for this course. Additional material that is not addressed in the text will be presented in class. Thus, class attendance is essential for successful course completion.

Given the size of introductory classes, you will need to be particularly aware of several considerations. Attendance is not taken. If you wish to talk, read, or whatever...do it some place other than the classroom. Only attend class if you want to listen quietly. Even a little noise disrupts the class experience for others. Be considerate of fellow classmates who attend class to learn and value the process. It is your responsibility to help control the class--after all it is ***your*** class, and ***your experience***. You have the ability to make it a good one.

In the interest of safety and providing the best classroom experience for all students, Dr. Seibert does not allow students to arrive late or leave early. It is important to understand that this is not a "drop by" course experience. You are expected to arrive on time and remain for the entire class session.

Laptops are allowed in the upper stage right five rows ONLY.

VIDEOS

Videos will be displayed in class to expand and enrich information. Questions regarding information in the videos will appear on exams. These videos are only available when shown in class. If you do not attend class on days videos are being displayed, there is no way to watch it outside of class.

TEACHING ASSISTANTS (TAs)

TAs are available most days (see schedule) for tutoring individuals and groups, exam study sessions, grade checks, and other special student needs. **Grades may be checked only during office hours as we do not give grades over the telephone or by e-mail.** You do not need an appointment to meet with TAs, simply visit during their regularly scheduled office hours. TAs cannot be reached by telephone nor are they available outside of their regularly scheduled office hours. Additionally, TAs **cannot** change grades or points earned without direct permission from Dr. Seibert. Any such requests or concerns must be addressed with Dr. Seibert. You are strongly encouraged to meet with the TAs regularly. TAs do not hold office hours during finals week.

COORDINATORS

Coordinators manage TA activities. They do not attend class, but they are

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very familiar with course material and requirements. Coordinators also hold office hours (see TA schedule) for questions, grade checks, and other needs. Unlike TAs, coordinators are available by email (see TA schedule) for questions about the course, assignment requirements, or any other concerns.

CONTACTING DR. SEIBERT

Email is the fastest and preferred way to reach Dr. Seibert. If you email, be sure to write **Psyc 101 on the subject line so your message won't end up in Dr. Seibert's junk mail.** If you have sent an email to Dr. Seibert and she has not responded within two days, please resend the message.

EVALUATION

TASK	POINTS
Four exams	115
Video-article project	6
DL Assessment	5
8 Journal Entries	16
Outside Class Activity	10
Four Reading/Writing Summary Papers	8
Three In-Class Projects	9
Course Overview	1
Total	170

FINAL GRADES: (A→153 and above; B→152-136; C→135-119; D→118-102 F→101 and below). There will be **NO** grading on a curve and no rounding up.

EXAMS (115 points):

All are multiple choice (see date list for times and points). Exams will be taken at the scheduled time and will occur in the classroom. Make up exams are allowed only upon presentation of a written excuse from a physician verifying illness at the time of the exam or with a written excuse from an approved university official verifying an authorized university-required absence. These excuses need to be approved by Dr. Seibert. **THESE MAKE UP EXAMS MUST BE COMPLETED WITHIN ONE WEEK OF THE ORIGINAL EXAM DATE OR YOU WILL RECEIVE A ZERO.** Approved make-up exams may be taken in the TA office during scheduled office hours (see TA Schedule). The final exam **must** be taken on the date listed by the University for all classes scheduled at this time. **Leaving the University before the scheduled final because of travel arrangements is not a valid excuse for missing the final.**

DISCIPLINARY LENS (DL) IN SOCIAL SCIENCES ASSESSMENT (5 points):

The Disciplinary Lens Assessment has been designed to measure your

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competency with the material presented in this course along with the objectives of the Disciplinary Lens. Instructions for completing this assessment will be provided in class.

Use the following criteria for all assignments see specific assignment requirements for further details about assignment requirements.

REQUIREMENTS FOR ALL ASSIGNMENTS

A cover page is required for all assignments. Cover page requirements are as followed:

- ✓ Use 12 point, Times New Roman font.
- ✓ Double spaced. (No extra spaces between chapter title and paragraphs)
- ✓ 1 inch margins on sides and 1 inch margins on top & bottom.
- ✓ A typed cover page will include your name, student number, course name and section number, assignment name and due date. Do not repeat ANY of this information on following pages.
- ✓ A sample cover page is located on the last page of the syllabus. Follow the formatting as well as specified information exactly.

A Full Page –This is a minimum of 23 lines of text typed all the way to the bottom of the page. Text is your written expression not your name, section, topics etc. Submit a paper copy. **E-mailed copies will not be accepted.**

LATE WORK

Dr. Seibert does not accept late assignments. The ONLY exception is illness verified by official documentation from a physician. In all other cases, assignments must be submitted before the due date if absence occurs on the due date. Also, it is essential to note that assignments must be completed precisely as outlined (e.g., full pages, COUNT THE NUMBER OF LINES OF TEXT REQUIRED, submit hard copy not email, etc.) to receive credit.

EARLY REVIEW

Dr. Seibert is always willing to provide an early review of in-progress papers and journal entries to make sure you are completing the assignment appropriately. This will afford an opportunity to correct errors and help ensure you will receive full credit. To take advantage of this opportunity, you need to submit your materials at least 7 days before the due date.

JOURNALS (16 points, 8 pages, 2 points each):

You will type a minimum of one **full page** applying something from each topic area to your life experience, perspective, opinion, idea, etc. In other words this is not an outline of the material. Topic listings, and/or bullet

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points will not receive credit. Instead, it is YOUR reaction to something about the material. **Only complete typed pages with thoughtful applications of the subject material will receive credit.**

Submission #1 (3 pages): Write one full page for each of the following topics: #1 Psychological Science (Mod 1,2) #2 Biology of Behavior-Neuroscience (Mod 3,4,5) ; #3 Sensation and Perception (Mod 15,16,17). These 3 full pages are due on February 2, 2016.

Submission #2 (2 pages): Write one full page for the following topics: #1 Social Psychology (Mod 36,37,38); #2 Memory & Cognition (Mod 21,22,23,24) These two full pages are due on March 8, 2016.

Submission #3 (3 pages): Write one full page for each of the following topics: #1 Development (Mod 9, 10, 11, 12); #2 Learning (Mod 18,19,20). #3 Consciousness (Mod 7,8,) These 3 full pages are due on April 5, 2016.

Requirements:

- ✓ **Minimum of one FULL page** – type all the way to the bottom of the page. This is a minimum of 23 lines of text. Text is your written expression not your name, section, topics etc.
- ✓ Use 12 point, Times New Roman font.
- ✓ Double spaced. (No extra spaces between chapter title and paragraphs)
- ✓ 1 inch margins on sides and 1 inch margins on top & bottom.
- ✓ A typed cover page is required. Only one cover page per group of assignments submitted on the due date is needed not per individual journal entry.
- ✓ An example of a proper reflection is located at the end of the syllabus see Sample Reflection and Summary.
- ✓ Topic names should be on each journal entry in 12 point Times New Roman font, no larger.
- ✓ Note: all the topics may not be covered in class before the due date, so you will need to read ahead.

The journals are due on or before **the beginning of class.** Please staple your assignments.

READING/WRITING SUMMARY PAPERS (16 points, 4 pages, 4 points each)

- ✓ Read the designated modules pertaining to four topics:
 - #1) Gender & Sexuality (Mod 13,14). This page is due February 16, 2016.
 - #2) Language, & Intelligence (Mod 25,26,27). This page is due February 25, 2016.
 - #3) Motivation & Emotion (Mod 28,29,30,31). This page is due March 29, 2016.
 - #4) Stress, Health & Human Flourishing (Mod 32,33). This page is due April 19, 2016.

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- ✓ Write one full page summarizing the information presented for each topic. In essence, you will be preparing an executive summary of the material you read. This means that you are reducing the entire topic into key sentences that will result in a minimum of 23 lines of text per section of material in paragraph format. This IS NOT a listing of headings or bullet points. Instead, you are creating sentences in your own words to capture the essentials from the entire topic.

Requirements:

- ✓ **Minimum one FULL page per section of material (total of four pages)** – type all the way to the bottom of the page. For each page there is a minimum of 23 lines of text. Text is your written expression not your name, etc.
- ✓ Use 12 point, Times New Roman font.
- ✓ Double spaced. (No extra spaces between section title and paragraphs)
- ✓ 1 inch margins on sides and 1 inch margins on top & bottom.
- ✓ A typed cover page is required. Only one cover page per group of assignments submitted on the due date is needed not per individual journal entry.
- ✓ These papers are due the class following the class period devoted to this subject matter. (See proposed scheduled of events.)
- ✓ An example of a proper summary is located at the end of the syllabus see Video/Article #5.
- ✓ There is no formal class held on reading/writing days. This is a work on your own, outside of class assignment.
- ✓ The reading/writing summaries are due on or before the beginning of class. Please staple your assignments.

ONE PAGE COURSE OVERVIEW (1 point):

Write a one-page overview of the class. This overview is a one-page, double spaced summary of what you liked and found useful about the way this class was conducted—things you believe Dr. Seibert should continue doing in future classes. It also includes what you did not find useful with suggestions to modify for the benefit of future students. Finally, write three things you learned in this course that changed the ideas about psychology you had when you began this course. The one page overview is due **on or before April 26th, 2016.** You don't need a cover page for this: simply include your name at the top of the page.

VIDEO/ARTICLE PROJECT (6 points, 3 pages, points each)

- ✓ View/Read:
[1\)http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

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- 2) http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit
- 3) http://www.ted.com/talks/e_o_wilson_advice_to_young_scientists

- ✓ Write a ½ page summary and ½ page of your reactions for each of the videos and the article. You will have 3 total pages (23 lines per page) minimum for the videos and article.
- ✓ **Minimum one FULL page per video/article (total of three pages) minimum** – type all the way to the bottom of the page. For each page there is a minimum of 23 full lines of text. Text is your written expression **NOT** your name, etc.
- ✓ Use 12 point, Times New Roman font.
- ✓ Double spaced. (No extra spaces between section title and paragraphs)
- ✓ 1 inch margins on sides and 1 inch margins on top & bottom.
- ✓ A typed cover page is required.
- ✓ An example of a ½ page summary ½ page reaction is located at the end of the syllabus see Video/Article #5.
- ✓ There is no formal class held on the videos/article. This is a work on your own, outside of class assignment.
- ✓ These 3 pages are due on January 21, 2016.

IN-CLASS PROJECTS (9 points):

There will be three in-class projects (3 points each), a total of 9 points over the semester. These projects will occur on the dates listed on the schedule. The ONLY way to earn these points is to participate during the class times in which they are offered. There will be no makeup times. You will hear more about in-class projects during class times. Points for missing an in-class project may be awarded upon presentation of a written excuse from a physician verifying illness at the time of the project or with a written excuse from an approved university official verifying an authorized university-required absence.

OUTSIDE CLASS ACTIVITY (10 points):

Each student will engage in an outside of class activity designed to supplement the course material. Designated times will be provided to facilitate these activities (note schedule below). The option selected is graded in an all or none fashion (either earn 10 points for successfully completing one of the options or 0 points if the selected option is not completed as required and specified below). No partial credit will be given. CHOOSE **ONLY ONE** OF THE FOLLOWING OPTIONS:

- **Option 1:** Enter the following hyperlink into your internet browser to watch the video “Inside the Mind of a Rampage Killer”:
<http://www.pbs.org/wgbh/nova/body/mind-rampage-killer.html>

Requirements:

- ✓ Watch the full video, and choose **five** of the questions below to respond to in essay form. Each question must be explored and discussed thoughtfully for a minimum of one page per question (totaling 5 pages of essay responses). You may use examples and information from the text, lecture material, and your own prior experience to formulate essay responses. Answering more than five questions will **not** result in extra credit.
- ✓ In order to receive full credit, you must write a minimum of **five FULL pages (minimum of 23 lines of text per video question)**. Pages must be formatted in 12 point Times New Roman font and double-spaced.
- ✓ In addition to the five pages of content, you must include a cover page.
- ✓ Use 1 inch margins on sides and 1 inch margins on top & bottom.
- ✓ This must be in paper copy; e-mailed copies will **NOT** be accepted.

Video Questions:

1. Discuss nature vs. nurture: what trends are we seeing in violent outburst behaviors? Do you think one has a stronger impact on outcomes? Why or why not?
2. What are some of the environmental factors that have been related to changes in brain activity/chemistry? Discuss how these changes occur at different stages of one's lifespan (e.g. childhood, adolescence).
3. What are some potential ideas for combating this problem? Discuss the role parents and schools must play for screening adolescents for depression/violent acts. How can violent acts in schools be best prevented?
4. Greg Van Rybroek, the psychologist at Mendota Juvenile Treatment Center, stated that rather than being "soft on crime," they are being "smart on people". What is your opinion on the efficacy of the correctional/mental health facility that was explored in the video?
5. The video discusses the need for power in many violent individuals. Do you believe the media plays an influential role on this need, and the actions that follow? Why or why not?
6. Discuss the relevant parts of the brain that affect violent behavior. Which do believe is the most influential, and how would you suggest to best nurture it?
7. Choose and research a recent violent act that has occurred. How do the concepts discussed in the video possibly explain the individual's actions?

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8. Do you believe science will soon have the ability to predict mass murderers? How would these predictions influence the power of free will, and the belief of “innocent until proven guilty”?
9. Paul Frick stated in the video that there are no “lost causes.” After an individual commits a violent act, can the individual be rehabilitated? Do you believe there is a line drawn between murder and other less severe violent acts?

○ **Option 2: Participate In Experiments Conducted By The Department Of**

Psychology. If you choose to participate in experiments, refer to <http://bsuresearch.sona-systems.com/>. You will need to follow these instructions precisely as indicated. If you choose to participate in experiments, it is best to sign up early in the semester, as there may not be enough opportunities later in the semester. **To fulfill this requirement you must successfully participate in 5 credits.** The number of credits per experiment is listed with the experiment sign up. If you sign up for an experiment, you must realize this is a very serious appointment. If you wish to cancel your appointment you must do so as indicated in the instructions. Do not call Dr. Seibert to cancel. She does not manage the experimental sign ups. It is your responsibility to keep track of your participation. Once you have completed this assignment and have earned the necessary credits, print a hard copy to verify your experiment participation. Give this hard copy to Dr. Seibert or one of the TA’s and keep a copy for your records.

ACADEMIC DISHONESTY:

If you are caught engaging in academic dishonesty you will receive a zero for the work, a report will be filed with the Office of the Dean of Students, and any other measures deemed appropriate. Refer to <http://deanofstudents.boisestate.edu/> regarding the range of activities that constitute dishonesty.

DISABILITY STATEMENT:

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the **DRC’s website at** <http://drc.boisestate.edu/new-drc-students/>. If you have accommodations approved by the Disability Resource Center, meet with Dr. Seibert during her office hours to discuss necessary accommodations.

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THE PROPOSED SCHEDULE

DATE	TOPICS & EVENTS	ASSIGNMENTS DUE
Jan 12	Intro; Psychological Science (Mod 1,2)	
Jan 14	In-Class Project #1	
Jan 19	Video/Article Project:	⇔ no formal class
Jan 21	Neuroscience (Biology of Behavior) (Mod 3,4,5)	☑ <i>Video/Article</i>
Jan 26	Neuroscience continued	
Jan 28	Sensation & Perception (Mod 15,16,17)	
Feb 2	exam preparation	
Feb 4	EXAM 1 (Syl; Intro; Psyc Science; Neuroscience, video/article project; Sensation & Perception)→ 30 points	☑ <i>Journal Submission #1</i>
Feb 9	Consciousness (Mod 6,7,8)	
Feb 11	Reading/Writing assignment#1: Gender & Sexuality (Mod 13,14)	⇔ no formal class
Feb 16	Social Psychology (Mod 36,37,38)	☑ <i>Reading/Writing #1</i>
Feb 18	Social Psychology continued	
Feb 23	Reading/Writing assignment #2: Language & Intelligence (Mod,25,26,27)	⇔ no formal class
Feb 25	Memory & Cognition (Mod 21,22,23,24)	☑ <i>Reading/Writing #2</i>
Mar 1	Memory & Cognition continued	
Mar 3	exam preparation	
Mar 8	EXAM 2 (Consc; Gen/Sex; SocPsyc; Lang/Intel; Mem/Cog)→35 points	☑ <i>Journal Submission #2</i>
Mar 10	Development (Mod 9,10,11,12)	
Mar 15	Development continued	
Mar 17	Reading/Writing assignment #3: Motivation & Emotion (Mod 28,29,30,31)	⇔ no formal class
Mar 21-27	Spring Break	⇔ no class Spring Break
Mar 29	Learning (Mod 18,19,20)	☑ <i>Reading/Writing #3</i>
Mar 31	In-Class project #2: Learning	☑ <i>Rampage Killer</i>
Apr 5	EXAM 3 (Dev; Mo/Em; Lrng)→20 points	☑ <i>Journal Submission #3</i>
Apr 7	Personality (Mod 34,35)	
Apr 12	Personality continued	
Apr 14	Reading/Writing assignment #4: Stress, Health & Hum Flourish (Mod 32,33)	⇔ no formal class
Apr 19	Psychological Disorders (Mod 39,40,41)	☑ <i>Reading/Writing #4</i>
Apr 21	Psychological Disorders continued	
Apr 26	Therapy (Mod 42,43) In-Class Project #3	☑ <i>Course Overview</i>
Apr 28	exam preparation	☑ <i>Disc Lens Survey</i>
May 5 12:30	FINAL EXAM (Pers; Str/Hlth; Psyc Disorders; Therapy → 30 points	

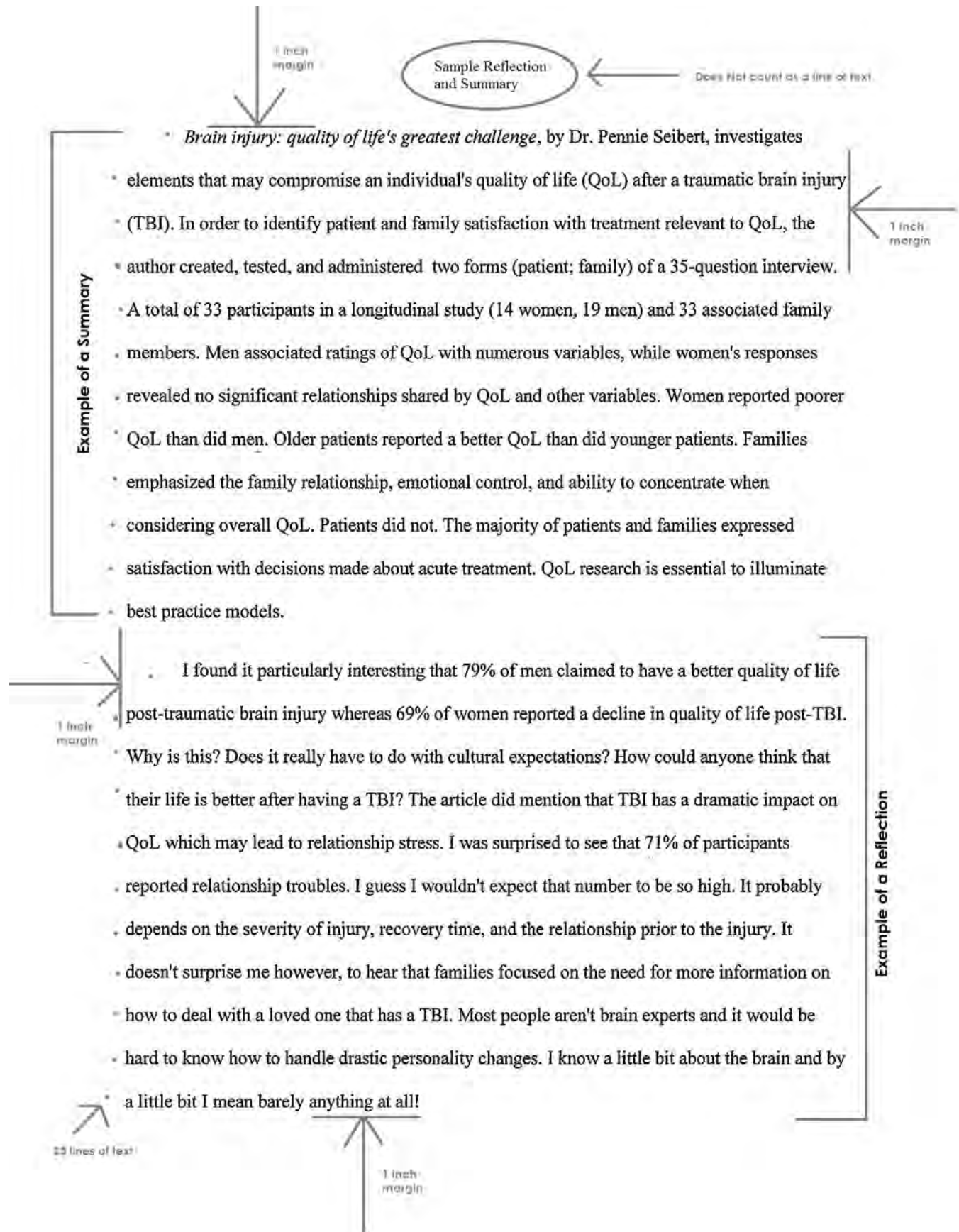
Tips and Tricks for P101
(developed by students to help other students)

- 1. Read the syllabus!** This syllabus is vital to success in the course. It contains information detailing each assignment, instructions and contact information for your TAs/coordinators/instructor, a schedule for the entirety of the semester, corresponding due dates, and much more. Any questions regarding what is expected of students and how class is ran/organized can be found in the syllabus.
- 2. Read the textbook!** Dr. Seibert carefully chooses the textbook to supplement her lectures. There is material in the textbook that Dr. Seibert cannot fit into her lecture for time, or material she believes is covered sufficiently in the textbook. You may get tested on this material! Furthermore, reading the textbook gives you another way to learn the material, and reinforces what is taught in lecture. We would recommend reading the assigned modules before each lecture, so you have familiarity with the material before Dr. Seibert lectures.
- 3. Attend class!** Not only is this a very effective way for you to absorb the material, and learn what Dr. Seibert finds most important, it also ensures that you are in attendance for any potential pop quizzes and class projects. Furthermore, any videos that are shown inside of class cannot be viewed outside of the scheduled viewing, so attending class is your only chance to see any of the videos Dr. Seibert selects to reinforce textbook/lecture information.
- 4. Pay attention!** While it is beneficial to attend class, you must also actively listen during lecture in order for you to learn the material.
- 5. Study!** This is the best way to be prepared for exams. There is a multitude of ways to study the material, from study groups to flashcards to teaching the material to a friend or family member. We strongly encourage you to study throughout the semester, and to not wait until the night before an exam. It is well-known that "cramming" is not an effective way to study.
- 6. Visit the TAs!** They can assist you in many ways; they can help with assignment requirements, review any completed assignments and give suggestions for improvement, tutor you on any concepts you find confusing from lecture or the textbook, and can give you additional ideas to study the material for exams.

Sample Cover Page

Suzie P. Sychology	← Name
Student# 111222333	← Student ID#
Psychology 101 - 012	← Course Name and Section #
Video/Article Project #5	← Assignment Name
November 11, 2025	← Due Date

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Dr. Seibert's Psychology 101 Spring 2016
Student Contract: Student Copy

I am a student in Dr. Seibert's Psyc101 class. I have been provided with a copy of the syllabus for this course. I have read the syllabus and understand the course requirements.

1. I agree that I will not arrive late or leave class early. I understand that this is not a **"drop by"** course. **I am required to arrive on time and remain for the entire class session.** Laptops are allowed in the upper stage right five rows ONLY.
2. I understand I am required to take the final exam when it is scheduled for all students enrolled in courses at this time regardless of whether I want to leave BSU before finals week. I understand all exams must be taken at the scheduled times. The only excuse for missing an exam is illness verified by **a physician's note or a required BSU** function accompanied by official BSU notification. If excused, exams must be completed within one week of the scheduled exam time.
3. I understand that Dr. Seibert does not accept late assignments. The **ONLY** exception is illness verified by official documentation from a physician. In all other cases, assignments must be submitted before the due date if absence occurs on the due date. I also understand that assignments must be completed precisely as outlined (e.g., full pages, COUNT THE NUMBER OF LINES OF TEXT REQUIRED, submit hard copy not email, etc.) to receive credit.
4. I understand that in fairness to all students in the course, Dr. Seibert will **abide by the criteria listed in the syllabus. Thus, there will be no "special consideration" granted for one student that is not granted for all students.**
5. I understand the syllabus is a contract of agreement concerning the instructions and conditions of this course. I will keep the syllabus for constant reference to ensure successful course completion.

Signature: _____ Date: _____
Printed Name: _____
Student #: _____
Telephone or e-mail: _____

Dr. Seibert's Psychology 101 Spring 2016
Student Contract: Dr. Seibert's Copy

I am a student in Dr. Seibert's Psyc101 class. I have been provided with a copy of the syllabus for this course. I have read the syllabus and understand the course requirements.

- 1) I agree that I will not arrive late or leave class early. I understand that this is not a **"drop by"** course. **I am required to arrive on time and remain for the entire class session.** Laptops are allowed in the upper stage right five rows ONLY.
- 2) I understand I am required to take the final exam when it is scheduled for all students enrolled in courses at this time regardless of whether I want to leave BSU before finals week. I understand all exams must be taken at the scheduled times. The only excuse for missing an exam is illness verified by **a physician's note or a required** BSU function accompanied by official BSU notification. If excused, exams must be completed within one week of the scheduled exam time.
- 3) I understand that Dr. Seibert does not accept late assignments. The **ONLY** exception is illness verified by official documentation from a physician. In all other cases, assignments must be submitted before the due date if absence occurs on the due date. I also understand that assignments must be completed precisely as outlined (e.g., full pages, COUNT THE NUMBER OF LINES OF TEXT REQUIRED, submit hard copy not email, etc.) to receive credit.
- 4) I understand that in fairness to all students in the course, Dr. Seibert will **abide by the criteria listed in the syllabus. Thus, there will be no "special consideration" granted for one student that is not granted for all students.**
- 5) I understand the syllabus is a contract of agreement concerning the instructions and conditions of this course. I will keep the syllabus for constant reference to ensure successful course completion.

Signature: _____ Date: _____
Printed Name: _____
Student #: _____
Telephone or e-mail: _____

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Psychology 271: Human Relationships
Fall 2015- Section 001
8-Week Hybrid Course
TR from 4:30 to 5:45 pm
Location
Boise State University

Professor

Name: Kimberly Hardy, Ph.D.
Office: 623 Education Building
Email: kimhardy@boisestate.edu
Office Hours: Tuesdays and Thursdays from 9:30-10:30am, and by appointment.

Teaching Assistants

Name: Stephanie Boman
Location: Albertson's Library
Email: stephanieboman@u.boisestate.edu
Office Hours: Mondays from 12:15-1:15pm
Student Email Contacts: Last names A through K.

Name: Norma Martinez
Location: Albertson's Library, First Floor
Email: normamartinez1@u.boisestate.edu
Office Hours: Tuesdays from 2-3pm
Student Email Contacts: Last names L through Z.

Email Policy

When emailing a TA, please contact the TA who is assigned to your last name. You should email a TA if you have questions about the syllabus, content discussed in class, or assignments. You should email me if you have any personal questions or questions that extend beyond what was discussed in class. If you have a question about your grade on an assignment, please contact your TA first. If the issue is still not resolved, you are welcome to contact me. If you have an issue with your exam, please contact me. Please be courteous and respectful when emailing myself or the TAs. We will do the same.

Course Roles

I view my responsibilities as your instructor to be to:

- *Clearly articulate accurate and appropriate information about the psychology of interpersonal relationships.
- *Teach how to interpret and apply research in real life.
- *Help you succeed in mastering the material in this class.
- *Give you adequate and timely feedback about your progress in this course.

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Your role as a student is to:

- *Arrange your schedule so you can come to class regularly and to take your exams in the testing center
- *Keep up with assignments, online lessons, and readings.
- *Learn from your fellow classmates as well as from lecture and the text.
- *Be engaged when you come to class.
- *Ask for help when you need it.

Course Resources

Required Text: Miller, R. S. (2012). *Intimate Relationships* (6th edition). New York, NY: McGraw-Hill.

You will also need a clicker for this course.

Course Reading

I expect that you will have read the assigned readings and viewed the assigned PowerPoints prior to the day they will be covered in lecture. Lectures will be tailored assuming that you have read the material and viewed the PPTs and will include material not covered in the text. Exam questions will come from the text, PPTs, and lecture. Anything discussed in the classroom may appear on the exam.

Course Description

In this course, you will learn about the dynamics of close relationships from a variety of psychological perspectives. Topics covered include sexuality development, sexual behavior, initial attraction, dating patterns, long-term relationships, familial relationships, intimacy and communication, domestic violence, relationship development, and relationship dissolution.

It is your job to be familiar with content covered in PSYC 101. If you need a refresher, please refer to your general psychology textbook or you may discuss content during office hours. Neither myself nor the TAs will answer PSYC 101 questions via email.

Additionally, this course has an **optional** service-learning component that is designed to help students learn about how experiences with relationships in the real world compare to what we learn in class. This experience will also foster a sense of empathy for people who deal with negative relationship experiences as well as reduce stereotypes about people who have experienced or have the potential to experience abusive relationships. There are two lab sections for this option, each worth one credit. One section will be offered over the course of the regular semester (PSYC 271SL-001) and one will be offered during the 8-week session (PSYC 271SL-002). Both labs will cover the same materials and will have the same course requirements; the only difference is how much time you will have to complete your service learning requirements. Although you are not required to participate in either lab section, I strongly encourage you to do so as it will help you apply the course material to the real world.

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“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.” – *Adapted from the National and Community Service Trust Act*

Course Goals

- *To teach you about the different theories of interpersonal relationships, including relationship formation, maintenance, and dissolution.
- *To foster an interest in the psychology of interpersonal relationships.
- *To reduce misconceptions about people who have experienced abusive relationships.
- *Foster a sense of empathy for individuals with varying relationship experiences.
- *To learn about the current state of relationship research.

Long-Term Course Objectives: What I hope you take away from the class after the course is over

- *Apply content from this course to help navigate real life interactions with others.
- *Utilize knowledge from this course to develop and maintain healthy relationships in the future.
- *Recognize if you are in a relationship that is not healthy and use the tools learned in class to either help improve the relationship or to help you successfully dissolve the relationship.

How to Succeed

Every one of you has the ability to get an A in this class. Here is how I recommend you prepare:

- *Read the assignments before class – this will help you gain basic knowledge before class and you will be better prepared to ask questions in class if something is unclear.
- *Don’t cram at the last minute. Try to spend some time each day reviewing.
- * Keep up with assignments.
- *Ask questions! I would love to answer any questions you have, either in class or during office hours. There is no such thing as a stupid question, and chances are that someone else has the same question, so be brave and ask.

Grading Scale

A+ = 98% and above	B- = 80.00% to 81.9999%	D+ = 68.00% to 69.9999%
A = 92.00% to 97.9999%	C+ = 78.00% to 79.9999%	D = 62.00% to 67.9999%
A- = 90.00% to 91.9999%	C = 72.00% to 77.9999%	D- = 60.00% to 61.9999%
B+ = 88.00% to 89.9999%	C- = 70.00% to 71.9999%	F = Below 60.00%
B = 82.00% to 87.9999%		

Please note that I will not “round-up” if you are between grades. I offer extra credit in this course, so if you are worried about barely missing a grade, make sure to do the extra credit assignments. If you do all of the extra credit and are just short of a grade, my justification is that you would not have been so close to the next grade without the extra credit. If you did not do the extra credit and are between grades, you should have taken advantage of this opportunity.

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<u>Grades</u>	<u>Points</u>	<u>Approximate Percentage</u>
Take Home Quest	30	4 %
Exam 1	100	14%
Exam 2	100	14%
Exam 3	100	14%
Attendance/Participation	100	14%
Perceptions of Relationships Reflections		
Initial Perceptions	10	1%
Change in Perceptions	20	3%
Relationship Psychology in the Media Papers	50	7%
Learning from Service Learners Reflection	25	4%
Group Case Study Assignments		
Case Study Character Creation	25	4%
Group Case Study Assignments	100	14%
Completing the Group Project Case Studies Team	20	3%
Evaluation		
Case Study Evaluation from Peers	20	3%

Total Points Possible = 700

Take Home Quest

The Take Home Quest will only cover Chapters 1 and 2. The quest will be open note and open book, but you will **NOT** be able to use each other as resources. The purpose of the quest is to help you get used to my testing style as well as help you digest some of the more complicated topics related to dyadic data research methods.

Exams

There will be 3 exams for this class. The exams are **NOT** cumulative and are each worth 100 points. The exams will include different types of questions which will include multiple choice and short answer questions. Exam material will include definitions and concepts taken from both in-class material, online lecture, and from the text book. All videos and activities in class could potentially be on the exam, so it is to your benefit to attend class.

Testing Center

All unit exams will be taken in the testing center. You must schedule an exam on the Information Technology Website at <https://atapps.boisestate.edu/elearning/testinglab/student/scheduler/default.asp> . You will have several days to take the exam. To succeed on the exam, read all materials before lecture, actively take notes during lecture, and engage in the classroom activities in addition to studying for the exam. Because you have several days to take the exam I have a **NO MAKE-UP POLICY**. Although students may finish the exam earlier, you will be allowed 2 hours for the exam in the

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testing center. It is your responsibility to make sure you schedule enough time to take the exam in the testing center

Participation

Clickers are required for this class. You will be responsible for using your clickers to answer questions during the class period. A response to each “opinion question” is worth 2 participation points. In order to receive 2 points for a “test your knowledge” question, you must answer the question correctly. In order to receive the maximum number of participation points, you must answer at least 100 questions (think of it more along the lines of needing to acquire 100 points). If you answer more questions than that, you can receive a half point of extra credit for each additional response, up to a maximum of 5 points. Additionally, I have the right to double the amount of class participation on any given day if class attendance is low.

Participation will be calculated at the end of the semester. If you are curious about your participation score, keep a personal tally every time you answer a clicker question correctly or answer an opinion question.

If you do not bring your clicker to class, you will not be able to receive participation points for the clicker questions. The ONLY exception is for the first day of class.

If your clicker does not register or you do not buzz in on time, you will not receive a participation point for that question.

I will not calculate your participation grade prior to the end of the semester, so do not even ask. Asking me to calculate your participation will result in a zero for the Syllabus Knowledge Extra Credit (see below).

If you miss class due to absence, you will not be able to make up participation points. If you miss class due to an excused absence, I require documentation for the absence before I will take it into account. In terms of calculating participation points for people who provide evidence for an excused absence, I take the total number of points possible for the class, and subtract the amount of points missed that were excused. If the value is less than 100, their participation score is a percentage out of this new number. So for example, if you missed 20 points for an excused absence, but there are 180 possible $180 - 20 = 160$, which is still well over 100 needed for a perfect score. However, if you were gone for a longer period of time and missed 90 points, I would subtract $180 - 90 = 90$, and then calculate the percentage. For example, if you earned 80/90 points possible, your participation would be $88.89/100$ instead of $80/100$.

Also note that if you are on the original class roster and do not attend the first week of classes, you will be dropped from the course. If you are not present for the first day, I will assume this is not a high priority course for you. If you have an emergency where this is not feasible, please talk to me as soon as possible.

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Perceptions of Relationships Reflections

This semester, you will write two short reflections on your perceptions of romantic relationships. You will write a short 1-2 page paper on how you perceive romantic relationships prior to learning a majority of the content in this course. Toward the end of the semester, you will reflect on your initial perceptions and discuss whether or not they changed and why. Please note that if you do not turn in the initial assignment, it will be very difficult for you to do well on the second part, so it is to your advantage to turn in the first assignment.

Also, you have the option of turning in the first part of this assignment by 4:30pm on **Friday, October 2nd** for the opportunity to receive feedback and for a chance to revise and resubmit your work by the regular due date.

Relationship Psychology in the Media Papers

Over the course of the semester, you will need to write two short papers on how you observe at least one concept from class on relationship psychology in the media. You may choose a character/couple from a TV show or movie, a news story, a depiction in a fiction or non-fiction novel, etc. More details will be available on the rubric. There will be three opportunities for you to turn in this assignment (1 paper per unit), but you only need to turn in 2 papers. If you turn in all three assignments, only your top 2 papers will count toward your grade.

Learning from Service Learners Reflection

Some students in PSYC 271 will elect to participate in an optional service learning lab. Students who opt into this lab will be required to put together a presentation, which will be made available to the entire class on Blackboard. Students who do not participate in the SL lab will answer reflection questions on what they learned about relationship psychology through their classmates' presentations. Additionally, students who are enrolled in an SL lab option will need to complete a reflection on what they gained by developing a presentation for their classmates as well as on viewing their classmates' presentations.

Group Case Studies

This semester, you will be divided into groups of 4-5 students. Over the course of the semester, you will need to work with your group to the material in class using characters that you create. There will be three parts to this assignment. First, you will develop a character that you will use throughout the course to answer questions related to material discussed in class. You will want to create a detailed character so that you will be able to use it to address multiple topics. Each person in class will create his or her own character before being assigned to groups.

You are welcome to turn in this assignment by **4:30pm on Friday, October 2nd** if you would like the opportunity to receive feedback and have a chance to revise and resubmit your character creation by the regular due date.

Next, you will need to use these characters in your group to reflect on the topics covered each week in class by fitting them into a different scenario. You will have the last 20-30 minutes of

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class on most days (see schedule) to work on this assignment with your group, and the assignment will be due on Blackboard by the start of the next class at 4:30pm. You only need to turn in one assignment per group. You are welcome to use your book and notes for these assignments. Only your top 10 Case Study assignments (outside of the character creation) will count toward your grade. If you do 11, the next highest score will count as extra credit.

Finally, at the end of the semester, you will need to evaluate your group members on their contribution to the group. You will receive a grade both for completing this assignment as well as on your ability to be a team player based on your group members' ratings of you.

Extra Credit

Several opportunities for extra credit will be presented throughout the semester.

Revise and Resubmit Policy

Although the class does not officially start until October 20th, you may benefit from turning in the Initial Relationship Reflection and the Career Creation assignments early. If you turn in your assignments to Blackboard by 4:30pm on **Friday, October 2nd**, you will receive a tentative grade with feedback from your teaching assistants by the time the class officially starts. If you are not happy with your grade, you can turn in a revised version of the assignment by the official due date of the assignment, which will replace your original score. Please note you have one attempt to resubmit and that grades will be returned to you by the date listed on the due date lists.

Classroom Atmosphere

Please be respectful of your fellow students and of me. Food and drinks are welcome in the classroom as long as they are quiet foods (i.e. fruit snacks are okay, but an apple is not). Also, please try to remember to put your cell phone on silent at the beginning of the class period. Similarly, if you constantly use your phone or laptop in class, please sit in the back of the room or on the sides so as not to distract other students or myself. Also, please be considerate of the ideas of others; while it is okay to constructively critique an idea, try to refrain from criticizing the person. Finally, please do not bring children or pets to class.

Late Work

Late work will only be accepted up to 2 days late (including weekends). Each day the work is late, there will be a penalty. **Work must be posted on Blackboard promptly by the time class starts or work will be considered late. Please note that papers turned in at 4:30:01pm are considered late.** Also note that if you are submitting papers off campus, there may be a time lag of a few minutes between when you submit and when Blackboard accepts your paper.

Note that the late policy also applies to group assignments!!!

Time Late

Total Possible Grade

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1 second – 24 hours late	75%
1 – 2 days late (48 hrs.)	50%

It is your responsibility to make sure that your paper uploaded to Blackboard and that the file opens. **I will not accept any late papers after 48 hours, even if the file was created ahead of time.** I also will not allow you to resubmit a corrupted file after 48 hours past the due date. If you are unsure of how to submit your files, please contact myself or a TA.

You are welcome to turn in any work early. **All assignments must be uploaded to Blackboard unless otherwise stated.**

Grading Policy

Teaching assistants will be responsible for grading a majority of assignments. I will also double check 4 papers from each TA to determine interrater reliability. I will personally grade all of the exams. If you are unsatisfied with your grade on a written assignment, you are welcome to request a re-grade. You must request the re-grade within 72 hours of the “grade-by” date (see the due date list on Blackboard). **CAUTION:** If you request this option, there is no guarantee your score will increase. I may grade more harshly than your TA, which would result in a lower score on the assignment. **By requesting a re-grade, you are agreeing to the possibility of receiving a lower score than the original grade.**

Academic Dishonesty

I will have absolutely **NO** tolerance for any form of academic dishonesty. Academic dishonesty includes behaviors such as cheating on a test, collaborating with other students when not given permission to do so, submitting an assignment that you had already submitted for another class, using a friend’s clicker to fake their participation, and plagiarism. It also includes copying wording from the assignment or copying wording from the lecture slides in your paper. If you are caught being academically dishonest, you will receive a zero on the assignment. If you are caught twice, you will fail the class. Each offense will result in a report to the Office of Student Rights and Responsibilities and the second offense will also be reported to your academic advisor. If you are unclear about the definition of academic dishonesty, either talk to me during office hours or refer to the Student Code of Conduct on academic dishonesty (Article 6, Section 1).

Special Arrangements

If you feel that you may need accommodations based on the impact of a disability, please talk to me about this during the first week of class. To learn more about services BSU provides to students with disabilities, you can visit the Disability Resource Center website at <http://drc.boisestate.edu>. 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. I want everyone to be able to succeed, so do not hesitate if you need accommodations.

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Tentative Course Schedule

The schedule may change slightly depending on how quickly we cover the material. Any changes to the syllabus will be announced in class. Please read all listed readings and view the corresponding PowerPoint slides on Blackboard before the day they will be discussed in class. All assignment are due by 4:30am on the date listed. Please look to the Assignment due date sheet to see when assignments are due to Blackboard.

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Tues. 10/20	Introduction, Course Syllabus, Introduction to Relationship Psychology	Ch. 1
Thurs. 10/22	Relationship Psychology as a Science Assigned to Case Study Groups & Overview of Assignments Take the Quest on Blackboard between 10/22 and 10/27	Chs. 1 and 2
Tues. 10/27	Attraction	Ch. 3
Thurs. 10/29	Sexuality	Ch. 9
Tues. 11/3	Social Cognition	Ch. 4
Thurs. 11/5	Friendships Take Exam 1 between 11/5 and 11/10	Ch. 7
Tues. 11/10	Communication	Ch. 5
Thurs. 11/12	Social Exchange Theory	Ch. 6
Tues. 11/17	Love Take Exam 2 between 11/17 and 11/20	Ch. 8
Thurs. 11/19	The Dark Side of Relationships	Ch. 10
Tues. 11/24	Thanksgiving Break	--
Thurs. 11/26	Thanksgiving Break	--
Tues. 12/1	Conflict	Ch. 11

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Thurs. 12/3	Power and Violence	Ch. 12
Tues. 12/8	Power and Violence	Ch. 12
Thurs. 12/10	Relationship Dissolution	Ch. 13

Take Exam 3 on chapters 10-13 in the Testing Center between December 10th and December 17th!!! See the Due Dates List for when assignments are due!!!

PSYC 301
Abnormal Psychology
Syllabus
Spring 2016

Boise State University
Department of Psychology
Spring 2016

Abnormal: syllabus Spring 2016 (v1.0 1/7/16)

**PSYC 301 Abnormal Psychology
Spring 2016**

Professor: Matthew C. Genuchi, Ph.D.
Class Times: Tues/Thurs 9-10:15am
Location: Education Bldg
E-mail: matthewgenuchi@boisestate.edu

Office: Education Building – E620
Office Ext: (208) 426-1237 (voice mail only)
Office Hours: Tues/Thurs 10:30-11:30am or
by appointment

Course Description: Psychology 301 is an upper-division course that will provide students with basic competency in using an integrated approach to the study of the etiology, development, and dynamics of a range of psychological disorders together with a review of current psychosocial and psychopharmacological treatments of these disorders.

Course Objectives:

This course is designed to:

- (1) Provide students with a basic understanding of a biopsychosocial model of the etiology, maintenance, and treatment of psychological disorders.
- (2) Familiarize students with a system and methodology of diagnosis, using the DSM-5 diagnostic system.
- (3) Provide an initial awareness of the legal and ethical issues in diagnosing and treating persons diagnosed with psychological disorders.
- (4) Familiarize students with sex, gender, and other multicultural cultural issues that impact abnormal behavior.
- (5) Assist students in integrating the academic study of psychopathology with real life experiences and case examples.

Required Texts & Resources:

1. Nolen Hoeksema, S. (2014). *Abnormal Psychology* (6th ed). McGraw Hill: New York
2. *McGraw Hill Connect*: *Connect* is an online-based learning tool that we will be using this semester. Specifically, you will be using parts of connect called *LearnSmart* and *Faces Interactive*, which are online quizzing and learning programs associated with our textbook. *Connect* also allows you access to the ebook for this course. If you purchased a textbook from the bookstore, you should have an access code that allows you register for *Connect*. You will access *Connect* directly from Blackboard, when you begin your first *LearnSmart* module.
3. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Washington, DC: Author.*
*Note: You are not expected to purchase a copy of the DSM-5 because you will primarily use it for one assignment. Several hard copies are available in the reference section of Albertson's Library.
4. Top Hat Classroom Response System: I will be using www.tophat.com as a method to increase interaction during classroom lecture as well as take attendance. You will login during class to www.tophat.com and enter our **course join code 770403**, which will be our code for the entire semester. You can login using any laptop, smartphone, or tablet. You can also submit responses to questions and attendance via a non-smart phone (a number to text will be provided to you per response). I will use power points regularly in class, and you can also view the power points in "real time" when logged in to our Top Hat course site. You will be required to pay a \$24 registration fee to register with Top Hat for the semester.

Teaching Assistant (TA):

Rebecca Plante: rebeccaplante@u.boisestate.edu

The course TA will attend all classes and be available for consultation and tutoring throughout the semester. Feel free to approach Rebecca with questions in class and via email. You are welcome to contact your TA with questions at any time, but please be aware that it may take her up to 24 hours to respond. You are also encouraged to schedule an individual Q&A or study session with your TA at any time throughout the semester as needed. TAs are intelligent and friendly students who have taken and performed well in PSYC 301, so I strongly encourage you to use them as a

resource!

Course Requirements:

Participation & Classroom Behavior:

I'm excited about another engaging semester in PSYC 301! In order to fully participate in this course, we must agree to abide by certain guidelines of professional conduct and behavior. As the professor, I will come to classes prepared, engaged, and ready to establish a learning environment that is interesting, challenging, respectful, and hopefully enjoyable. I promise to treat you, both inside and outside of the classroom with respectfulness and professionalism. As a student, the following behavior is expected:

1. Supporting the learning of your classmates by refraining from talking when either the professor or another student is talking or when a video is displayed.
2. Use technology such as cell phones, laptops, and tablets in a respectful manner that does not distract your classmates.
3. Please arrive and leave class on time which minimizes disruption to others. If you must leave early or come late please do so as unobtrusively as possible.
4. Please do your best to understand and respect viewpoints that differ from your own. While you will never be expected to agree with everything your classmates and professor has to say, you will be expected to treat those you disagree with, with kindness and consideration.
5. Approach assignments, papers, and exams with integrity and academic honesty.
6. Take class notes. Partial power point slides will be available via Blackboard under "documents."
7. Overall compliance with the Boise State University shared values: Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, & Trustworthiness.

Reading: It will be most helpful for you to complete your assigned reading prior to the scheduled class. Students will be held accountable for *all* the text and adjunct material assigned, even if not directly reviewed in the reading or lecture. You will be able to use the hard copy text and/or the ebook provided through *Connect*. The ebook is equipped with *Smartbook* technology that was developed to help you retain the material that you have read and to complete *LearnSmart* modules while you read.

Attendance: If a student must miss a class session, she or he is expected to obtain notes from classmates and/or Blackboard (i.e. please do not email me asking for notes). If a student must miss a scheduled exam, she or he must follow the guidelines listed under "exams." Attendance will be taken *intermittently* via Top Hat during the semester. Those students who attend at least 90% of the recorded attendance days will receive 10 extra credit points.

LearnSmart Modules: The purpose of these study modules is to provide you with additional experience engaging with the course material outside of the classroom. You will be required to complete one module per chapter. The modules are open book/note and are to be completed outside of class via the Blackboard *Assignments* page. You will complete 12 modules for a total of 60 points (5 points per module), and you must complete each assigned problem set by 11:59pm on the due date. Each module is open book, supplements your reading, and is developed to take the *average* student approximately 45 minutes to complete, so please plan accordingly. When you click on your first *LearnSmart* module via Blackboard, you will be asked to set up your account with *Connect*. You should have purchased a *Connect* code that will allow you access. We will discuss many aspects of *LearnsSmart* in class, but the following page includes answers to many common questions students have:
http://www.mhlearnsmart.com/einsteinmt/help/FAQ.html#_How_is_my.

Interactive Case Studies: As an undergraduate student in a clinical psychology course, you have limited opportunities to interact with clients experiencing a psychological disorder; therefore, the purpose of the *Interactive Case Studies* is to allow you the opportunity to interactively engage with potential clients in a mock "interview" and well as game-based format. During the course of the semester, you will be expected to complete case studies covering six different disorders. Each case study is worth 5 points for a total of 30 points. The case studies will allow you to learn more about specific disorders. The exercises are open book/note and are to be completed outside of class and can be accessed through the *Assignments* page on Blackboard.

Extended Learning Assignment (ELA) Go to the Movies: Students will complete one writing assignment this semester. This assignment must be written in APA format and submitted via Blackboard. Late assignments will be accepted but 5 points/day will be deducted from the total score. See please closely read the section below for more specific details regarding the format and content of this assignment.

For better or worse, movies and television contribute significantly to shaping the public's perception of the mentally ill and those who treat them. Steven E. Hyler

Purpose:

The purpose of this essay is to provide a method for you to engage in course material outside of class and have a forum for critical thinking and analysis. The ability to gather information, review the facts as well as anecdotal material, evaluate them, and then synthesize is critical for an upper-division level student in the psychological sciences. The ability to communicate ideas through writing is also an essential skill for students in all majors. For those studying the social sciences writing in APA format is an expectation both at the undergraduate and graduate levels.

Requirements:

As noted above you will be writing one paper for this course, which must be written in APA format (writing style of the American Psychological Association). If you are unfamiliar with APA style, you will need to spend some additional time learning the basics. I *strongly* suggest that you schedule 40 minutes to watch a series of 8, 5-minute videos on APA style developed by Dr. Eric Landrum at: <http://sspa.boisestate.edu/psychology/faculty-and-staff/landrum/>. Several other great resources are the Purdue Online Writing Lab APA style guide: <http://owl.english.purdue.edu/owl/resource/560/01/> and the APA style website <http://www.apastyle.org/>. You can also access the full APA style guide at the Albertson's Library. We will review some of the common APA style errors in class before your first paper is due, and you will be expected to use correct APA style in your papers.

All essays will be turned in through the assignments portal on Blackboard by midnight on the due date. Essays NOT submitted through Blackboard will not be graded and thus receive a grade of 0. Proper writing techniques (e.g. grammar, spelling, sentence construction) are expected. Students will benefit from enlisting proofreading by friends and classmates. **All essays must be submitted in rich text (rtf) or docx format.**

General Content Formatting:

- *be written in APA style
- *be at least 3 typed, double-spaced pages but not more than 5 pages for the body.
- *have a cover page and reference page in APA style (not counted in the 3-5 pages of the body)
- *submitted in rtf or docx format
- *fully address the topic
- *be original to the student (not purchased via the internet or borrowed from a friend)

ELA Essay Specifics:

For this essay you are required to view one movie (documentary or popular) that depicts a person with a mental illness/disorder. A list of movies is posted for you on Blackboard. All movies listed are approved; however, if you want to watch a movie not on this list – **approval is needed** from Dr. Genuchi. The movies listed in the syllabus are selected due to their depiction of the mental illness, family dynamics, and other issues related to mental status. Some of the movies will have strong language, violence and/or intense scenes. It is possible to select a movie with minimal difficult material though.

After watching the movie in its entirety, the student will complete the following for the essay:

- a. Provide a summary of the video
- b. Identify one character of focus (the one with symptoms)
- c. Discuss the symptoms observed in the movie and in what situations you observed those symptoms.
- d. Review the DSM-5 (2 copies are available in the Albertson's Library) for a diagnosis or diagnoses that best matches the character's symptoms. **Only the actual DSM-5 is an acceptable reference, not a website or book that refers to the DSM-5.**

- e. Using the process of differential diagnosis, discuss the possible DSM-5 diagnosis or diagnoses for the character of focus and explain why this diagnosis is appropriate.
- f. Provide a specific rationale for your diagnosis by describing the character's behaviors and how those behaviors correspond with specific DSM-5 diagnostic criteria. Using the process of differential diagnosis, state how you ruled-out any similar or related diagnoses.
- g. Discuss how familiar, sex/gender, racial, ethnic, multicultural, economic, educational, or medical issues interacted with the character and her or his expression of the symptoms (e.g. failed a class because the character refused to give a speech in class due to anxiety).
- h. Evaluate the movie's accuracy depicting a person with a mental illness.

Exams: There will be 4 exams given during the term (300 points total). Exam material will be from the text, lecture material (note that there is some material that is covered in lecture only), video content, guest speaker content, and any other material assigned during the course. The exams will include a heavy emphasis on the *application* of course materials, such as identifying symptoms, treatments, and concepts through examples and case studies/vignettes. Each regular exam will include 75 multiple-choice questions.

Exam Schedule: You will complete all of your exams in the Boise State Blackboard Testing Center, which is located on the fourth floor of the education building. The testing center is open from 8am to 8pm on the days exams are scheduled for this class. You will need to schedule your time to take the exams directly through the testing center during the following date ranges. Please see the blackboard testing center website for additional information and to schedule your testing time: <http://ctl.boisestate.edu/idea/tools-and-facilities/online-testing-center/>

- 1. Exam 1 (Chapters 1, 2, 3): 2/4-2/5
- 2. Exam 2 (Chapters 4, 5, 7): 3/3-3/4
- 3. Exam 3 (Chapters 14, 12, 8): 4/4-4/5
- 4. Exam 4 (Chapters 9/11, 10, 16): 5/3-5/5

Exam Make-Up Policy: If a student must miss an exam for any reason, arrangements must be made with Dr. Genuchi **prior** to the day of the scheduled exam. If an exam must be missed due to a personal emergency, Dr. Genuchi must be contacted by someone (not necessarily the student) **prior** to the start of the exam in order for the student to be given a make-up exam. **If these steps are not followed, there will be no make-up exam.** **Make-up exams may not be identical in format to the original exams.*

Note: Sharing information regarding exam content prior to the final completion of the exam or turning in any work that was completed by anyone other than you is a violation of the Boise State University Student Code of Conduct regarding academic honesty (see below).

A violation [of academic honesty] may include cheating, plagiarism, or other forms of academic dishonesty. All assignments submitted by a student must represent her/his own ideas, concepts, and current understanding or must cite the original source. Academic dishonesty includes assisting a student to cheat, plagiarize, or commit any act of academic dishonesty. Attempts to violate academic integrity do not have to be successful to be considered academic dishonesty. Academic dishonesty includes turning in substantial portions of the same academic work to more than one course without the prior permission of the faculty members (Student Code of Conduct, Article 4, Section 1).

Grading: The following is the proposed grading schedule:

Total Point Breakdown:	
Exams: 4@75 each	300
Extended Learning Essay	100
<i>LearnSmart</i> Problem Sets: 12@5 each	60
Interactive Case Studies 6@5 each	30
Possible Extra Credit Assignments	(30)
<hr/>	
Total points	490

96-100% =	A+
90-95%=	A
86-89%=	B+
80-85%=	B
76-79%=	C+
70-75%=	C
66-69%=	D+
60-65%=	D
Less than 60% =	F

Abnormal Psychology Class Schedule: Spring 2016

This is a *working* syllabus. Changes may be necessary as we proceed through the semester. Please be flexible, and you will be notified in class and/or via email of any changes in the schedule. Please check your BSU email *regularly* for any updates.

Date	Reading & Assignments
Jan 12	Class Introduction
14	Chapter 1: Looking at Abnormality
19	Chapter 1 (cont.) LearnSmart Module: Chapter 1
21	Chapter 2: Theories and Treatment of Abnormality LearnSmart Module: Chapter 2
26	Chapter 2 (cont.)
28	Chapter 3: Assessing and Diagnosing Abnormality LearnSmart Module: Chapter 3
Feb 2	Chapter 3 (cont.)
4	NO CLASS
9	Chapter 4: The Research Endeavor LearnSmart Module: Chapter 4
11	Chapter 4 (cont.)
16	Chapter 5: Trauma, Anxiety, & Obsessive Compulsive Disorders LearnSmart Module: Chapter 5
18	Chapter 5 (cont.) Case Study: Trauma and Stress Disorders
23	Chapter 5 (wrap up) Chapter 7: Mood Disorders and Suicide
25	Chapter 7 (cont.) LearnSmart Module: Chapter 7
March 1	Chapter 7 (cont.) Case Study: Bipolar Disorders
3	NO CLASS
8	Chapter 14: Substance Use and Gambling Disorders LearnSmart Module: Chapter 14

Date	Reading & Assignments
10	Chapter 14 (cont.) Case Study: Substance Use Disorders
15	Chapter 12 : Eating Disorders LearnSmart Module: Chapter 12
17	Chapter 12 (cont.) Case Study: Eating Disorders
21-25	NO CLASS – Spring Break
29	Chapter 8: Schizophrenia Spectrum Disorders LearnSmart Module: Chapter 8
31	Chapter 8 (cont.) Case Study: Psychotic Disorders
April 5	NO CLASS
7	Chapter 9: Personality Disorders Extended Learning Assignment Due
12	Chapter 9 (cont.) Case Study: Obsessive Compulsive Disorders
14	NO CLASS - Assigned Video from HBO's <i>The Alzheimer's Project</i> Watch this 2-part (2 hours) documentary on recent scientific discoveries on Alzheimer's <i>Momentum in Science, Parts 1 & 2</i> : http://www.hbo.com/alzheimers/momentum-in-science.html
19	Chapter 10: Neurocognitive and Neurodevelopmental Disorders LearnSmart Module: Chapter 10
21	Chapter 10 (cont.)
26	Chapter 16: Mental health and the Law LearnSmart Module: Ch.16
28	Chapter 16 (cont.) Extra Credit Assignment Due

Extra Credit

1. Attendance: Students who achieve 90% attendance (or greater) on the days attendance is taken will receive 10 extra credit points.
2. During this course we will be discussing interventions for various psychological disorders. For extra credit, you have the opportunity to become more familiar with a specific psychosocial intervention. You may choose to complete one of the following two extra credit options **(worth 20 points upon full completion)**.

OPTION 1: One primary intervention for a range of psychological concerns is individual counseling. To receive extra credit, you will meet with a counseling trainee in the BSU counselor education graduate program for two sessions of counseling (2 hours). The purpose of this experience is to provide you with an opportunity to experience a counseling environment and for the trainees to gain valuable counseling experience. What you discuss in the sessions is confidential, so I will receive no information on what you discuss. However, I will receive a summary report from the counseling department to inform me who completed two sessions. **In order to receive credit for this assignment you must turn in a 1-2 page reflection paper (does not have to be formatted in APA style), via Blackboard, in which you describe your counseling experience.** You might discuss some of the following: How did you feel before and after? What was the counselor like? Was the experience similar to or different than what you expected? What kind of questions were you asked? What did you like or dislike about the experience? *I do not expect you to disclose any information about what you actually discussed in your sessions.* If interested, you will sign up during class time (date TBA – usually during the first 2 weeks of class), and then you will be contacted by a counseling trainee via email. If you miss the sign-up date, it is your responsibility to contact the BSU counseling department and sign-up for extra credit.

OPTION 2: During the course of this semester, we will discuss a wide range of psychosocial and medical interventions for psychological disorders. To receive extra credit, you must write a 3-5 page research paper in APA style in which you describe a specific intervention for a psychological disorder. For example, you might discuss cognitive behavioral treatment of depression, Dialectical Behavior Therapy for Borderline Personality Disorder, graded exposure treatment for phobias, electroconvulsive therapy, antipsychotic medications, interpersonal therapy for depression, etc.

**Abnormal Psychology ELA
Grading Rubric**

Here is the guide that I will use to grade your essays

	Points Possible
Format	10
APA style used	
Neat	
Cover page included	
Reference page included	
Body a maximum of 5 pages/min 3 pages	
Grammar	20
Proper grammar used	
Good sentence and paragraph construction	
Accurate spelling	
Appropriate inclusive language	
Content	60
Covered all essay specific content areas from the syllabus	
Well organized	
Ideas flowed well throughout the paper	
Supported any hypotheses/conclusions made with source material from the actual DSM-5	
Full rationale provided for diagnoses	
Examples from movie used to support the diagnoses	
Covered topic thoroughly	
Demonstrated an understanding of the topic	
References	10
Adequate number to cover topic	
cited correctly in text	
listed correctly on reference page	
Video title and source included in APA style in text and In the reference page	
(late) -5pts/day	_____

Total points	_____/100
Letter grade	_____

Comments:

**CONSENT AGENDA
DECEMBER 15, 2016**

PSYC 331 and PSYC 331G: PSYCHOLOGY OF HEALTH

Fall 2015

ILC 118

10:30-11:45 TuTh

3 credit hours

Professor: Dr. Mary Pritchard

Office: E615

Office hours: 10:00-10:30 & 12:00-1:30 TuTh

Email: marypritchard@boisestate.edu

Teaching Assistant: Leslie Maggard

Office: CA 155

Office hour: 11:30-1:00 M

Email: lesliemaggard@u.boisestate.edu

Teaching Assistant: Azra Muranovic

Office: CA 155

Office hour: 2:00-4:00 M

Email: azramuranovic@u.boisestate.edu

Directions to the TA office:

CA 155: The TA office is in the old Health and Wellness building (the white round one that used to be a hamburger stand across University Dr. from the Public Affairs and Arts building).

REQUIRED TEXT:

Straub, R. O. (2014). *Health psychology: A biopsychological approach (4th ed)*. New York, NY: Worth Publisher.

The Turning Point Response Card XR clicker or Turning Point license for your Smart Phone is required for this class.

Note: Text is on reserve in the library.

CATALOG DESCRIPTION:

Principles that have emerged from the experimental analysis of behavior will be examined. The principles include, but are not limited to, operant and classical conditioning. The course will deal with applications of these principles to the understanding and change of phobias, obesity, smoking, alcoholism, aberrant sexual behavior, and similar problems. PREREQ: PSYC 101, PSYC 295 or MATH 254 and upper division standing.

COURSE OBJECTIVES:

This course will focus upon how biological, psychological, cultural, and social factors affect health and illness. We will discuss the best ways to promote healthy living and prevent disease and how people react psychologically when they are diagnosed with

CONSENT AGENDA DECEMBER 15, 2016

an illness or asked to make lifestyle changes (e.g., controlling cholesterol, starting an exercise program). We will also cover the influence of stress, coping, personality, culture, and family influences on health as well as health intervention at the level of individual, family, and community. We will discuss not only how individuals with different cultural backgrounds (race, ethnicity, country of origin) face different health issues, but also how cultural differences may affect adherence to prevention and treatment plans. Finally, we will discuss how health promotion and education messages need to be sensitive to individuals from differing cultural, educational, and social backgrounds and discuss how to best target health messages to differing groups of individuals.

LEARNING OUTCOMES:

At the successful completion of this course, students will be able to understand and communicate:

- basic research methodologies used by health psychologists
- the importance of psychosocial factors in health outcomes
- the importance of cultural factors in health outcomes and intervention methods
- their own health risks
- how to design an effective health intervention for themselves or a segment of the community
- how treatment protocols are changing in America today (e.g., CAM)
- allow students to better empathize with current health issues faced by the community

Email Policy

When emailing a TA, please contact the TA who is assigned to your last name. You should email a TA if you have questions about the syllabus, content discussed in class, or assignments. You should email me if you have any personal questions or questions that extend beyond what was discussed in class. If you have a question about your grade on an assignment, please contact your TA first. If the issue is still not resolved, you are welcome to contact me. If you have an issue with your exam, please contact me. Please be courteous and respectful when emailing myself or the TAs. We will do the same.

COURSE OVERVIEW:

Class meetings will combine lecture, discussion, demonstrations, activities, and video clips. The basic lecture notes can be found on Blackboard at <http://blackboard.boisestate.edu> under the Course Documents/Lecture Notes folder. We will be using the “clickers” regularly in order to make each session interactive; I encourage questions and comments. You are responsible for all information presented in each meeting, even when you are absent.

ATTENDANCE:

Regular attendance is expected and attendance will be taken at each class using your Clickers. **Note: You have a one week grace period to purchase and register your clicker. Thereafter you are responsible for bringing it to class every day for attendance purposes.** Attendance questions will be thrown in at random times during the

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lectures. There will be approximately 150 attendance questions throughout the semester. However, total attendance points will be 160 – thus if you miss class a few times, you will not lose points. If you miss a class, you should obtain notes from a classmate because you will be responsible to know this information for exams. Note that a portion of these attendance points have been allocated to the last few weeks of class, as I expect you to attend all final project presentations as well as the graduate student presentations.

QUIZZES:

There will be 12 weekly 5-item quizzes worth 10 points each (2 pts per question) over the module materials. Quizzes will consist of multiple choice questions, true/false, and/or matching. All quizzes will be timed (1 minute per question) and taken on your own time via BB. The quiz will automatically close when your time is up. Quizzes open each Tuesday after class and remain open until Sunday at midnight. As you have five full days to take each quiz, make-up quizzes will not be allowed. You may drop your lowest quiz score. If you have a disability or language problem that might hinder your performance on exams, please let us know prior to the first quiz. With documentation, arrangements may be made for an alternative quiz.

EXAMS:

There will be four exams worth 100 points each over the material from lecture, the text, and any films shown in class. Exams will consist of 35 multiple choice questions worth 2 points each and 3 short answer questions worth 10 points each (you will be allowed to pick 3 of 5 short answers). Approximately one-third of the material on the exams will be from the quizzes and two-thirds from the text and lecture. All exams will be given on-line in the Blackboard testing center on the 4th floor of the Education building. You must schedule your exam with the testing center. You cannot simply show up and take it due to the size of the class. To schedule your exam, go to: <https://atapps.boisestate.edu/elearning/testinglab/student/scheduler/default.asp>. You will have a one week timeframe in which to take each exam. Make sure you take your exam during the allotted week. **Make up exams will not be allowed.**

If you have a disability or language problem that might hinder your performance on exams, please let me know prior to the first exam. With documentation, arrangements may be made for an alternative test.

REQUIRED PAPERS

This assignment will familiarize you with your own family health history and help you analyze your own lifestyle choices that may contribute to health problems or premature aging.

Paper 1

- 1) Go to the website <http://www.realage.com/>, click on Take the Test and complete the website in order to calculate your real age. **Print out your results and turn in the summary page along with your paper (5 pts).**

**CONSENT AGENDA
DECEMBER 15, 2016**

- 2) Write a two page double-spaced perspective paper analyzing your results **and list and describe in detail three ways you could easily make positive changes in your health based on your results** (e.g., floss daily, wearing your seat belt, cut back on nicotine, exercise for 30 min 3/week, eat more fish, etc.; **10 pts**).

This paper is due Tuesday, September 8th in class and is worth 15 points.

Paper 2

Pick one health behavior from your real age test that you intend to change. Pick a model (e.g., transtheoretical model, theory of planned behavior) of behavior change to help you design an intervention. Find 3-5 references (at least 3 of these must be journal articles) that pertain to your intervention (e.g., health belief model effectiveness, what works when trying to quit smoking, etc.). Write a 4-6 page research paper (not including the title page and reference page) that describes the literature concerning your intervention as well as a proposed intervention (think intro and method of a research methods paper). This intervention should be something you could reasonably do over the next month. This paper should be APA style.

This paper is due in class Thursday October 15th and is worth 50 points. See grading rubric in the Assignments folder on BB.

Paper 3

After spending approximately one month trying your intervention, go back and re-take your real age test.

- 1) Go to the website <http://www.realage.com/>, click on Take the Test and complete the website in order to re-calculate your real age. **Print out your results and turn in the summary page along with your paper (5 pts).**
- 2) Write a 2-3 page perspective paper analyzing the effectiveness of your intervention. Were you successful in your behavior change? Why or why not? What are you going to stick to? If you had to do it all over again would you do anything differently **(30 pts)**.

This paper is due Thursday, November 12th in class and is worth 35 points. See grading rubric in the Assignments folder on BB.

SERVICE LEARNING:

To better reinforce course theory and to learn more about the health issues faced by our community, students in this course are required to complete 15-20 hours of Service Learning at a local agency (see SL under the BB Assignments folder). **Note: You must sign up for an SL agency by 5pm on September 4th as orientations begin the following week.**

GRADUATE STUDENT RESEARCH PROJECT:

In addition to the other course requirements, graduate students will be required to give a 30-minute presentation on a health topic of their choice/expertise. Students will present topic ideas to Dr. Pritchard for approval by the third week of class and we will work together to decide where the presentation would best fit. This is worth 100 points of your final course grade. Rough drafts of presentations are due one week prior to presentation date.

ACADEMIC DISHONESTY:

Academic integrity is very important to me. Cheating in any form detracts from your learning and is not fair to your classmates. Thus, all assignments and exams must be your own work. The Student Code of Conduct, which includes information on academic dishonesty and describes the reporting and the Conduct hearing processes, can be found at: <http://deanofstudents.boisestate.edu/student-code-of-conduct/>. Please familiarize yourself with this information. All instances of misconduct (e.g., cheating on a quiz or an exam, plagiarizing a paper) will receive a zero for the assignment/exam/quiz and be reported to the Student Conduct Office.

REALITY CHECK:

We want you to succeed in this course, but you need to realize that this is a 300 level course, and, as such, the expectations for the quality and quantity of your work are substantially greater than for a 100 level course. For some students, this may require a significant increase in the effort you must apply to study in order to be successful in the course. We expect that you know how to utilize library and internet resources of sufficient quality and credibility to write a high quality paper. We expect that you will properly cite all sources used in your papers. We also expect that your papers will demonstrate that you have thought about the concepts and not just regurgitated your sources. Thus, you should minimize the use of quotations in your papers. It is not unusual to have some difficulty in the transition from a 100 level course to a 300 level course. Thus, if you are unclear about our expectations or how to best study or manage your time to complete the work required for this course, please come see us during office hours. If you are concerned about your writing, I would also encourage you to go to the Writing Center and/or turn in drafts of your papers early to us for feedback.

STATEMENT OF SHARED VALUES:

We will be discussing a few controversial issues in this course. I value your input on these and any other issues we may discuss in class. I want to create a safe place for you to vocalize your opinions. Thus, we will abide by Boise State's statement of shared values in this course (<http://president.boisestate.edu/values/statement-of-shared-values/>).

Boise State University is committed to personal and social development, educational excellence, and civic engagement. Membership in the campus community is a privilege and requires its members to conduct themselves ethically with integrity and civility. Campus community members enjoy the same rights and freedoms that all U.S. citizens enjoy, including personal responsibility for one's own conduct, behavior and speech.

CONSENT AGENDA DECEMBER 15, 2016

In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. “Being civil means being constantly aware of others and weaving restraint, respect and consideration into the very fabric of this awareness,” (Forni, 2002, p. 9).

Higher education has the duty to educate students to be responsible citizens. Boise State strives to provide a culture of civility and success where all feel safe and free from discrimination, harassment, threats or intimidation.

Boise State University upholds the following values as the foundation for a civil and nurturing environment. Campus community members are expected to adhere to these common values (Josephson, 2002).

Academic Excellence – engage in our own learning and participate fully in the academic community’s pursuit of knowledge.

Caring – show concern for the welfare of others.

Citizenship – 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 – expect equality, impartiality, openness and due process by demonstrating a balanced standard of justice without reference to individual bias.

Respect – 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 doesn’t resort to intimidation, coercion or violence to persuade.

Responsibility – 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 – demonstrate honesty in our communication and conduct while managing ourselves with integrity and reliability.

**CONSENT AGENDA
DECEMBER 15, 2016**

GRADES:

The final grade will be calculated based on total points earned from the exams, paper, quizzes, service learning, and final project. The maximum number of points in this class is 1060 for undergraduate students and 1160 for graduate students. Assignment of final grades will be made according to the following percentage scale:

Grade Breakdown:

Undergraduate Students

<i>Attendance Points</i>	<i>150 points</i>
<i>Quizzes</i>	<i>110 points</i>
<i>Exams</i>	
Exam 1	<i>100 points</i>
Exam 2	<i>100 points</i>
Exam 3	<i>100 points</i>
Exam 4	<i>100 points</i>
<i>Service Learning</i>	<i>300 points</i>
<i>Real Age Papers</i>	<i>100 points</i>
TOTAL	<i>1060 points</i>

Grading Scale

Points Needed	Designation	Final Grade
949-1060	Distinguished	A
843-948	Superior	B
737-842	Average	C
631-736	Below Average	D
Below 630	Failure	F

***Note: I do not use the +/- system as I think that hurts more students than it helps.**

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Revisions will be documented in an announcement on the Blackboard course site.

If you disagree with the policies described in this syllabus, you should drop the course. To remain in the course is to accept the policies as stated herein and those as stated during the semester by the instructor.

CONSENT AGENDA **DECEMBER 15, 2016**

Graduate Students

<i>Attendance Points</i>	<i>150 points</i>
<i>Quizzes</i>	<i>110 points</i>
<i>Exams</i>	
Exam 1	<i>100 points</i>
Exam 2	<i>100 points</i>
Exam 3	<i>100 points</i>
Exam 4	<i>100 points</i>
<i>Service Learning</i>	<i>300 points</i>
<i>Real Age Papers</i>	<i>100 points</i>
<i>Graduate Student Presentation</i>	<i>100 points</i>
TOTAL	<i>1160 points</i>

Grading Scale

Points Needed	Designation	Final Grade
1038-1160	Distinguished	A
922-1037	Superior	B
806-921	Average	C
690-805	Below Average	D
Below 690	Failure	F

***Note: I do not use the +/- system as I think that hurts more students than it helps.**

Modification of the Syllabus and Schedule

I reserve the right to modify the syllabus and schedule at any time. Revisions will be documented in an announcement on the Blackboard course site.

If you disagree with the policies described in this syllabus, you should drop the course. To remain in the course is to accept the policies as stated herein and those as stated during the semester by the instructor.

**CONSENT AGENDA
DECEMBER 15, 2016**

TENTATIVE COURSE OUTLINE

PSYC 438/PSYC 438G COURSE SCHEDULE					
Week	Tuesday		Thursday		Quiz
1	Aug 25	Introduction; Chapter 1 (pp. 1-7 up to Health and Illness: Lessons from the Past; 17-30 up to FAQs)	Aug 27	Service Learning Project Descriptions; Chapter 2	Ch. 1 & 2
2	Sept 1	Chapter 3	Sept 3	Chapter 4	Ch. 3 & 4
3	Sept 8	Chapters 4 & 5	Sept 10	Chapter 5	Ch. 4 & 5
4	Sept 15	NO CLASS – Take Exam 1	Sept 17	Chapter 6	Ch. 6
EXAM 1 must be taken between Monday 9/14 and Thursday 9/24 in the Blackboard Testing Center. No books or notes are allowed.					
5	Sept 22	Chapter 7	Sept 24	Chapter 8	Ch. 7 & 8
6	Sept 29	Chapter 8; SL Reflection Paper 1 & Opt-out Interview 1 Due Class Discussion #1	Oct 1	Chapter 9	Ch. 8 & 9
7	Oct 6	Chapter 9	Oct 8	No CLASS, Take Exam	Ch. 9
EXAM 2 must be taken between Tuesday 10/6 and Friday 10/16 in the Blackboard Testing Center. No books or notes are allowed.					
8	Oct 13	Chapter 10	Oct 15	Chapter 10	Ch. 10
9	Oct 20	Chapter 11	Oct 22	Chapter 12	Ch. 11 & 12
10	Oct 27	Chapter 13	Oct 29	No CLASS, Take Exam	Ch. 13
EXAM 3 must be taken between Tuesday 10/27 and Friday 11/6 in the Blackboard Testing Center. No books or notes are allowed.					
11	Nov 3	Chapter 14	Nov 5	Reflection Paper 2 & Opt-out Interview 2 Due Class Discussion #2	Ch. 14 & 15
12	Nov 10	Chapter 15	Nov 12	Chapter 15	Ch. 15
13	Nov 17	Graduate Student Presentations	Nov 19	No CLASS, Take Exam	
EXAM 4 must be taken between Tuesday 11/17 and Friday 12/4 in the Blackboard Testing Center. No books or notes are allowed. Note: The Testing Center is closed during Thanksgiving Break.					
Thanksgiving Break					

**CONSENT AGENDA
DECEMBER 15, 2016**

14	Dec 1	Final Project Presentations	Dec 3	Final Project Presentations	
15	Dec 8	Final Project Presentations	Dec 10	Final Project Presentations	

Schedule of Assignments and Due Dates

TASK	DUE DATES	APPLIES TO
Quizzes	Sundays at midnight	All students
Real Age Paper 1	9/8	All students
Graduate Student Presentation Topic	9/10	Graduate students
Exam 1	9/14-9/24	All students
SL Orientation	9/24	All students (note: if you opted out of SL, please see SL requirements for your due dates)
SL Reflection Paper 1 Due/ Opt-out Paper 1 Due	9/29	All students (note: if you opted out of SL, please see SL requirements for your due dates)
Exam 2	10/6-10/16	All students
Real Age Paper 2	10/15	All students
Exam 3	10/27-11/6	All students
First half SL hours due	11/1	All students (note: if you opted out of SL, please see SL requirements for your due dates)
Reflection Paper 2 & Opt-out Interview 2 Due	11/5	All students
Real Age Paper 3	11/12	All students
Exam 4	11/17-12/4	All students
Graduate Student Presentations	11/17	Graduate students – note: all students are expected to attend these presentations
SL hours due	12/4	All students (note: if you opted out of SL, please see SL requirements for your due dates)
Final project	12/1-12/10	All students

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016**

TAB	DESCRIPTION	ACTION
1	COLLEGE OF WESTERN IDAHO – BIENNIAL PROGRESS REPORT	Information Item
2	ROLLING CALENDAR MEETING LOCATIONS	Motion to Approve
3	PUBLIC SCHOOL FUNDING INTERIM COMMITTEE – SURVEY UPDATE	Information Item
4	DIRECT ADMISSIONS REPORT	Information Item
5	2017 LEGISLATION – ADDITIONAL	Motion to Approve
6	BOARD POLICY - BYLAWS – FIRST READING	Motion to Approve
7	BOARD POLICY I.M. ANNUAL PLANNING AND REPORTING – FIRST READING	Motion to Approve
8	BOARD POLICY I.T. TITLE IX AND III.P. STUDENT APPEALS – FIRST READING	Motion to Approve
9	BOARD POLICY I.V. CAREER TECHNICAL EDUCATION – INDUSTRY PARTNER FUND – SECOND READING	Motion to Approve
10	TEACHER PREPERATION PROGRAMS – EFFECTIVENESS MEASURES	Motion to Approve

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COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND

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

IMPACT

CWI's strategic plan drives the College'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, Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – CWI Progress Report

Page 3

BOARD ACTION

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

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Facts at a Glance

COLLEGE AND STUDENT INFORMATION

CWI n PROGRAMS

About College of Western Idaho

College of Western Idaho (CWI) is a comprehensive community college offering Academic Transfer and Career and Technical Education programs, Workforce Development training, and Basic Skills Education. CWI is the state's *largest community college* and was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007.

CWI Institutional Priorities:



#1

STUDENT SUCCESS



#2

EMPLOYEE SUCCESS



#3

FISCAL STABILITY



#4

COMMUNITY CONNECTIONS



#5

INSTITUTIONAL SUSTAINABILITY

Delivery Methods¹

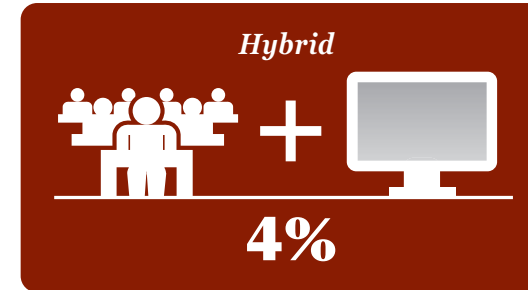


70%

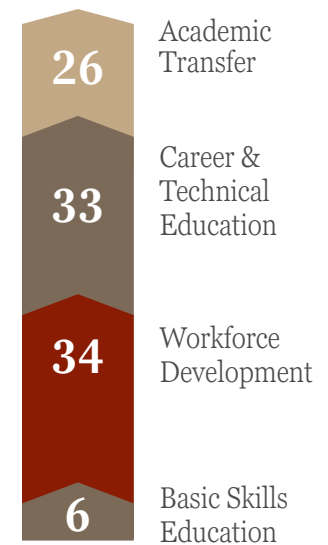


26%

CWI offers
7 degrees
fully online



Number of Programs



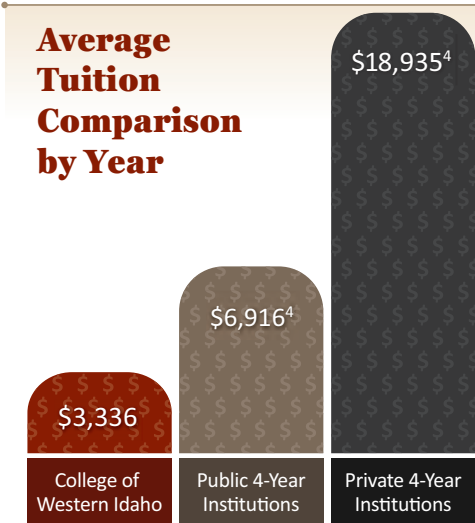
Tuition & Fees

College of Western Idaho

Year²

In-District Idaho Resident Tuition	\$3,336
Books & Supplies	\$696
Total	\$4,032
Out-of-District Idaho Resident Tuition	\$4,336
Out-of-State and International Tuition	\$7,344
Dual Credit High School Students	\$65/credit
Tech Prep High School Students	\$19/credit
Basic Skills Education and GED Preparation	FREE
Workforce Development ³	Fees Vary

Average Tuition Comparison by Year



CWI Mission

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho.

CWI's tuition and fees is \$139/credit hour.

¹ Information based on credit student counts and may include duplicated headcount based on students taking multiple delivery methods. Basic Skills Education is 100% traditional delivery and Workforce Development (WD) offers a variety of all three methods. ² Estimated costs for a full-time (12 credits) undergraduate student. Transportation and living expenses will vary depending on circumstances. ³ Workforce Development (noncredit) class fees vary based on content and delivery. ⁴ Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO). (August 2016). *Higher Education in Idaho 2015-2016*. Retrieved from <http://www.iacrao.net/Download.aspx?fileid=3>.

CWIC COLLEGE ENROLLMENT

Enrollment & Statistics

Total Students Served Annually:
24,265⁵

13,766

Credit Students (Fiscal Year 2016)

Academic Transfer	8,377
Dual Credit ⁶	4,180
Career & Technical	1,209

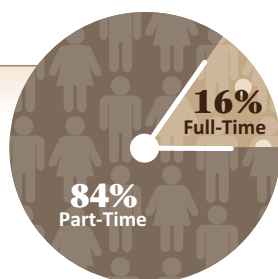
10,499

Noncredit Students (Fiscal Year 2016)

Basic Skills Education	2,395
Workforce Development	8,104

Part-Time vs. Full-Time⁷

36%
of part-time
enrollment is
dual credit



Full-Time Equivalent
5,473

23.7%
Increase in dual
credit enrollment

Student/
Teacher
Ratio⁸:

24:1

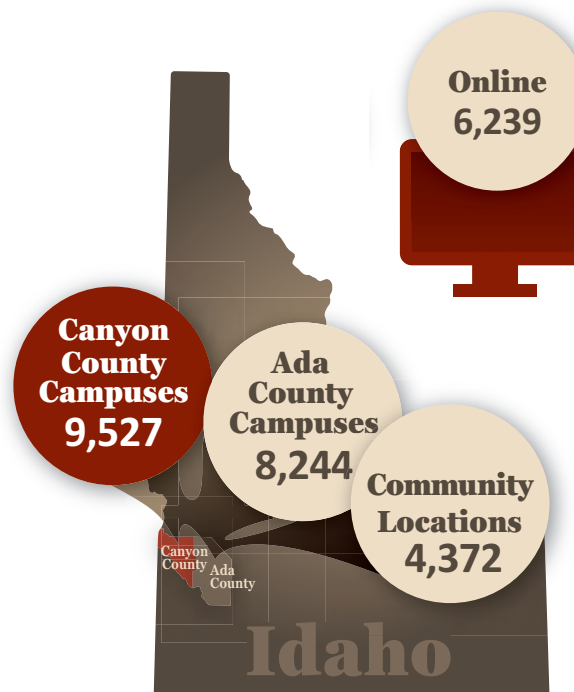
17

Average
Class
Size⁹

Degree
Seeking
Veterans¹⁰:

676

Students Served by Location¹¹



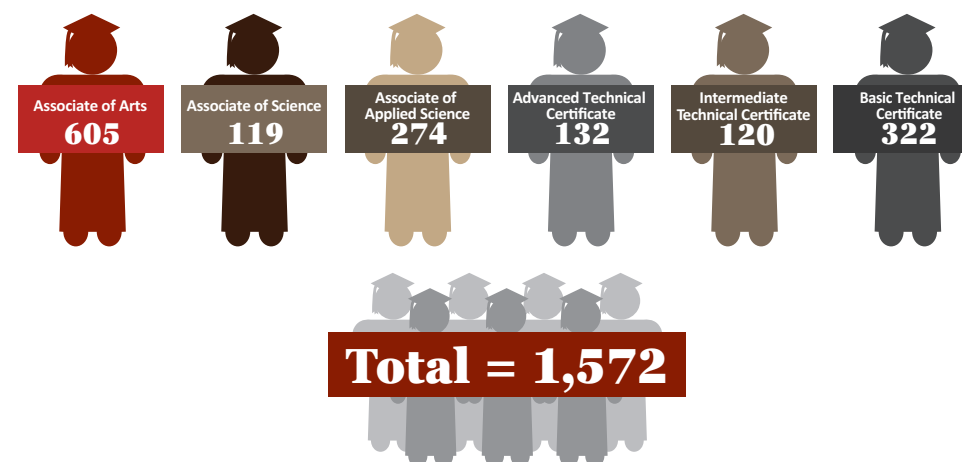
11.65% Increase in degrees
awarded in 2016

92.3% Positive placement
of career-technical
students¹²

18 Individual
National Gold
Medal Winners

4X Speech and
Debate National
Champions

2015-2016 Degrees & Certificates Awarded

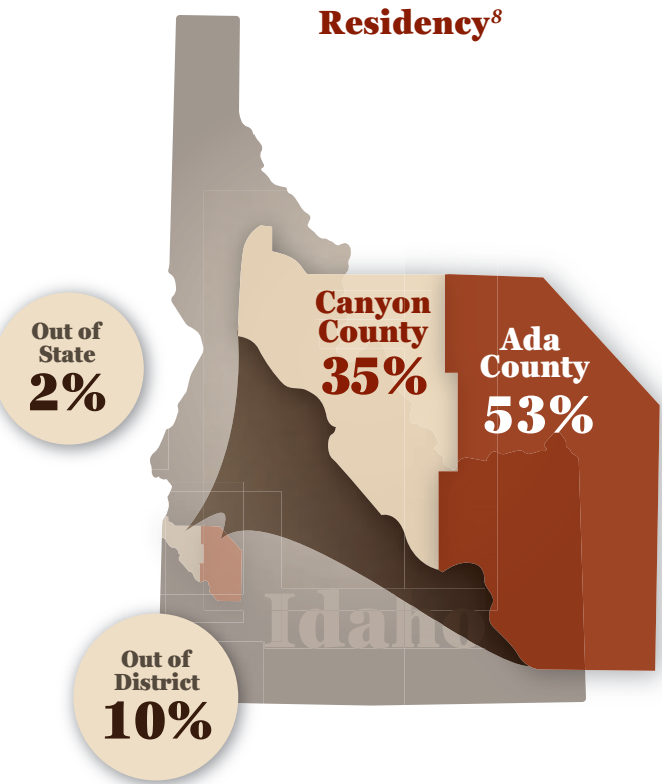


Students

⁵ Total Headcount includes Fiscal Year (FY) 2016 credit and noncredit student enrollment. Previous years (2009 to 2015) included fall semester only for credit student enrollment. ⁶ Dual credit reporting changed in 2016 to be inclusive of fall and spring enrollments. The previous year (2015) included fall semester only. ⁷ Age, Gender, Residency, and Status information based on FY 2016 credit student enrollment. Part-Time includes dual credit students. ⁸ Based on FY 2016 credit student enrollment. ⁹ Based on FY 2016 credit student enrollment, core transfer classes are larger. ¹⁰ Includes self-declared veterans who may or may not be using educational benefits.

¹¹ Information includes credit and Workforce Development student counts and may include duplicated headcount as students attend multiple locations. ¹² Includes 2014-2015 graduates who are employed or seeking additional education.

CWI ■ STUDENT DEMOGRAPHICS



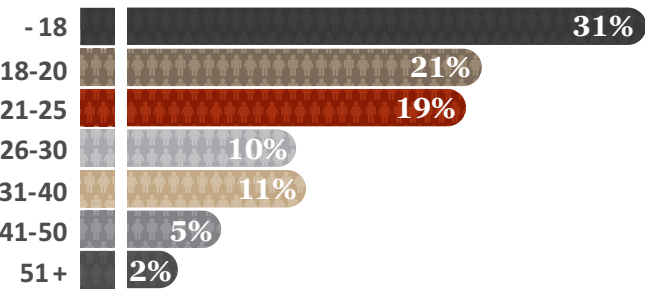
Serving a Diverse Population

Since its founding, the College of Western Idaho has embodied a culture that encourages full participation of all members of our campus community. CWI is committed to ensuring access and fair treatment to historically underrepresented populations, and promotes policies, programs, and actions that cultivate habits of inclusivity and equity. CWI is a place where multicultural competence is developed and effective and engaged citizenship is encouraged.

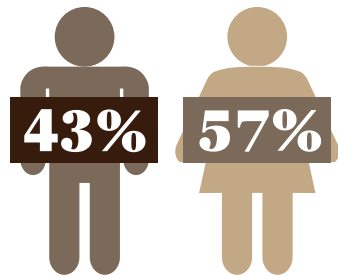
Ethnicity¹⁴

Ethnicity	Credit	Basic Skills Education	Percentage
American Indian	159	21	1%
Asian	278	244	3%
Black or African American	243	232	3%
Hawaiian/Pacific Islander	70	11	1%
Hispanic	2,095	943	19%
Multi-Racial	241	55	2%
Not Reported	1,056	—	6%
White	9,624	889	65%

Age^{8,13}



Gender⁸



Financial Aid (2015-2016)¹⁵

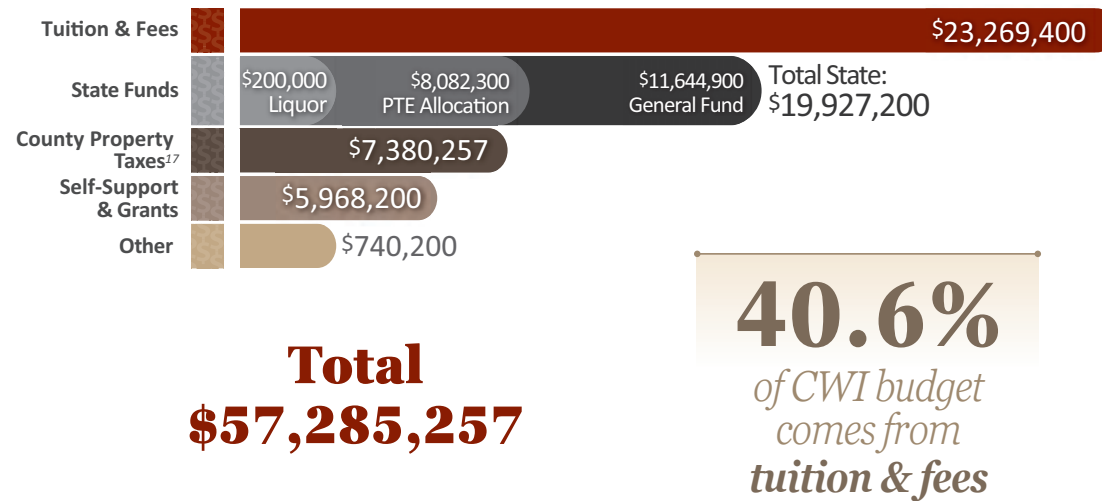


⁸ Age, Gender, Residency and Status information based on Fiscal Year (FY) 2016 credit student enrollment.
¹³ Approximately 1% of FY 2016 credit students may have an unreported birthdate.

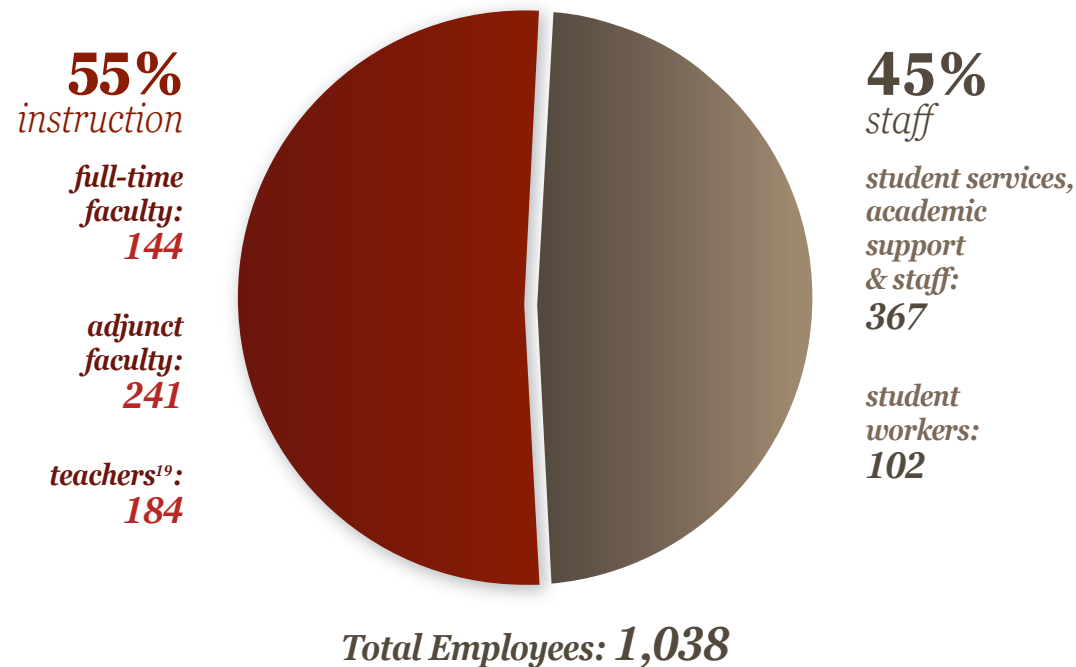
¹⁴ Information shown is based on credit and Basic Skills Education student enrollment. Ethnicity is not currently collected on Workforce Development students. ¹⁵ Information based on 2015-2016 academic year, includes students in programs leading to a degree or certificate.

CWI n COLLEGE OVERVIEW

Budget: Fiscal Year 2017¹⁶



Employees¹⁸



¹⁶ As approved by the CWI Trustees on August 16, 2016. ¹⁷ 2016 levy rate of \$15.95/per \$100,000 for Ada and Canyon County property owners. ¹⁸ Based on employee count as of Aug. 31, 2016. ¹⁹ Includes all non-credit teachers.

Locations:

• Ada County Campus

Lynx Building (ALYN) – 🏠
9300 W. Overland Rd., Boise, Idaho²⁰

Mallard Building (AMAL) – 🏠
9100 W. Black Eagle Dr., Boise, Idaho

Pintail Center (APIN) – 🏠
1360 S. Eagle Flight Way, Boise, Idaho

Quail Building (AQUL) – 🏠
1450 S. Eagle Flight Way, Boise, Idaho

• CWI Horticulture (HORT) 2444 Old Penitentiary Rd., Boise, Idaho – 🏠

• Nampa Campus

Academic Building (NCAB) – 🏠
5500 E. Opportunity Dr., Nampa, Idaho

Administration Building (NADM) – 🏠
6056 Birch Lane, Nampa, Idaho

Aspen Classroom Building (NASP) – 🏠
6002 Birch Lane, Nampa, Idaho

Micron Center for Professional Technical Education (NMPT) – 5725 E. Franklin Rd., Nampa, Idaho²⁰ – 🏠

Multipurpose Building (NCMP) – 🏠
6042 Birch Lane, Nampa, Idaho

Professional Truck Driving (NPTD) – 🏠
5252 Treasure Valley Way, Nampa, Idaho

• Canyon County Center (CYNC) 2407 Caldwell Blvd., Nampa, Idaho²⁰ – 🏠

🏠 = CWI Owns Building
🏠 = CWI Leases Building

Community Locations:

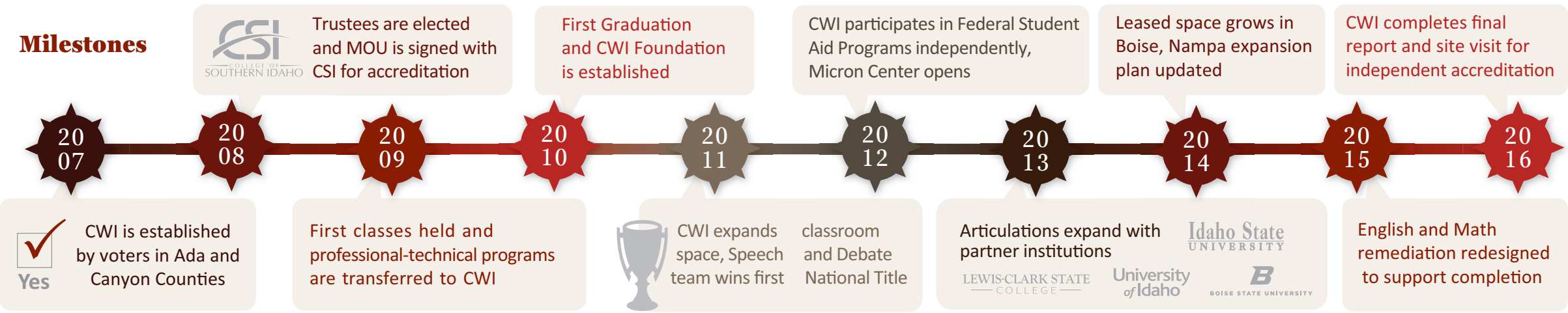
CWI offers classes at various community locations throughout the Treasure Valley area.

²⁰ One Stop Student Services location.

Accreditation:

The College of Western Idaho delivers college credit instruction, certificates and degrees through its memorandum of understanding with the College of Southern Idaho (CSI). CSI is accredited through The Northwest Commission on Colleges and Universities (NWCCU). NWCCU is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA). Credits, certificates and degrees earned at CWI appear on CSI transcripts and are transferable to four year institutions, subject to the specific policies of those institutions. Transcripts issued after September 1, 2014 may also appear on CWI transcripts and they fall under the same accreditation partnership. On January 11, 2012, NWCCU granted CWI Candidacy for Accreditation status at the associate degree level. Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation. Until separate accreditation is granted, CWI will continue to deliver college credit instruction, certificates and degrees through its contract with the College of Southern Idaho (CSI).

CWI n COLLEGE OVERVIEW



College Overview

Planning for the Future

College of Western Idaho has completed its Comprehensive Strategic Plan for fiscal years 2018 to 2022. The plan will guide CWI's operation and development starting July 1, 2017. The Comprehensive Strategic Plan is available to view online at cwidaho.cc/planning.

Some of the key components in the plan include:

- Core Ideology
- SWOT (Environmental Scan)
- Gap Analysis (Priorities for Education and Training)
- 5-Year Focus (Objectives and Indicators of Success)

core ideology

Core Values



Excellence



Innovation



Integrity



Caring



Respect

Core Themes



Student Success



Instructional Excellence



Community Connections



Organizational Stewardship



Inclusive Excellence

5-year focus

Objective	Indicator of Success
1	Advance student success
2	Promote and invest in the development of quality instruction
3	Initiate connections and partnerships to support economic development and meet community needs
4	Demonstrate fiscal stability and sustainability
5	Ensure operational sustainability and compliance
6	Foster a respectful community and be a model for organizational diversity

Next 10 Years



Consolidate and grow locations to serve 40,000+ students



Add critical in-demand programs



Address workforce skills gap



Increase post-secondary credential attainment

Board of Trustees

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Mary Niland
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Achieve More

For More Information Regarding College & Student Facts

CWI Marketing & Advancement

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Email

communications@cwidaho.cc

Visit

6056 Birch Lane, Nampa, Idaho 83687

Sign Up for CWI's eNewsletter

cwidaho.cc/subscribe



www.cwidaho.cc n 208.562.3000

- 1 ☐ **College of Western Idaho Progress Report**
December 15, 2016
- 2 ☐ **Board of Trustees**
- 3 ☐ **Strategic Plan Implementation**
 - Purpose
 - Status
 - Next Steps
- 4 ☐ **Annual Enrollment**
 - Compare years
 - F/T, P/T
 - Transfer
 - CTE
 - Workforce
 - Dual Credit
 - BSE
- 5 ☐ **Degrees and Certificates**
 - Transfer Associates (AA, AS, AAS)
 - CTE Certificates (Advanced, Intermediate, Basic)
 - Gen Ed Certificate and Future Offerings
- 6 ☐ **Economic Partners**
 - Local Organizations
 - Technical Advisory Committees
- 7 ☐ **Workforce Development**
 - WD Numbers
 - Key Industries
- 8 ☐ **Accreditation Update**
 - Status
 - Next Steps
 - List Commendations
 - Summary of Recommendations
- 9 ☐ **College Update**
 - What's Next
 - Master Plan
- 10 ☐ **Video**
 - Student success at CWI and beyond – Monarch Project
- 11 ☐ **CWI Growth**
 - Timeline Animation
- 12 ☐

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

SUBJECT

Board Meeting – Location Rotation

REFERENCE

February 2016

Board considered and rejected proposal to rotate meeting locations to each institution campus biennially rather than annually.

BACKGROUND

The regular meetings of the Board are currently rotated between each of the eight public postsecondary institution campuses, such that the four year institutions host a Board meeting each year and the community colleges and Eastern Idaho Technical College host Board meetings every other year. The current rotation schedule allows for Board members to be on campus at least once each year and allows for residents in each of the areas to attend a Board meeting without traveling to Boise.

At the February 2016 regular Board meeting the Board discussed the possibility of changing the rotation schedule to one where the institutions would host each meeting based on the same schedule while the physical location would only be on the institutions campus every other year. During the off-year the hosting institution would host the Board meeting at a location in the Treasure Valley. Travel to north and east Idaho can be time consuming and expensive due to the limited availability of flights and long distances. Board members and institution staff have both expressed an interest in reducing cost and time by conducting more of the meetings in the Boise area where it is easier to travel to, regardless of which part of the state in which they may reside. In February 2016, the Board discussed the idea and concerns were expressed that as the Board of Regents or Board of Trustees for those institutions that are under the Board's direct governance the proposed schedule could result in a disconnect of Board members from the institutions and their communities. As a result of that discussion the Board choose not to change the current rotation and instituted a change in the typical Board meeting schedule that allowed for a tour of the hosting campus at the start of each regular Board meeting. The Board has followed the new schedule for almost one year now and the item is being brought back for reconsideration and feedback on how the new meeting schedule, incorporating the campus tours, have been received.

IMPACT

Approval of the new rotation schedule would result in future meetings being hosted by an institution on the current schedule, however, approximately half of the regular meetings would be held in the Treasure Valley area.

STAFF COMMENTS AND RECOMENDATIONS

At the February 2016 regular Board meeting staff proposed the following rotation schedule:

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

February 2017 – Boise (BSU)
April 2017 – Boise (UI)
May 2017 – Retreat
June 2017 – Coeur d' Alene (NIC)
August 2017 – Boise (ISU)
October 2017 – Lewiston (LCSC)
December 2017 – Twin Falls (CSI)

February 2018 – Boise (BSU)
April 2018 – Moscow (UI)
May 2018 – Retreat
June 2018 – Idaho Falls (EITC)
August 2018 – Pocatello (ISU)
October 2018 – Lewiston (LCSC)
December 2018 – Nampa (CWI)

The proposal was discussed at the December 6, 2016 Presidents' Council meeting, with mixed feelings by the presidents. Should the Board move to a schedule where institution campuses were visited every other year rather than every year, Boise State University has offered their campus facilities should any of the hosting institutions wish to hold the meeting on Boise State University's campus. The final decision on the actual facilities would be up to the hosting institution, so as long as any such facility could meet the Board meeting requirements.

Should the Board indicate they would like to move to a rotation schedule as described herein, staff would bring back a final location rotation schedule through the Rolling Calendar at the next Board meeting. The start date for the rotations would be subject to suitable facilities being located within the Treasure Valley on the currently approved meeting dates.

BOARD ACTION

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

SUBJECT

Results – Public School Funding Formula Interim Committee Survey

APPLICABLE STATUTE, RULE, OR POLICY

HCR 33, 63rd Idaho Legislature, 2nd Regular Session (2016)

BACKGROUND/DISCUSSION

The Idaho State Board of Education and the Idaho Legislature's Public School Funding Formula Interim Committee (Interim Committee) partnered to collect public input from Idahoans on how the state's public schools are funded. Starting Tuesday, October 4, 2016, through Sunday, October 23, 2016, an online public opinion survey was available for any Idaho citizen to provide comments and opinions regarding how public school districts and public charter schools in the state are funded.

The survey was developed in support of the work of the Interim Committee, which is charged with undertaking a complete study of the public school funding formula and making recommendations for improvement. The Interim Committee will evaluate the existing formula to assess how it meets the needs of different learning modalities, serves Idaho students, and provides fiscal stability to public school districts and public charter schools.

The Interim Committee was established at the passage of HCR 33 during the 2016 legislative session. In addition to members of the House and Senate, the committee membership includes a member of the State Board of Education (Dr. Linda Clark) and the Superintendent of Public Instruction, Sherri Ybarra.

IMPACT

The results of the survey can be used to identify trends in opinions regarding the state's public school funding formula. The survey findings, along with other policy research conducted by the committee provide important background information that can assist in forming recommendations by the Interim Committee.

STAFF COMMENTS AND RECOMMENDATIONS

The Governor's Task Force for Improving Education recommended a change to the public school funding formula from Average Daily Attendance to Average Daily Enrollment/Membership. The Public School Funding Subcommittee tasked with further developing the recommendation concluded that rather than focus solely on funding based on attendance or enrollment, the entire funding formula needed to be addressed. The public schools funding formula significantly changed between 1994 and 1996, in part as a response to "adequacy and equity" lawsuits filed in 1991. Since that time the various sections of Idaho Code that establish public school funding have had amendments to specific sections in an attempt to address isolated issues, however, a systemic look at how public schools are funded in Idaho has not been conducted since that time. The Subcommittee also concluded that a potential change of such magnitude would take significant legislative buy in and support.

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The Interim Committee has been tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments. The current funding formula is being evaluated to assess its ability to address the variety of learning modalities available to students as well as increased student mobility.

BOARD ACTION

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016**

SUBJECT

Direct Admissions Report

REFERENCE

August 2015	Board approved the Direct Admission benchmark
November 2015	First Direct Admissions letters mailed to students and parents
February 2016	Deadline for applying under the Direct Admissions program

BACKGROUND/DISCUSSION

The Direct Admissions program was designed to remove barriers for students choosing to attend an Idaho public institution. Through data already collected in the Educational Analytics System of Idaho (EASI), high school seniors could be proactively admitted to Idaho public postsecondary institutions.

Through working with the Provosts and Vice Presidents of Academic Affairs at each public institution, a benchmark score consisting of a student's grade point average and college entrance exam scores was adopted. Students meeting the agreed upon benchmark would be accepted at all eight of the Idaho public institutions. Students not meeting the benchmark would be admitted to six of the Idaho public institutions.

The first letters to students and parents were sent in November 2015. A follow-up survey was sent to those students who applied to an Idaho public institution by the February deadline. This report looks at the enrollment behavior and results from the follow-up survey.

IMPACT

Recognizing the recruitment efforts by each institution, it is impossible to identify how much of the enrollment growth is caused by the Direct Admissions program. The data suggests that Direct Admissions played a role in the increases seen across the Idaho public institutions where fall 2016 growth by Idaho students who graduated high school within 12 months grew by 6.7% statewide over fall 2015.

ATTACHMENTS

Attachment 1 – Draft Direct Admissions Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to answer questions that the Board may have regarding the Direct Admissions program.

BOARD ACTION

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

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Idaho State Board of Education Report on Direct Admissions

2016



At the August 2015 meeting of the Idaho State Board of Education, the Board unanimously approved a new program titled “Direct Admissions” to be rolled out in the fall of 2015. This program allowed the State Board to proactively admit students into Idaho’s public postsecondary institutions by considering a high school student’s college entrance exam score, total credits earned, and cumulative Grade Point Average (GPA) through the end of the student’s junior year.

Group of 6 vs. Group of 8

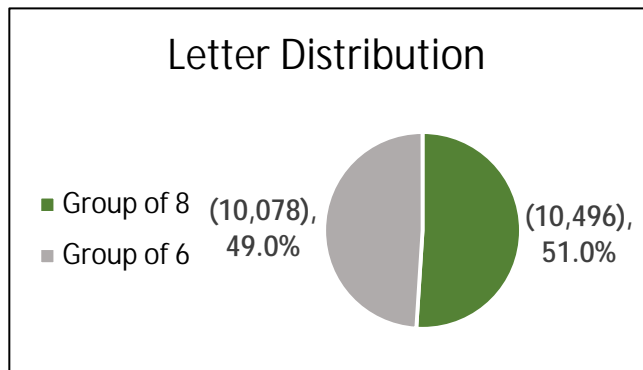
Based on a student’s total credits earned, cumulative GPA, and college entrance exam (SAT/ACT) score, students and parents were sent a letter indicating that the student had been accepted to all eight public institutions or six public institutions. These institutions can be seen in the following table.

Group of 6	Group of 8
College of Southern Idaho College of Western Idaho Eastern Idaho Technical College Lewis-Clark State College North Idaho College Idaho State University - College of Technology	College of Southern Idaho College of Western Idaho Eastern Idaho Technical College Lewis-Clark State College North Idaho College Idaho State University Boise State University University of Idaho

For the graduating class of 2015, letters were sent to 20,574 seniors and parents/guardians. The following chart identifies how many students received each type of letter.

Enrollment

The Office of the State Board of Education calculates enrollment based on a point-in-time. This census date for the fall semester is October 15th. The following table shows the enrollment for the class of 2015 (prior to Direct Admissions) and the class of 2016 at the subsequent census date.



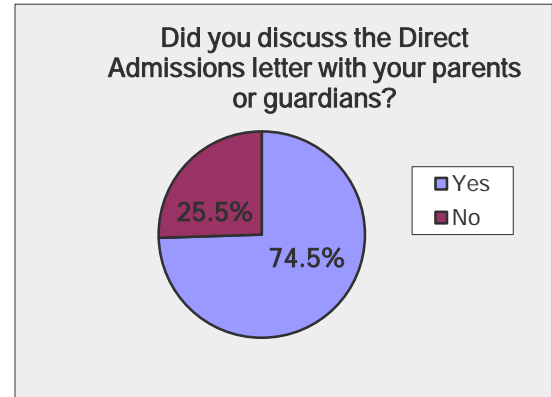
**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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The class of 2015 had 5,354 students enroll at an Idaho public institution the subsequent fall. After Direct Admissions had been implemented, that number increased to 5,712 or a growth of 358. That growth represents a 6.7% increase. Increases were seen at both 4-year institutions and 2-year institutions. The appeals window for graduation data for the class of 2016 has not yet closed, so calculating the percentage of graduates going to postsecondary is not possible at this time.

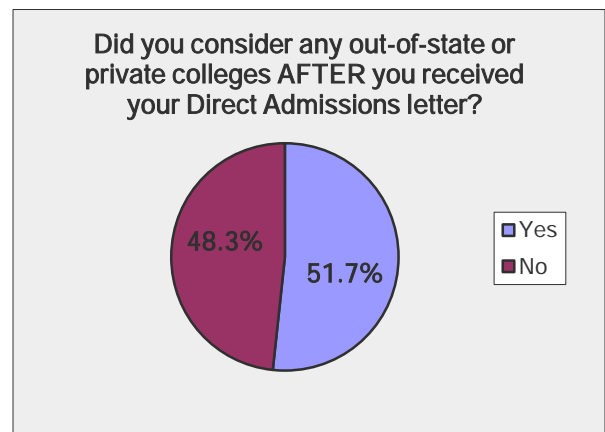
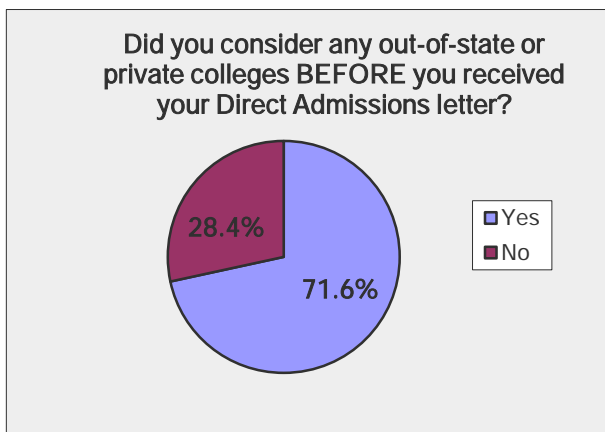
Qualitative Analysis

In April 2015, a survey was set to 8,343 students who were set to graduate from high school that spring and had already applied to college for the fall semester. Seventeen percent of students surveyed responded.

Approximately 75% of students surveyed responded that they discussed the Direct Admissions letter with a parent or guardian. This was in contrast to approximately 25% who responded that they discussed the letter with a teacher or counselor.



After students received their letters, the number of students considering out-of-state or private institutions dropped by almost 20 percentage points. More than 30% of students surveyed indicated that Direct Admissions had medium-to-high impact on their decision to attend college.



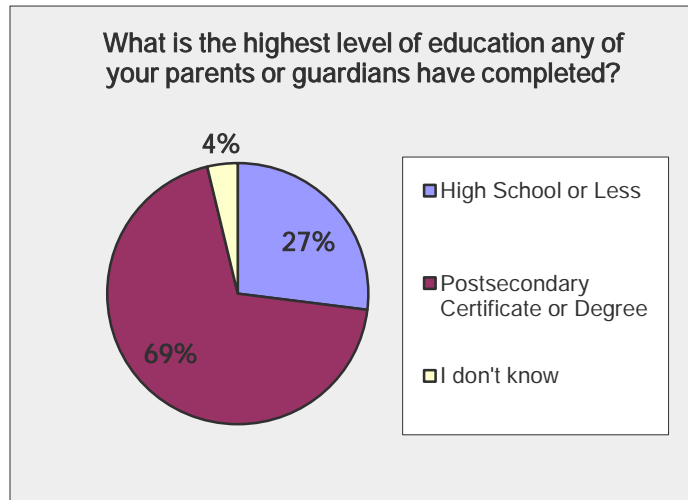
Direct Admissions was a factor in students' decisions, but it was not the most important factor. Surveyed students responded that their top three considerations on selecting the school they attended were:

1. The degree programs or courses offered
2. The cost of attending the particular institution
3. The perceived return on investment

More than 25% of respondents identified as a first-generation student.

Summary

The data indicate that after the implementation of Direct Admissions, Idaho saw an increase in the number of high school graduates going directly to college. Students were very likely to discuss Direct Admissions with their parents. Students indicated that they were more likely to consider an Idaho public institution after receiving their Direct Admission letter.



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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016**

SUBJECT

Legislation – 2017 Session

REFERENCE

June 2016	The Board approved 28 legislative ideas to be submitted through the Governor's Executive Agency Legislation process for the 2017 Session and authorized the Executive Director to identify additional potential legislation for submittal.
August 2016	Board approved FY18 Line Items, including funding for the Adult Completers Scholarship
September 23, 2016	Board approved 2017 Legislative Agenda
October 2016	Board received an update from the STEM Action Center, including benefits on the establishment of a public school STEM designation.

BACKGROUND/ DISCUSSION

The Board approved legislative ideas for the 2017 legislative session at the June 2016 regular Board meeting and the Board's 2017 Legislative agenda at a special Board meeting on September 23, 2016. In addition to this process the Board will also regularly choose to support other education related legislation. Board staff have been working with the Governor's Office to develop legislation supporting the Board's FY2018 Line Item request for funding for an Adult Completers Scholarship. The proposed legislation is in alignment with legislation introduced by the Governor's Office during the 2016 legislative session that was supported by the Board. Additionally, Board staff has done some preliminary work in collaboration with the Governor's Office and STEM Action Center staff to develop a program that recognizes quality STEM schools or programs. While the Board already has the authority to set STEM school standards for a uniform and thorough system of public education, the program envisioned through the proposed legislation would provide a mechanism to incentivize schools and districts to develop high quality STEM programs and meet quality STEM program standards.

Adult Completers Scholarship

This legislation would establish the Adult Postsecondary Completion Scholarship to help Idaho residents return to school and complete their academic studies.

The scholarship is intended to support adult students returning to a public college or university after an absence of at least three (3) years or more and who are completing their first undergraduate degree. Applicants may qualify for up to \$3,000 per academic year for up to eight (8) consecutive semesters.

Applicants must meet the following criteria in order to be eligible for consideration:

- Must be a resident of the state of Idaho.
- Must enroll as a student at an Idaho public higher education institution seeking a first undergraduate degree or certificate.

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- Must be an undergraduate reentry student who has experienced a gap (three full academic years or more) in the pursuit of postsecondary education.
- Must have a minimum of 24 credits earned from any institution toward a degree (must be transcriptable credits).
- Must demonstrate financial need as determined by the Estimated Family Contribution (EFC) calculation on a completed FAFSA.
- Must be registered at least part time: a minimum of 6 credits per semester.

Fiscal Impact:

\$3 million ongoing General Fund appropriation to fund scholarship awards as well as implementation costs of the program. In addition, ongoing General Fund of \$92,000, of which \$89,000 is for salary and benefits, \$3,000 for Operating Expenditures, and \$3,000 for one-time Capital Outlay to the State Board of Education to cover salary, benefits and operation costs for this program.

STEM School Designation

This bill provides an opportunity for public schools to earn a STEM school designation or STEM program designation.

This bill defines terms, creates the STEM designation for public schools, requires the State Board of Education and STEM Action Center to collaborate to develop the requirements for a STEM designation and to implement an annual process for review of schools and programs seeking a STEM designation.

STEM schools and programs have gained popularity in recent years. Setting a common minimum standard for earning a STEM designation will help to inform parents and students about the quality and expectations of the schools or programs in which they are enrolling their students. A uniform STEM designation will assure a minimum quality standard.

Fiscal Impact:

The STEM school designation will be funded through existing funds appropriated to the STEM Action Center. Appropriated funds will be provided to help schools attain the standards established to receive the STEM designation and will be granted to schools who have received the STEM designation to sustain high quality STEM programs and educator professional development. Schools would be assessed by a third party reviewer and awards granted based on their progression toward the STEM designation. Estimates are based on the number of schools currently self-identified as STEM schools.

Designation Level	Anticipated # in Year 1	Review Cost (per year)	Total Anticipated Review Cost	Awards	Total Anticipated Awards Annually
Sustaining	5	\$ 1,500	\$7,500	\$10,000	\$50,000
Advancing	5	\$ 200	\$1,000	\$ 7,500	\$37,500
Emerging	10	\$ 200	\$2,000	\$ 5,000	\$50,000
				TOTAL	\$148,000

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Funding for the STEM School Designation program would be requested through the state budget process by the STEM Action Center.

ATTACHMENT

Attachment 1 – Draft Adult Completers Scholarship Legislation (RS24909)Page 3
Attachment 2 – Draft STEM School Designation Language (RS24910) Page 7

IMPACT

Board approval would allow Board staff to continue to work with the Governor's Office and STEM Action Center staff (as applicable) to advocate for the proposed legislation.

STAFF COMMENTS AND RECOMMENDATIONS

Should either piece of legislation be enacted by the 2017 Legislature, Board staff would develop administrative rules, as applicable, for the implementation of the statutes during the 2017 rulemaking cycle for Board consideration.

Staff recommends approval.

BOARD ACTION

I move to approve the proposed legislation in substantial conformance to the form provided in attachments 1 and 2 and to authorize staff to work with the Governor's Office and the STEM Action Center to move forward the proposed legislation during the 2017 legislative session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
DECEMBER 15, 2016

RS24909

LEGISLATURE OF THE STATE OF IDAHO
Sixty-fourth Legislature First Regular Session - 2017

IN THE _____

BILL NO. _____

BY _____

AN ACT

RELATING TO SCHOLARSHIPS; AMENDING CHAPTER 43, TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW SECTION 33-4305, IDAHO CODE, TO PROVIDE FOR THE ADULT POSTSECONDARY COMPLETION SCHOLARSHIP, TO PROVIDE FOR PURPOSES OF SPECIFIED LAW, TO DEFINE TERMS, TO PROVIDE FOR RULEMAKING, TO PROVIDE FOR PREFERENCES, TO PROVIDE FOR RESTRICTIONS ON THE SCHOLARSHIP AWARD AMOUNT, TO PROVIDE FOR AWARD PAYMENTS, TO PROVIDE FOR THE REMITTANCE OF PAYMENTS BY INSTITUTIONS TO THE STATE BOARD OF EDUCATION UNDER CERTAIN CONDITIONS, TO PROVIDE FOR THE EXTENSION OF ELIGIBILITY UNDER CERTAIN CONDITIONS, TO PROVIDE FOR ADMINISTRATIVE COSTS AND TO PROVIDE FOR THE EVALUATION OF EFFECTIVENESS OF THE PROGRAM.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Chapter 43, Title 33, Idaho Code, be, and the same is hereby amended by the addition thereto of a NEW SECTION, to be known and designated as Section 33-4305, Idaho Code, and to read as follows:

33-4305. ADULT POSTSECONDARY COMPLETION SCHOLARSHIP. (1) The purposes of this section are to:

- (a) Increase the number of Idaho citizens who have a postsecondary degree or credential necessary to meet future workforce needs;
- (b) Recognize that one of the many challenges adults face as they return to college is financing their education;
- (c) Provide access to eligible Idaho postsecondary education through funding to remove financial barriers; and
- (d) Incentivize students to complete a postsecondary education degree or certificate.

(2) For the purposes of this section:

(a) "Adult postsecondary completion scholarship" means the scholarship program described in this section and in the rules promulgated by the state board of education for the implementation of this section.

(b) "Educational costs" means the dollar amount determined annually by the state board of education as necessary for student tuition, fees, books and other expenses reasonably related to attendance at an eligible Idaho postsecondary educational institution.

(c) "Eligible institution" shall be defined in the same manner as provided in section 33-4303(2)(b), Idaho Code.

(d) "Eligible student" means a student who:

- (i) Is an Idaho resident as defined in section 33-3717B, Idaho Code;
- (ii) Is enrolled in or has applied to an eligible institution as either a full-time or part-time student;
- (iii) Is a postsecondary undergraduate student who has not previously completed an undergraduate certificate or degree;

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1 (iv) Is a postsecondary undergraduate student who has earned no  
2 fewer than twenty-four (24) postsecondary technical or academic  
3 credits;

4 (v) Is an undergraduate reentry student who has experienced a gap  
5 of three (3) years or more in the pursuit of postsecondary credits;  
6 and

7 (vi) Is pursuing a program of study leading to completion of a cer-  
8 tificate or degree.

9 (e) "State board" means the state board of education.

10 (3) The state board shall promulgate rules to determine student eli-  
11 gibility, academic and financial eligibility, a process for eligible stu-  
12 dents to apply, how eligible students will be selected, how the amount of the  
13 awards will be set, when the awards will be made, a process for assessing and  
14 applying credit for workplace experience to a certificate or degree program,  
15 as well as other rules necessary for the administration of this section.

16 (4) Preference will be granted to military veterans, including members  
17 of the national guard and reserves who are no longer eligible for other state  
18 or federal education tuition assistance.

19 (5) The adult postsecondary completion scholarship award shall not ex-  
20 ceed the actual educational costs at the eligible institution that the stu-  
21 dent attends. The amount of scholarship shall not exceed the educational  
22 costs established by the state board.

23 (6) Award payments shall be made to an eligible institution. In no in-  
24 stance may the entire amount of an award be paid to or on behalf of any student  
25 in advance.

26 (7) If an eligible student becomes ineligible for a scholarship under  
27 the provisions of this chapter, or if a student discontinues attendance  
28 before the end of any semester, quarter, term or equivalent covered by the  
29 award after receiving payment under this chapter, then the eligible institu-  
30 tion shall remit, up to the amount of any payments made under this program,  
31 any prorated tuition or fee balances to the state board.

32 (8) If funding for scholarship renewal is not appropriated, eligible  
33 students will receive an extension of eligibility commensurate with the pe-  
34 riod of time for which there is no funding for the program.

35 (9) Funding appropriated to the state board of education for the adult  
36 postsecondary completion scholarship program may be used for allowable ad-  
37 ministrative costs to include, but not be limited to, operating expenses for  
38 the implementation and maintenance of an application program, operating ex-  
39 penses to administer the program, personnel costs necessary to administer  
40 the program and costs related to promoting awareness of the program.

41 (10) The effectiveness of the adult postsecondary completion scholar-  
42 ship program will be evaluated by the state board on an annual basis. This  
43 evaluation will include annual data collection as well as longer-term evalu-  
44 ations.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 15, 2016

RS24910



Sixty-fourth Legislature

LEGISLATURE OF THE STATE OF IDAHO



First Regular Session - 2017

IN THE \_\_\_\_\_

BILL NO. \_\_\_\_\_

BY \_\_\_\_\_

AN ACT

RELATING TO STEM SCHOOL DESIGNATION; PROVIDING LEGISLATIVE INTENT; AND  
AMENDING TITLE 33, IDAHO CODE, BY THE ADDITION OF A NEW CHAPTER 47, TITLE  
33, IDAHO CODE, TO DEFINE TERMS, TO AUTHORIZE THE AWARD OF STEM PROGRAM  
AND STEM SCHOOL DESIGNATIONS, TO ESTABLISH CRITERIA AND DURATION FOR  
DESIGNATIONS, TO REQUIRE AN ANNUAL REPORT TO THE LEGISLATURE AND TO AU-  
THORIZE RULEMAKING.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. LEGISLATIVE INTENT. It is the intent of the Legislature to  
encourage and support schools in developing comprehensive science, technol-  
ogy, engineering and math (STEM) learning environments for their students  
by establishing criteria for schools to earn a STEM school designation that  
will serve as an indicator for parents and students who are looking for STEM  
school experiences in Idaho. A STEM designation will be based on evidence  
that the school will offer a rigorous, diverse, integrated and project-based  
curriculum to students, with the goal of preparing those students for post-  
secondary education, the workforce and citizenship.

SECTION 2. That Title 33, Idaho Code, be, and the same is hereby amended  
by the addition thereto of a NEW CHAPTER, to be known and designated as Chap-  
ter 47, Title 33, Idaho Code, and to read as follows:

CHAPTER 47

STEM SCHOOL DESIGNATION

33-4701. STEM SCHOOL DESIGNATION FOR PUBLIC SCHOOLS. (1) As used in  
this section:

(a) "STEM" means comprehensive science, technology, engineering and  
mathematics.

(b) "STEM instruction" means multidisciplinary science, technology,  
engineering and mathematics instruction.

(c) "STEM school designation" and "STEM program designation" mean the  
designations earned by meeting the criteria as established in this sec-  
tion.

(d) "STEM program" means a course of study, institute or academy within  
a school that is multigrade and multidiscipline consisting of STEM in-  
struction.

(2) The state board of education shall award STEM school and STEM pro-  
gram designations annually to those public schools and public school pro-  
grams that meet the standards established by the state board of education in  
collaboration with the STEM action center.

(3) To be eligible to apply for a STEM designation, the school must meet  
the standards and application requirements established by the state board of  
education and the STEM action center, including the following:



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RS24910

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2

1 (a) Be a current public school in Idaho that serves students in kinder-  
2 garten through grade 12, or a subset of grades between kindergarten and  
3 grade 12;

4 (b) Apply to the STEM action center for a STEM school designation review  
5 to include evaluation of the following:

6 (i) STEM instruction and curriculum focused on problem-solv-  
7 ing, student involvement in team-driven project-based learning,  
8 and engineering design process;

9 (ii) College and career exposure, exploration and advising;

10 (iii) Relevant professional learning opportunities for staff;

11 (iv) Community and family involvement;

12 (v) Integration of technology and physical resources to support  
13 STEM instruction;

14 (vi) Collaboration with institutions of higher education and in-  
15 dustry;

16 (vii) Capacity to capture and share knowledge for best practices  
17 and innovative professional development with the STEM action cen-  
18 ter; and

19 (viii) Support of nontraditional and historically underserved  
20 student populations in STEM program areas.

21 (c) Adopt a plan of STEM implementation that includes, but is not lim-  
22 ited to, how the school and district integrate proven best practices  
23 into non-STEM courses and practices and how lessons learned are shared  
24 with other schools within the district and throughout the state.

25 (4) The STEM action center board shall make recommendations annually to  
26 the state board of education for the award of a STEM school designation.

27 (5) STEM designations shall be valid for a term of five (5) school  
28 years. At the end of each designation term, a school may apply to renew its  
29 STEM designation. Schools may apply to expand a STEM program designation to  
30 a STEM school designation, in alignment with established deadlines, at any  
31 time during the term of the STEM program designation.

32 (6) The STEM action center and the state board of education shall pro-  
33 vide a report to the legislature annually on the implementation of this chap-  
34 ter.

35 (7) The state board of education may promulgate rules for the adminis-  
36 tration and implementation of this chapter.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 15, 2016**

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**SUBJECT**

Board Policy - Bylaws – First Reading

**REFERENCE**

|                |                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------|
| October 2014   | Board approved a first reading of the Board Bylaws, incorporating language outlining the purpose of the Athletic Committee. |
| February 2015, | Board approved the second reading of proposed changes to the Board Bylaws, incorporating the Athletic Committee.            |
| June 2016,     | Board approved the first reading of the Board Bylaws, amending the program approval sunset clause.                          |
| August 2016    | Board approved the second reading of the Board Bylaws, amending the program approval sunset clause.                         |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures - Bylaws

**BACKGROUND/DISCUSSION**

Board Officers are elected by the Board annually. Currently Officers are selected at the regular June Board meeting. The date for the election of officers is not established in the Board bylaws and may be set for any properly noticed Board meeting at the direction of the Board President. The current June cycle is predicated by the fact that Board member terms, in their final year, terminate on June 30<sup>th</sup>. Previously, the election of Board Officers had been held at the regular April Board meeting or at the annual May Board Retreat. April elections were held at a time when Board terms expired on February 28<sup>th</sup>. Nominations for positions are taken from the floor at the time of the election. There is currently no formal nomination process. There are no established term limits for officers or length of service restrictions for eligibility to be an officer.

Following the 2016 Board Officers elections it was requested that Board staff explore options for establishing a more formal process for soliciting nominations for Board Officer positions. All standing committees of Board members are established in the Board's bylaws along with the Board's operations procedures. The creation of a Nomination Committee would need to be established through amendments to the Board's bylaws.

**IMPACT**

The proposed amendments would create a new standing committee of the Board, made of the Board officers and past President. The committee would have the responsibility of soliciting nominations for the annual election of officers.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
DECEMBER 15, 2016**

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**ATTACHMENTS**

Attachment 1 – Bylaws – First Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff have researched a variety of governing board's officer nominating processes and procedures, including the Association of Governing Boards recommendations on committee structures and Board governance. The majority of board's that have formal nominating committees are governing boards with much larger membership than Idaho's Board of Education membership. In most cases these boards meet throughout the year and gather information on the qualifications of each board member, and based on those qualifications the nominating committee will then make nominations for open positions on the board. Additionally, it is common for nominating committees for these larger boards to not only make recommendations for board officers, but to also provide nominations for open seats on the boards. Nominations from these committees were generally due from 30 to 60 days prior to the election of officers, and were either made to the board president or chairperson or to the board as a whole.

**BOARD ACTION**

I move to approve the first reading of Board policy – Bylaws, establishing a Board Nomination Committee, as submitted in Attachment 1.

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

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: I. BYLAWS (Operational Procedures)**

**August 2016**

**A. Office of the State Board of Education**

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

**B. Meetings**

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

**C. Rules of Order**

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**DECEMBER 15, 2016**

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4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

**D. Officers and Representatives**

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

**E. Duties of Board Officers**

1. Board President
  - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
  - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
  - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
  - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
  - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
  - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
  - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
  - h. Appoints Board members to all standing and interim committees of the Board.
  - i. Establishes the Board agenda in consultation with the executive director.
  - j. Serves as chief spokesperson for the Board and, with the executive director, carries out its policies between meetings.



2. Vice President

- a. Presides at meetings in the event of absence of the Board president.
- b. Performs the Board president's duties in the event of the Board president's inability to do so.
- c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.

3. Secretary

- a. Presides at meetings in the event of absence of the Board president and vice president.
- b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.

4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

- a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and the *Idaho Code* or established by the Board for all elementary and secondary school matters.
- b. Presenting to the Board recommendations concerning elementary and secondary school matters and the matters of the State Department of Education.

5. Executive Director

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

**F. Committees of the Board**

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

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member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

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

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

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

b. Composition

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

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

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c. Responsibilities and Procedures

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

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

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

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

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The

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Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

**c. Responsibilities and Procedures**

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

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

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

**3. Business Affairs and Human Resources Committee**

**a. Purpose**

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

b. Composition

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

c. Responsibilities and Procedures

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

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
  - 1) New and expanded financial programs;
  - 2) Establishment, discontinuance or change in designation of administrative units;
  - 3) Consolidation, relocation, or discontinuance of programs;
  - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
  - 5) Student fees and tuition; and
  - 6) Other matters as assigned by the Board.

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



4. Audit Committee

a. Purpose

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

b. Composition

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

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

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

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It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

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Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

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

6. Nomination Committee

a. Purpose

The Nomination Committee is a standing committee of the Board that reports directly to the Board. It is responsible for soliciting and submitting nominations for the annual election of Board Officers.

b. Composition

The Nomination Committee is composed of the current Board President, Vice-President, Secretary and past President.

c. Responsibilities and Procedures

The Nomination Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

The Nominating Committee shall meet as often as it determines, but not less than two times a year. The slate of nominees shall be prepared in time for inclusion in the Board meeting agenda material for the annual election of officers. In any election, nominations for any position may be made by any Board member from the floor at the time of elections. Nominations shall be requested from all current Board members.

**G. Committee Presentations**

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit and Athletic Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

**H. Presidents' Council**

1. Purpose

The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for

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Board consideration. The Presidents' Council may also choose or be directed by the Board to meet with the Agency Heads' Council for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.

**2. Composition**

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

**3. Duties of the Chair**

The Chair:

- a. Presides at all Presidents' Council meetings with full power to discuss and vote on all matters before the Council;
  - b. Establishes the Presidents' Council agenda in consultation with the Executive Director; and
  - c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The Executive Director will communicate openly and in a timely manner with the Presidents' Council.

**I. Agency Heads' Council**

**1. Purpose**

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



2. Composition

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

3. Duties of the Chair

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

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**SUBJECT**

Board Policy I.M. Annual Planning and Reporting – Second Reading

**REFERENCE**

|              |                                                                                                                                              |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| March 2008   | Board approved first reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation  |
| April 2008   | Board approved second reading of Board Policy I.M. I.M.4. and III.M.3. Clarify Boards role in accreditation visits and Board self evaluation |
| August 2008  | Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures             |
| October 2008 | Board approved second reading of Board Policy I.M. clarify reporting requirements for strategic plans and performance measures               |
| April 2011   | Board approved first reading of Board Policy I.M.                                                                                            |
| June 2011    | Board approved second reading of Board Policy I.M.                                                                                           |
| June 2016    | Board approved agency and institution strategic plans and requested the creation of a formal template for the submittal of future plans.     |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.  
Section 67-1901 through 16-1905, Idaho Code.

**BACKGROUND/DISCUSSION**

Sections 67-1901 through 16-1905, Idaho Code, establish the state's annual strategic plan reporting requirements. These requirements include the annual review and submit of strategic plans and performance measures. Institutions, agencies and special/health programs under the oversight of the Board submit their strategic plans to the Board for approval, the approved plans are then submitted by the Board office to the Division of Financial Management.

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

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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. All strategic plans are required to be in alignment with the Board's K-20 Education Strategic plan.

Proposed changes to Board policy would establish the required strategic plan components, in alignment with the strategic plan requirements established in Idaho Code, provide additional clarification on the definition of each component and require plans be submitted in the template established by the Policy, Planning, and Governmental Affairs Committee.

**IMPACT**

Approval of changes to Board policy I.M. will further clarify institution and agencies strategic plan requirements.

**ATTACHMENTS**

Attachment 1 – Board Policy I.M. – First Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Approval of the proposed amendments will establish a consistent format for the submittal of institution and agency strategic plans. The consistent format will not only assure that all of the statutory strategic planning requirements are met, but also facilitate a more efficient review of the plans by the Board and staff. The proposed definitions are definitions provided to the institutions and agencies each year by Board staff and are consistent with the Division of Financial Managements definitions for each component.

Staff recommends approval.

**BOARD ACTION**

I move to approve the first reading to Board policy section I.M. 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: M. Annual Planning and Reporting

June-February 20147

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, North Idaho College, College of Southern Idaho, College of Western Idaho, Eastern Idaho Technical College, Division of Career Technical Education, Division of Vocational Rehabilitation, and Idaho Public Television and the agencies, special and health programs under the Board's governance and oversight. As used in this section, the reference to "institutions and agencies" shall include the special and health programs.

1. Statewide K-20 Education Strategic Plan

The Board will approve annually, consistent with its vision and mission a statewide K-20 strategic plan. The statewide plan will outline the goals and objectives necessary for the responsible management of the statewide system of K-20 education. The strategic plan will be prepared by Board staff in consultation with the institutions, agencies, and Board committees and reflect fiscal or other constraints and opportunities. Major elements of the plan will take into consideration the environment within which K-12 and postsecondary education in the state operates, including economic constraints; identification of system priorities; and measures to ensure quality, efficient use of state resources, and responsiveness to the citizens of Idaho. The strategic plan will-shall be in compliance with Chapter 19, Title 67, Idaho Code.

2. Defined Terms

As used in this section the following terms shall apply:

- a. Benchmarks are performance targets for each performance measure or at a minimum the next fiscal year. Benchmarks stretch and challenge the institutions and agencies, while being realistic and achievable within the specified time frame.
- b. External factors identify external factors that are beyond the control of the agency that affect the achievement of goals. Key external factors to the agency are those factors which are beyond the control of the organization. They include changes in economic, social, technological, ecological or regulatory environments which could impact the agency and its ability to fulfill its mission and goals.
- c. Goals are a planning element that describes the broad condition or outcome that the agency, institution or program is trying to achieve. Goals are the general ends toward which institutions and agencies direct their efforts. A goal addresses issues by stating policy intention. Goals can be presenting in both qualitative and quantitative form.
- d. Mission statements specific and institution or agencies purpose. A mission statement concisely identifies what the institution or agency does, why, and for whom. A mission statement identifies the unique purposes promoted and served by the institution or agency.
- e. Objectives are a planning element that describes how the agency plans to achieve a goal. Objectives are clear targets for specific action. They mark quantifiable



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interim steps toward achieving an institution or agencies goals, objectives must be measurable and be time-based statements of intent. Objectives emphasize the results of institution and agency actions at the end of a specific time period.

- f. Performance measures are a quantifiable assessment of the progress the institution or agency is making in achieving a goal. Performance measures are gauges of the actual impact or effect upon a stated condition or problem and are tools to assess the effectiveness of an institution or agencies performance and the public benefit derived.
- g. Strategies are methods to achieve goals and objectives. Strategies are formulated from goals and objectives and is a means for transforming inputs into outputs, and ultimately outcomes, with the best use of resources. A strategy reflects budgetary and other available resources.
- h. Vision statements are outcome based statements outlining what the institution or agency inspires to be. The vision statement provides the reader with a clear description of how the institution or agency sees the future should their goals and objectives be achieved.

## 2. Strategic Plans

- a. Each institution and agency will develop and maintain five (5)-year strategic plans. Five year strategic plans will include the current year and four (4) years looking forward.
  - i. Institution, and agency strategic plans shall be aligned with the Board's statewide K-20 education strategic plan and, for institutions, with their accreditation requirements. They are to, be created in accordance with Board guidelines, and must be consistent with Board approved mission statements. Community colleges shall use the mission statements approved by their respective local Board of trustees. Institution mission statements shall be approved in accordance with Board policy subsection III.I. and may be approved in conjunction with their strategic plan approvals or separately. Only approved mission statements shall be used in the strategic plans.
  - ii. Plans shall be updated annually and submitted to the Board for approval in accordance with the schedule established by the Executive Director.
  - iii. Approved Pplans shall be submitted by the Board to the appropriate state administrative entity in order to meet the state's annual planning requirements, in compliance with Chapter 19, Title 67, Idaho Code.

### b. Format

Plans submitted to the Board annually should be as concise as possible and in accordance with the format established by the Executive Director or the Planning, Policy and Government Affairs Committee in the form of a template. The template shall be such that each goal has one (1) or more objective and each objective has

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one (1) or more performance measure with benchmark. Performance measures will be included in such a way as it is clear which objective they are measuring.

Plans shall contain at a minimum:

- i. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the education's interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.
- ii. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
  - 1) Institutions (including Career Technical Education) ~~should~~shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.
  - 2) Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
  - 3) Each objective must include at a minimum one performance measure with a benchmark.
- iii. Performance measures must be quantifiable indicators of progress.
- ~~iii~~.iv. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.
- ~~iv~~.v. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- ~~v~~.vi. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- vii. Institutions and agencies may include strategies at their discretion.

**3. Performance Measures**

Performance measures will be developed in conjunction with the Board's strategic planning process and will be updated annually for Board approval. ~~Performance measures shall be submitted to the Board annually, and in accordance with a schedule and format established by the Executive Director.~~ Performance measures are approved by the Board through their inclusion in the institution and agency strategic plans. Performance measures will be used to measure results, ensure accountability, and encourage continuous improvement to meet goals and objectives. Performance measure reports are submitted annually to the Board in accordance with the schedule and format established by the Executive Director.

- a. In addition to the performance measures developed by the institution or agency ~~The Board may~~ Office of the State Board of Education will develop a set of uniform system wide performance measures for the institutions or agencies that will gauge progress in such areas as enrollment, retention, and graduation or other priority areas identified by the Board. All such performance measures shall be included in the institutions or agencies strategic plan and reported annually with the institution or agencies annual performance measure report. System wide performance measures shall be reported in a consistent manner established by Board staff.
- b. Each institution and agency will develop unique performance measures tied to its strategic plan and clearly aligned to their mission, goals, and objectives.
- c. Only performance measures approved by the Board through the strategic planning process may be included as a performance measure on the annual performance measure report.
- d. The strategic plan shall serve as the basis for the annual performance measure report. Annual performance measure reports shall include at a minimum benchmarks for each measure for, the next fiscal year, and for each year of the four (4) previous years of reported actual results.

**4. Progress Reports**

Progress reports shall include, but are not limited to, progress on the approved strategic plan, details of implementation, status of goals and objectives, and expanded information on points of interest and special appropriations shall be provided to the Board at least once annually in accordance with a schedule and format established by the Executive Director. Community colleges and Eastern Idaho Technical College may report biennially. The established format shall include a template of standard areas for reporting.

**5. Statewide Reporting**

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Each institution and agency will provide to the Board, upon request or in accordance with a schedule and format established by the Executive Director, any data or report [requested](#).

6. Self-Evaluation

Each year, the Board will conduct a self-evaluation in conjunction with annual strategic planning activities. The self-evaluation methodology will include a staff analysis of all institution and agency annual performance reporting, and comments and suggestions solicited from Board constituency groups to include the Governor, the Legislature, agency heads, institution presidents and other stakeholders identified by the Board President. The [Executive Planning, Policy and Governmental Affairs](#) Committee of the Board will annually develop a tailored Board self-evaluation questionnaire for use by individual Board members and the Board collectively to evaluate their own performance. Annually, in conjunction with a regular or special meeting, the Board will discuss the key issues identified in the institution and agency performance reporting assessment, comments and suggestions received from constituency groups, and the self-evaluation questionnaire in order to further refine Board strategic goals, objectives and strategies for continuous improvement of Board governance and oversight. Self-evaluation results will be shared with constituent groups and should heavily influence strategic plan development.

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**SUBJECT**

Board Policy I.T. Title IX and III.P. Students – First Reading

**REFERENCE**

|            |                                                                                                                                                                                                                                                                |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 2016 | The Board approved the first reading of Board Policy I.T. Title IX                                                                                                                                                                                             |
| June 2016  | The Board approved the second reading of Board Policy I.T. Title IX and discussed the institutions providing additional information regarding their compliance with the new policy requirements and their internal appeal processes at a future Board meeting. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.T. and III.P.  
Education Amendments of 1972, 10 USC §1681  
Title IX, CFR §106.1

**BACKGROUND/DISCUSSION**

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 (“Title IX”), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment. All public and private elementary and secondary schools, school districts, and colleges and universities receiving any federal financial assistance must comply with Title IX.

Following approval of the second reading of Board Policy, I.T. Title IX, institution staff brought up possible concerns regarding the potential for a student, charged with misconduct, including Title IX violations, to continue to appeal to the Board after they have exhausted the appeals process established at the institution and the potential harm this could cause the victim. Specific concerns raised by the institutions included:

1. The institutions’ own policies already allow students to appeal procedural issues. Another appeal on this issue is not necessary.
2. Students would raise the issue of procedural error as a further delay technique to stretch out the appeal process.
3. In Title IX cases, allowing students an appeal to the Board could result in further trauma to the complainant by forcing the complainant to relive the incident and further delaying recovery.

The proposed amendments to Board Policy I.T. correct the reporting requirement. The institutions are required to notify students of time frames relevant to investigations as well as to those applicable to hearings. The proposed

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amendments to Board Policy III.P. 18. limit student appeals to the Board regarding misconduct to those due to allegations of procedural errors which resulted in an unjust application of the code of student conduct, involved previously unavailable relevant evidence that could significantly impact the outcome of the case, or where a sanction is substantially disproportionate to the findings.

**IMPACT**

The proposed policy amendments will limit the continued appeals of student misconduct complaints, allowing closure to victims while still assure a student's right to due process.

**ATTACHMENTS**

Attachment 1 – Board Policy, I.T. Title IX

Page 3

Attachment 2 – Board Policy, III.P. Students

**STAFF COMMENTS AND RECOMMENDATIONS**

The initial request from the institutions was a restriction on all student appeals to the Board regarding student misconduct. After discussion with the legal counsel at the institutions and the Board's legal counsel, the staff recommendation is to limit appeals to the Board regarding cases of student misconduct except those that fall within the provided exceptions. Should the Board choose to hear a student misconduct appeal related to Title IX, the Board would need to have specific training related to hearing these types of appeals.

Institutions will be providing a report to the Board at the February Board meeting detailing their internal appeal processes and implementation of Board Policy I.T. Title IX.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy I.T. Title IX and III.P. Students as submitted in Attachments 1 and 2.

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

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**

**SUBSECTION: T. Title IX**

June 2016

1. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "Institutions").

Title IX of the Education Amendments of 1972 and its implementing regulations, 34 C.F.R. Sec. 106 ("Title IX"), prohibit discrimination on the basis of sex in federally funded education programs and activities. Title IX protects students, employees, applicants for admission and employment, and campus visitors from all forms of sexual harassment, including sexual violence and gender-based harassment.

Sexual violence includes sexual intercourse without consent, sexual assault, and sexual coercion. Prohibited gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

This Policy is intended to supplement, not duplicate, Title IX guidance from the federal Department of Education's Office of Civil Rights ("OCR") for Institutions regarding their compliance with Title IX, specifically in regard to sexual harassment or sexual violence. Institutions should go beyond the requirements of this policy as necessary to address Title IX issues unique to individual campus populations so that students are able to fully receive the benefits of educational programs.

2. Institution Title IX policies

Each institution shall publish its Title IX policies and procedures for students, staff and faculty. Such policies and procedures shall be updated as necessary and appropriate to comply with Title IX and guidance from OCR. Title IX coordinators shall be involved in the drafting and revision of such policies to ensure compliance with Title IX. If an institution is represented by legal counsel, its attorney also shall review the institution's policies for compliance with Title IX and OCR guidance. Policies shall clearly describe the process for resolving alleged violations of Title IX.

3. Notification of institution Title IX policy and resources

Notification of institution Title IX policy and resources shall be readily accessible. Institutions shall ensure that the notices of nondiscrimination on the basis of sex required by Title IX are placed prominently on their website home pages, in addition to the placement of notices in offices where students receive services, and included in printed publications for general distribution. Webpage notices shall include easily accessible links to all applicable institution policies as well as a clear and succinct direction regarding:

- reporting Title IX violations

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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- accommodations and services available for complainants
- the investigation and hearing process, including appeal rights, and all applicable time frames
- ~~• and hearing process, including appeal rights, and all applicable time frames~~
- the institution's Title IX coordinator, including the Title IX coordinator's name and contact information

4. Title IX Coordinators

Each institution shall designate a Title IX ~~C~~oordinator who shall be an integral part of an institution's systematic approach to ensuring Title IX compliance. Title IX coordinators shall have the institutional authority and resources necessary to promote an educational environment that is free of discrimination, which includes stopping any harassment and preventing any reoccurring harassment, as well as the authority to implement accommodations during an investigation so that the complainant does not suffer additional effects of the sexual discrimination or violence.

Institutions are encouraged to facilitate regular communication between Title IX coordinators in order for them to share best practices and training resources.

5. Education of Students and Training to Prevent Sexual Violence

Institutions shall implement evidence informed strategies that seek to prevent sexual harassment, sexual assault, gender based violence and high-risk activities, including alcohol education programming and other student outreach efforts (e.g. bystander education programming). Data shall be collected from an institution's constituency on a regular basis to evaluate and improve on the institution's efforts to prevent sexual discrimination.

6. Education of parties receiving or adjudicating Title IX complaints

All employees shall receive training pertaining to Title IX and the institution's Title IX policy. Employees likely to witness or receive reports of sexual harassment and sexual violence shall receive enhanced training which, at a minimum, includes the requirements of Title IX, the proper method for reporting sexual harassment and sexual violence, and the institution's responsibilities for responding to reports of sexual harassment and sexual violence. Institution employees who will likely require enhanced training include: Title IX coordinators, campus law enforcement personnel, student conduct board members, student affairs personnel, academic advisors, residential housing advisors, and coaches. All employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report it to the Title IX coordinator within 24 hours.

Fact finders and decision makers involving resolution of Title IX violations shall also have adequate training or knowledge regarding sexual assault, including the interpretation of relevant medical and forensic evidence.

**7. Investigation and resolution of Title IX violations**

An institution shall take immediate steps to protect a complainant in the educational setting. Individuals reporting being subjected to sexual violence shall be notified of counseling and medical resources, and provided with necessary accommodations such as academic adjustments and support services, and changes to housing arrangements. In some cases, a complainant may need extra time to complete or re-take a class or withdraw from a class without academic or financial penalty. Institutions shall not wait for the conclusion of a criminal investigation or proceeding before commencing a Title IX investigation.

Institution Title IX policies shall include a prompt and equitable process for resolution of complaints as early as possible in order to effectively correct individual or systemic problems. Both the complainant and the respondent shall be provided an opportunity to explain the event giving rise to the complaint. All timeframes shall be clearly communicated with the parties and regular status updates shall be provided. Both parties to a complaint shall be notified in writing of the outcome of the complaint, including whether sexual harassment or violence was found based upon a preponderance of the evidence to have occurred and, in accordance with federal and state privacy laws, the sanction imposed. Both the complainant and respondent shall have the same rights of appeal.

In cases involving a student-respondent, withdrawal from the institution shall not be used as a method to avoid completion of the investigation. An institution may place a hold on a student-respondent's student account or otherwise temporarily restrict his or her ability to request an official transcript until completion of the investigation.

**8. Disciplinary Actions**

If a student is found to have violated an institution's Title IX policy, disciplinary action shall be imposed in accordance with the institution's student code of conduct. If the student is suspended or expelled, that action shall be noted in the student's education records and communicated to a subsequent institution at which the student seeks to enroll, provided that the subsequent institution or student has requested the student's education record from the prior institution. If an institution employee is found to have violated an institution's Title IX policy, disciplinary action will be imposed in accordance with the applicable institution's human resources policies and procedures.



Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: III. POSTSECONDARY AFFAIRS  
SUBSECTION: P. STUDENTS

April-February 20167

*(Break in Continuity of Sections)*

18. Student Complaints/Grievances.

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institution decisions regarding student complaints/grievances:

- a. The Board designates its Executive Director as the Board's representative for reviewing student complaints/grievances, and authorizes the Executive Director, after such review, to issue the decision of the Board based on such review. The Executive Director may, in his/her discretion, refer any matter to the Board for final action/decision.
- b. A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review any final institutional decision relating to a complaint or grievance (except as set forth under paragraph c) instituted by such student related to such individual's attendance at the institution. The student must have exhausted the complaint/grievance resolution procedures that have been established at the institution level. The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures.
- c. Student complaints or grievances involving an institution's code of student conduct shall not be appealable to the Board unless the basis of the appeal is a claim that the institution has:
  - i. committed a procedural error which has resulted in an unjust application of the code of student conduct;
  - ii. failed to consider relevant evidence that could significantly impact the outcome of the case;
  - iii. issued a sanction which is substantially disproportionate to the findings.
- e.d. A request for review must be submitted in writing to the Board office to the attention of the Chief Academic Officer, and must contain a clear and concise statement of the reason(s) for Board review. Such request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on such matter. The student has the burden of establishing that the final decision made by the institution on the grievance/complaint was made in error. A request for review must include a copy of the original grievance and all proposed resolutions and recommended decisions

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
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issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution. ~~The institution may be asked to provide information to the Board office related to the student complaint/grievance.~~

~~d.e.~~ The Chief Academic Officer will review the materials submitted by all parties and make a determination of recommended action, which will be forwarded to the Executive Director for a full determination. A review of a student complaint/grievance will occur as expeditiously as possible.

~~e.f.~~ The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.

~~f.g.~~ The Board's Executive Director will issue a written decision as to whether the institution's decision with regard to the student's complaint/grievance was proper or was made in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final action/decision, the decision of the Executive Director is final.

The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances

*(Break in Continuity of Sections)*

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**CAREER TECHNICAL EDUCATION**

**SUBJECT**

Board Policy IV.E. Career Technical Education – Industry Partner Fund – Second Reading

**REFERENCE**

November 28, 2016                      Board approved first reading of proposed changes to Board Policy IV.E., adding the Industry Partner Fund.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-2213, Idaho Code

**BACKGROUND/DISCUSSION**

Idaho Code 33-2213 was added during the 2016 legislative session and establishes the Industry Partner Fund. The purpose of the fund is to give Idaho's six technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects." However, no moneys were appropriated to the fund for FY2017. The Division has requested \$1,000,000 for FY2018.

The policy establishes a comprehensive framework to govern the use of funds, should they be appropriated in the future. The draft policy defines specific terms related to the proposal process, formally establishes the Technical College Leadership Council and their roles and responsibilities throughout the proposal acceptance and review process, outlines the application process for accessing funds, as well as outlines the distribution and use of funds and related reporting requirements.

**IMPACT**

The impact of this policy formalizes the relationship between the Technical Deans Leadership Council (TCLC) and the Administrator of the Division of Career Technical Education in accepting, reviewing, and awarding proposals that are submitted under the Industry Partner Fund.

**ATTACHMENTS**

Attachment 1 – Board Policy IV.E. – Second Reading

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

There have been no changes between the first and second reading.

Staff recommends approval.

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**BOARD ACTION**

I move to approve the first reading of Board Policy IV.E. Division of Career Technical Education, Subsection 7, Industry Partner Fund as submitted in attachment 1.

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



**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES**

**Subsection: E. Division of Career Technical Education**

[October 2014](#)[December 2016](#)

***(BREAK IN CONTINUITY OF SECTIONS) – New Subsection***

**7. Industry Partner Fund**

In an effort to increase the capacity of each of Idaho's six public technical colleges to work with regional industry partners to provide a "rapid response to gaps in skills and abilities," Idaho has established the Industry Partner Fund. The purpose of the fund is to provide funds that give the technical colleges the flexibility to work with Idaho employers to provide "timely access to relevant college credit and non-credit training and support projects."

**a. Definitions**

- i. Technical College Leadership Council (TCLC) means the career technical education deans of Idaho's six public technical colleges
- ii. Wage threshold means evidence that training will lead to jobs that provide living wages appropriate to the local labor market or local standard of living.
- iii. Regional means the six defined career technical service regions pursuant to Board Policy III.Z.
- iv. Support project means supplemental items, activities, or components that may enhance program outcomes (such as job analysis, placement services, data collection and follow up, workplace readiness skills training, etc.)
- v. Regional industry partners means employers that operate in Idaho and/or serve as a talent pipeline for Idaho students and employees.
- vi. Impact potential means the extent to which the training or project will increase regional capacity to meet talent pipeline needs. May include number of students or employees affected, associated wages, and long-term regional improvement or sustainability. May also include the timeframe for implementation.
- vii. Demonstrated commitment means the promissory financial commitment made by the partner employer that includes cash or in-kind contribution to the project.

**b. Roles and Responsibilities**

The Division of Career Technical Education administrator and TCLC are jointly responsible for reviewing and administering the application process for accessing Industry Partner Fund monies.

The TCLC, in accordance with the deadlines outlined in the following section, shall conduct the preliminary review of all proposals to ensure they meet the eligibility requirements and align with legislative intent. Each institution shall have one vote on the TCLC throughout the recommendation process. Deans shall not vote on

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proposals from their institution. The TCLC shall make recommendations to the division administrator to approve, deny, or modify submitted proposals.

The division administrator shall review all eligible proposals and make the final determination on the award of those proposals.

The Division shall be responsible for management and distribution of all moneys associated with the fund.

**c. Submission and Review Process**

Proposals will be accepted quarterly, on a schedule set by the Division. The TCLC shall provide the division administrator with recommendations on which proposals to award within 14 calendar days of the closing date of the application period. Pursuant to language outlined in Section 33-2213, Idaho Code, the TCLC and the division administrator will notify the technical college within 30 days of submission of their proposal as to whether their proposal was approved.

Submitted proposals must contain all required supporting documentation, as outlined by the division administrator, the TCLC, and as specified in the application.

Proposals must be signed by the College Dean, Financial Vice President/Chief Fiscal Officer, Provost/Vice President for Instruction, and institution President.

Proposals must outline how the institution and industry partner(s) are unable to meet industry need with existing resources.

**d. Eligibility Criteria**

Each proposal will be reviewed and evaluated according to the following criteria:

- i. The extent to which the proposal meets regional demand
- ii. Relevant labor market information, which must include, but is not limited to, Idaho Short Term Projections (Idaho Department of Labor)
- iii. Wage thresholds – low wage program starts should be accompanied with appropriate justification including regional economic demand.
- iv. Impact potential
- v. Degree of employer commitment
- vi. The extent to which the proposal aligns with and/or supports career technical education programs and relevant workforce training
- vii. the anticipated administrative costs
- viii. any special populations that may benefit from the proposed education or training
- ix. sustainability of the program

Preference will be given to proposals that include:

- i. Multiple employers

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- ii. Higher number of impacted workers
- iii. Demonstrated commitment (highest consideration will be given to proposals with a matching component)

Each college may submit more than one proposal per quarter. In the event a qualified proposal isn't selected in the quarter in which it was submitted, the proposal may be resubmitted the following quarter. Resubmission of an eligible proposal is not a guarantee of future awards.

**e. Distribution and Use of Funds**

The division administrator, in awarding funds, shall ensure that funds are available each quarter. As such, the division administrator may adjust or reduce the award amount to an accepted proposal. These adjustments or reductions shall be made in consultation with the TCLC and the technical college impacted and will ensure the original intent of the proposal can still be met.

Funds will be distributed on a one-time basis; renewal proposals may be submitted, based on the nature of the project or training.

Industry Partner Fund moneys may be used for:

- i. Facility improvement/expansion
- ii. Facility leasing
- iii. Curriculum development
- iv. Salaries and benefits (if the training program needs are anticipated to go beyond the initial award, the college must provide additional details on long-term sustainability of the position filled through the fund)
- v. Staff development
- vi. Operating expenses
- vii. Equipment and supplies
- viii. Travel related to the project
- ix. Approved administrative costs, as outlined in the application

Funds may not be used for:

- i. Real property
- ii. indirect costs
- iii. the cost of transcribing credits
- iv. tuition and fees
- v. materials and equipment normally owned by a student or employee for use in the program or training

**f. Performance Measures and Reporting Requirements**

In accordance with the approved proposal, colleges shall provide a quarterly update and closeout report on elements such as:

- i. Number of affected workers
- ii. Number of enrolled or participating students
- iii. Placement rate of training completers

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- iv. Average wages and any wage differential
- v. Industry match
- vi. If practicable, Idaho public college credits, certificates, certifications, qualifications or microcertifications of value toward postsecondary certificates or degrees.
- vii. Funds obligated and expended. Any funds not obligated within 18 months of the initial award shall revert back to the fund.

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**SUBJECT**

Educator Preparation Programs Performance Measures and Definition – Low Performing

**REFERENCE**

October 2016                      Board was updated on progress made toward developing educator preparation program effectiveness/performance measures.

**APPLICABLE STATUTE, RULE, OR POLICY**

Higher Education Act of 1965, §§207 (2008).

**BACKGROUND/DISCUSSION**

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposes new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identify levels of program effectiveness to drive continuous improvement.

The final federal regulations incorporate extensive stakeholder and public feedback obtained throughout four years of federal negotiated rulemaking, public hearings, and public comment processes. The intent of the new rule is to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States are allowed flexibility in determining how to weigh all outcome measures, but are required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). These new federal



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requirements are designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation providers were already meeting regularly to develop common assessments and create consistency in measuring program outcomes. The Idaho measures were shaped in alignment with the proposed federal rule and, as a result, the rubric developed through the Idaho Coalition for Educator Preparation (ICEP) and the Idaho Association of Colleges of Teacher Education (IACTE) for measuring program performance is in full compliance with the newly initiated Title II requirements.

The attached document illustrates these proposed performance measures, aligned with federal guidance and recommended by ICEP, IACTE, and the Professional Standards Commission (PSC), for the purpose of establishing a system for reporting varying ranges of program performance. New Title II State Reporting requirements will become effective no later than October 2019.

**IMPACT**

If the Board approves the measures recommended, as outlined in Attachment 1, Board staff will take next steps to convene the requisite stakeholders for the purpose of consultation as prescribed by Title II guidance. This "consultation group" will be charged with making final recommendations on implementation of the EPP performance assessment system and data collection processes, as well as suggest state-level rewards or consequences associated with the designated performance levels. Feedback and recommendations from this group shall be vetted by the PSC for formal recommendation, and will be presented to the Board at a future meeting.

**ATTACHMENTS**

Attachment 1 – Draft Idaho Educator Preparation providers Evaluation Plan –  
Title II Aligned Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

At minimum, states must use the 2016-17 academic year to design their reporting system in consultation with stakeholders. They may choose to use 2017-18 as a pilot year and are required to fully implement the system in 2018-19. For programs not performing at an "effective" level, federal consequences outline that such programs will become ineligible for the Teacher Education Assistance for College and Higher Education (TEACH) grants. The first year for which any program might lose TEACH grant eligibility will be 2021-22. The TEACH grant program is a federal program that provides grants of up to \$4,000 per year to students who agree to teach for four years in an elementary or secondary school, or educational service agency that serves students from low-income families.

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Additional federal guidance requires states to provide technical assistance to any program rated as low-performing to help it improve. With the Board's support of these recommended measures, progress can be made toward a full pilot in 2017-18, which will allow for close review of this system prior to mandatory implementation. To ensure accuracy and consistency in evaluating educator preparation programs, adjustments to current data reporting and data collection will likely be necessary. Additionally, a pilot year will also allow for discussion and strategic planning as the state education agency considers how to meet the technical assistance requirement in a way that will most effectively support low-performing programs.

**BOARD ACTION**

I move to approve the proposed measures for determining Educator Preparation Provider program effectiveness, as submitted in Attachment 1.

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

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## Title II HEA Regulations 2016 – State Reporting Requirements

### *Idaho's plan for Annual Reporting on Educator Preparation Program Performance*

On or before October 2019, the state shall report meaningful differentiations in teacher preparation program performance for each of Idaho's Educator Preparation Providers (EPPs), by program (e.g. elementary program, secondary English program, etc.). Quality will be indicated through three performance levels--***low-performing teacher preparation program, at-risk teacher preparation program, and effective teacher preparation program*** based on implementation of the following indicators:

| <i>USDOE Guidance</i>                                                                                                                                                                                                                                                                                                                                                | <i>Proposed Idaho EPP Measures</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Weighting</i> | <i>Implementation Notes</i>                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student learning outcomes – any one measure, or combination of:</b><br>- Student growth;<br>- A teacher evaluation measure;<br>- Another state-determined measure that is relevant to calculating student learning outcomes, including academic performance                                                                                                       | Idaho will meet two of the three suggested requirements:<br><br>- <b>Student growth</b> as reported by districts as part of Career Ladder requirements ("yes" or "no" indicating if students meet educator's growth targets - 10 points possible)<br>- <b>Teacher evaluation measures</b> (reporting the number of "unsatisfactory" components on the state framework – 5 points possible)                                                                                                            | 15%              | Data for 2015/16 and 2016/17 will be available by July 1, 2017 through Idaho SDE                                                             |
| <b>Employment outcomes - State must calculate:</b><br>- Teacher placement rate;<br>- Teacher placement rate in high-need schools;<br>- Teacher retention rate; and<br>- Teacher retention rate in high-need schools                                                                                                                                                  | Idaho will meet all four requirements:<br><br>- <b>Teacher placement rate</b><br>- <b>Teacher placement rate in high-need schools</b><br>- <b>Teacher retention rate</b><br>- <b>Teacher retention rate in high-need schools</b><br>(2 points possible for each category)                                                                                                                                                                                                                             | 8%               | Available through October ISEE upload data                                                                                                   |
| <b>Survey outcomes - State must collect qualitative and quantitative data including, but not limited to:</b><br>- A teacher survey and an employer survey designed to capture perceptions of whether novice teachers who are employed in their first year of teaching possess the academic content knowledge and teaching skills needed to succeed in the classroom. | Idaho is already in year two of collecting this data, and fully meets the federal requirement:<br><br>- <b>Alumni feedback</b> in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (15 points)<br>- <b>Employer feedback</b> in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (10 points possible) | 25%              | Piloted in October 2015, year-two data collected October 2016. (Will likely need legislative action to ensure full compliance going forward) |

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
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| <i>USDOE Guidance</i>                                                                                                                                                                                                                                                                                                                                         | <i>Proposed Idaho EPP Measures</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Weighting</i> | <i>Implementation Notes</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Characteristics of Teacher Preparation Programs</b> - <i>Does the program produce teacher candidates:</i></p> <ul style="list-style-type: none"> <li>- <i>With content and pedagogical knowledge;</i></li> <li>- <i>With quality clinical preparation; and</i></li> <li>- <i>Who have met rigorous teacher candidate exit qualifications</i></li> </ul> | <p><b>Idaho meets all suggested requirements through the State Approval Process, which includes meeting State Specific Requirements every third year following the full accreditation review:</b></p> <ul style="list-style-type: none"> <li>- <b>Content and Pedagogical Knowledge.</b> <i>Full review of all programs every seven years. Evidence of knowledge includes evaluation of syllabi, Praxis scores, GPA, exams. Measures of performance include artifacts demonstrating candidate work, interviews with cooperating teachers, employers, and candidates, and data from multiple observations of preservice candidates (26 points possible)</i></li> <li>- <b>Quality Clinical Preparation.</b> <i>Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews.</i></li> <li>- <b>Rigorous Candidate Exit Qualifications.</b> <i>Successful score on statewide Common Summative Assessment of Teaching based upon the state's framework and development of an Individualized Professional Learning Plan. Reviewed every third/fourth year, both as part of the full accreditation reviews and through the State Specific Requirements reviews. (26 points possible)</i></li> </ul> | 52%              | <p><i>Revisions of the State Approval Process for the purpose of increased rigor began in 2010; State Specific Requirement Reviews were added in 2012 and implemented in 2015. Both the process for, and implementation of, program approval visits are subject to ongoing review and revision. For the purpose of Title II reporting, a simplified process for reporting key data will need to be created, supplementing the full program reports currently submitted to the State Board of Education.</i></p> |

**Proposed Ranking**

≥ 70% of points available = “Effective” program

41% - 69% of points available = “At risk” program

0% - 40% of points available = “Low performing” program



**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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| <b>TAB</b> | <b>DESCRIPTION</b>                        | <b>ACTION</b>     |
|------------|-------------------------------------------|-------------------|
| <b>1</b>   | <b>FY 2016 FINANCIAL STATEMENT AUDITS</b> | Motion to approve |
| <b>2</b>   | <b>FY 2016 FINANCIAL RATIOS</b>           | Information item  |
| <b>3</b>   | <b>FY 2016 NET POSITION BALANCES</b>      | Information item  |

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**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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**SUBJECT**

Acceptance of college/university FY2016 audit findings reported by the Idaho State Board of Education (Board)'s external auditor

**APPLICABLE STATUTE, RULE OR POLICY**

Idaho State Board of Education Bylaws, Section V.H.4.f.

**BACKGROUND/DISCUSSION**

The Board contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

The audits were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements.

There was one significant finding for Lewis-Clark State College related to Student Financial Assistance. Moss Adams' audit results presentation, which was provided to the Audit Committee, is attached for the Board's reference.

**IMPACT**

**ATTACHMENTS**

Attachment 1 - Moss Adams Audit Results Report

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

On November 9, 2016, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the audited colleges and universities on their financial statements. Board members were subsequently provided the audit reports and financial statements. Staff recommends acceptance of the financial audit reports submitted by Moss Adams LLP.

**BOARD ACTION**

I move to accept from the Audit Committee the Fiscal Year 2016 financial audit reports for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as submitted by Moss Adams LLP in Attachment 1.

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

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# **Idaho State Board of Education**

## **Audit Committee**

### **Presentation of Audit Results**

**November 9, 2016**

**Boise State University  
Idaho State University  
University of Idaho  
Lewis-Clark State College  
Eastern Idaho Technical College**

**Scott Simpson  
Tammy Erickson**



# Idaho State Board of Education

## Audit Committee Debrief

November 9, 2016

### Moss Adams Leadership Team

#### *Overall*

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

#### *Institution Specific*

Pam Cleaver, Partner

509-248-7750 [pam.cleaver@mossadams.com](mailto:pam.cleaver@mossadams.com)

Tammy Erickson, Partner

509-747-2600 [tammy.erickson@mossadams.com](mailto:tammy.erickson@mossadams.com)

### Contract Deliverables

#### *For each institution*

- Auditor's Report on Financial Statements – GAAS
- Auditor's Report on Financial Statements – GAGAS
- Auditor's Report on Compliance in Accordance with OMB Circular A-133
- Required Communication – SAS 114
- SAS 115 Letters & Management Letters

#### *Additional items for individual institutions*

- NCAA Agreed-Upon Procedures for UI, BSU, ISU Presidents
- Auditor's Report on Financial Statements for Boise State Radio

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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

# **Idaho State Board of Education**

## **Audit Committee Debrief – cont.**

**November 9, 2016**

### **Required Communications**

- Auditor's Responsibility Under Generally Accepted Auditing Standards
- Planned Scope and Timing of the Audit
- Significant Accounting Policies
- Significant Accounting Estimates
- Financial Statement Disclosures
- Significant Difficulties Encountered During the Audit
- Corrected and Uncorrected Misstatements
- Disagreements with Management
- Management Representations
- Management Consultation with Other Accountants
- Other Significant Findings or Issues
- Internal Control Matters
- Fraud

### **SAS 115 Letters (Internal Control Related Matters)**

- Will be provided for each Institution (as applicable)

### **Management Letters**

- Will be provided for each Institution (as applicable)

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# **MOSS-ADAMS LLP**

Certified Public Accountants and Business Consultants

## Discussions to Expect From the Independent Auditors

**Purpose of This Tool.** Auditing standards<sup>1</sup> require that the auditor communicate, either orally or in writing, certain information to an audit committee of the board, or another designated party that performs oversight of the financial reporting and audit process. This section discusses the type of information independent auditors are required to communicate to an audit committee or other oversight body.

### Independent Auditors in the Public Sector

Communications with the audit committees have now engendered more legal and regulatory scrutiny. Independent auditors, in the wake of well-documented business failures and new regulatory oversight, are required to increase their documentation and communication efforts as they relate to their interactions with the audit committee. Independent auditors of government organizations may include an elected or appointed auditor or Inspector General or an independent public accounting firm. In addition, at the federal level the Government Accountability Office (GAO – formerly the General Accounting Office) may be statutorily required to act as the independent auditor in certain circumstances. If an independent public accounting firm is used as the independent auditor, it is often required to be under contract with the elected or appointed auditor or Inspector General. The communication guidance discussed in this section relates to whichever of the above parties is acting as the independent auditor.

### Auditor's Responsibility Under Generally Accepted Auditing Standards

It is important for audit committees to understand what an audit is and what it is not. Usually, audit committees are most concerned about the system of internal control and that the financial statements are free of material misstatement. The auditor should make sure the audit committee understands the level of responsibility that the auditor assumes for the system of internal control and the financial statements under generally accepted auditing standards (GAAS). It is also important that the auditor makes sure that the audit committee understands that an audit is designed to obtain reasonable rather than absolute assurance about the financial statements.

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<sup>1</sup>The term “auditing standards” refers to generally accepted auditing standards (GAAS) issued by the AICPA. These standards are incorporated into government auditing standards (GAS or GAGAS) issued by the Comptroller General of the United States. These terms are also synonymous with the term “Yellow Book.” In addition, OMB Bulletin No. 01-02, *Audit Requirements for Federal Financial Statements*, Section 5 requires open and timely communication between agency management, including the CFO, and the Inspector General (and the audit firm if the audit is contracted out) throughout the audit process. The guidance in this tool is based on Statements on Auditing Standards (SAS) No. 61, *Communication With Audit Committees*, as amended; No. 60, *Communication of Internal Control Related Matters Noted in an Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 325); and No. 54, *Illegal Acts by Clients* (AICPA, *Professional Standards*, vol. 1, AU sec. 317), and amendments thereto, which are in effect as of this writing and *Government Auditing Standards*, issued by the Comptroller General.

**Significant Accounting Policies**

The auditor should determine that the audit committee is informed about all significant accounting policies and how they are applied in the governmental organization. To make sure, the audit committee should expect that the auditors will communicate the following:

1. All significant accounting policies, including those that applied for the first time during the year
2. How those accounting policies are applied in the organization
3. Methods the organization used to account for significant unusual transactions
4. The effect of significant accounting policies in controversial or emerging areas for which there is lack of authoritative guidance or consensus

**Management Judgments and Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management. These estimates are based on management's judgments (which are normally based on management's knowledge and experience about past and current events), and assumptions about future events.

The auditor should address the following issues with the audit committee:

1. The process used by management in formulating particularly sensitive accounting estimates
2. The basis for the auditor's conclusion about the reasonableness of those estimates

**Audit Adjustments**

The auditor should inform the audit committee about all audit adjustments arising from the audit that could, in the auditor's judgment, have a significant effect on the organization's financial reporting process. The audit team will keep track of those proposed adjustments for later discussion with management. Management will evaluate those proposed adjustments and decide whether the adjustment should be booked to the account balances as proposed. Bear in mind, however, that the auditor may find it necessary to qualify the audit report if management does not record the adjustments that the auditor deems necessary to record.

As part of its communications, the auditor should:

1. Inform the audit committee about adjustments arising from the audit that could either individually or in the aggregate have a significant effect on the organization's financial reporting process.
2. Address whether the adjustments were recorded.
3. Determine whether the adjustments may not have been detected except through the auditing procedures performed (meaning that the organization's own internal control system did not detect the need for the adjustment).
4. Explain about uncorrected misstatements aggregated by the auditor during the current engagement and pertaining to the most recent period presented in the financial statements, that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

### **Auditor's Judgments About the Quality of the Organization's Accounting Principles**

***Note: This communication is required for audits of public companies. It is not required for governmental organizations but could be considered a good practice.***

Although objective criteria for evaluating the quality of an organization's accounting practices have not been established, the auditor's judgments about the quality, not just the acceptability of the organization's accounting principles as applied in its financial statements, including disclosures, should be discussed. The discussion should be open and frank, and tailored to the organization's specific circumstances. It should include the following topics:

1. Consistency of the organization's accounting principles and their application
2. Clarity of the financial statements and related disclosures
3. Completeness of the financial statements and related disclosures
4. Any items that have a significant impact on the representational faithfulness, verifiability, and neutrality of the accounting information included in the financial statements, examples of which follow:
  - a. Selection of new accounting policies or changes to current ones
  - b. Estimates, judgments, and uncertainties
  - c. Unusual transactions
  - d. Accounting policies relating to significant financial statement items, including the timing of transactions and the period in which they are recorded
5. A discussion of accounting practices that are not specifically addressed in the accounting literature, for example, those that may be unique to a specific industry.



**Other Information Contained in Audited Financial Statements**

Although the notes to the financial statements are an integral part of the financial statements and therefore are included in the scope of the auditing procedures, other information prepared by management that generally accompanies financial statements is not necessarily included in the scope of the auditing procedures, for example, “Management’s Discussion and Analysis of the Financial Condition and Results of Operations.”

The auditor should discuss the responsibility, if any, that he or she has for other information in documents containing audited financial statements, any procedures performed, and the results.

**Disagreements With Management**

Disagreements may arise between the auditor and management over the application of accounting principles to specific transactions and events, as well as the basis for management’s judgments about accounting estimates, or even the scope of the audit or disclosures to be made in the financial statements or footnotes. Differences of opinion based on incomplete facts or preliminary information that are later resolved are not considered disagreements for this purpose.

When meeting with the audit committee, the auditors should discuss any disagreements with management, whether or not resolved, about matters that individually or in the aggregate could be significant to the organization’s financial statements or the auditor’s report.

**Consultation With Other Accountants**

Sometimes, management of the government organization may consult with other accountants about accounting and auditing matters. If the auditor is aware that such consultation has occurred, the auditor should discuss with the audit committee their views about the significant matters that were the subject of the consultation. The audit committee may wish to ask management whether they have consulted with other accountants about accounting and auditing matters.

**Major Issues Discussed With Management Before Retention**

The auditor should discuss with the audit committee any major issues that were discussed with management in connection with the initial or recurring retention of the auditor. This includes any discussions regarding the application of accounting principles or auditing standards. For some government organizations, an audit organization is mandated by federal or state law to perform the government organization’s audit. While auditor retention is not an issue, the auditor should nonetheless discuss with the audit committee any major issues regarding the auditor’s application of accounting principles or auditing standards.

### **Difficulties Encountered in Performing the Audit**

The auditor should inform the audit committee about any serious difficulties encountered in working with management during the audit. Examples include, but are not limited to:

1. Unreasonable delays by management in allowing the commencement of the audit
2. Unreasonable delays or refusals by management in providing needed information to the auditor
3. Unreasonable timetable set by management for the conduct of the audit
4. Unavailability of client personnel
5. Failure of client personnel to complete client-prepared schedules on a timely basis

### **Illegal Acts**

The auditor has the responsibility to assure himself or herself that the audit committee is adequately informed about illegal acts that come to the auditor's attention (this communication need not include matters that are clearly inconsequential). The communication should describe (1) the act, (2) the circumstances of its occurrence, and (3) the effect on the financial statements.

What is an illegal act for purposes of this communication? Statement on Auditing Standards (SAS) No. 54, *Illegal Acts by Clients* (AICPA, *Professional Standards*, vol. 1, AU sec. 317), defines it as violations of laws or government regulations attributable to the government organization, or acts by management or employees on behalf of the organization. Illegal acts do not include personal misconduct by the organization's personnel unrelated to the government's business activities.

In addition, *Government Auditing Standards*, Auditor Communication, Chapter 5, Section 5.12, issued by the Comptroller General, and OMB Bulletin No. 01-02, *Audit Requirements for Federal Financial Statements*, Section 7, paragraph c.(3)(a) requires auditors to report noncompliance with laws and regulations disclosed by the audit, except for those instances of noncompliance that are clearly inconsequential. In meeting this requirement, the auditor shall report all instances of fraud and illegal acts unless clearly inconsequential and significant violations of provisions of contracts or grant agreements and abuse. In some circumstances, auditors are required to report fraud, illegal acts, violations of provisions of contracts or grant agreements, and abuse directly to parties external to the audited organization.

## Internal Control Matters

See also the tool, “Internal Control: A Tool for the Audit Committee,” elsewhere in this toolkit.

SAS No. 60, *Communication of Internal Control Related Matters Noted in an Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 325), requires the auditor to communicate matters relating to the organization’s internal control that are observed by the auditor in the conduct of a financial statement audit. These matters should be discussed with the audit committee because they represent significant deficiencies in the design or operation of the internal control system, which could adversely affect the organization’s ability to initiate, record, process, and report financial data consistent with the assertions of management in the financial statements.

## Fraud

See also the tool, “Fraud and the Responsibilities of the Audit Committee,” elsewhere in this toolkit.

SAS No. 99, *Consideration of Fraud in a Financial Statement Audit* (AICPA, *Professional Standards*, vol. 1, AU sec. 316), requires that the independent auditor bring any evidence of fraud to the attention of the appropriate level of management (generally seen as one level higher than the level at which a suspected fraud may have occurred), even in the case of an inconsequential fraud, such as a minor defalcation by a low-level employee. The independent auditor should reach an understanding with the audit committee regarding when (nature and scope) an inconsequential fraud conducted by a low-level employee should be brought to the audit committee’s attention.

Fraud involving senior management, and any fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements must be reported to the audit committee by the independent auditor.

# University of Idaho

## Presentation of Audit Results

November 9, 2016

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

### Primary Contacts at Moss Adams for UI

Tammy Erickson, Partner  
Kevin Mullerleile, Senior Manager

6 auditors at UI from Moss Adams  
1 exempt tax specialist  
1 IT specialists

### Fieldwork Dates

Interim Fieldwork  
F/S Fieldwork

May 31 – June 3  
August 22 – 26

### Audit Reporting and Timing

|                                               |                    |
|-----------------------------------------------|--------------------|
| Audit Report Dated                            | September 30, 2016 |
| Audit Report Issued                           | September 30, 2016 |
| Auditors Report on Financial Statements       | Unmodified         |
| Auditors Report on Compliance                 | Unmodified         |
| Internal Control Issues Identified & Reported | None Reported      |
| Audit findings related to Compliance Audit    | None Reported      |

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# MOSS-ADAMS LLP

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**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**


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**Section I - Summary of Auditor's Results**


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**Financial Statements**

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
  - Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

**Federal Awards**

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ☐ Yes ☒ No

Identification of major federal programs<sup>1</sup> and type of auditor's report issued on compliance for major federal programs:

| <i>CFDA Number(s)</i> | <i>Name of Federal Program or Cluster</i> | <i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i> |
|-----------------------|-------------------------------------------|---------------------------------------------------------------------------------|
| Various               | Research & Development Cluster            | Unmodified                                                                      |

Dollar threshold used to distinguish between type A and type B programs: \$ 3,000,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

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**Section II - Financial Statement Findings**


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None reported

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**Section III - Federal Award Findings and Questioned Costs**


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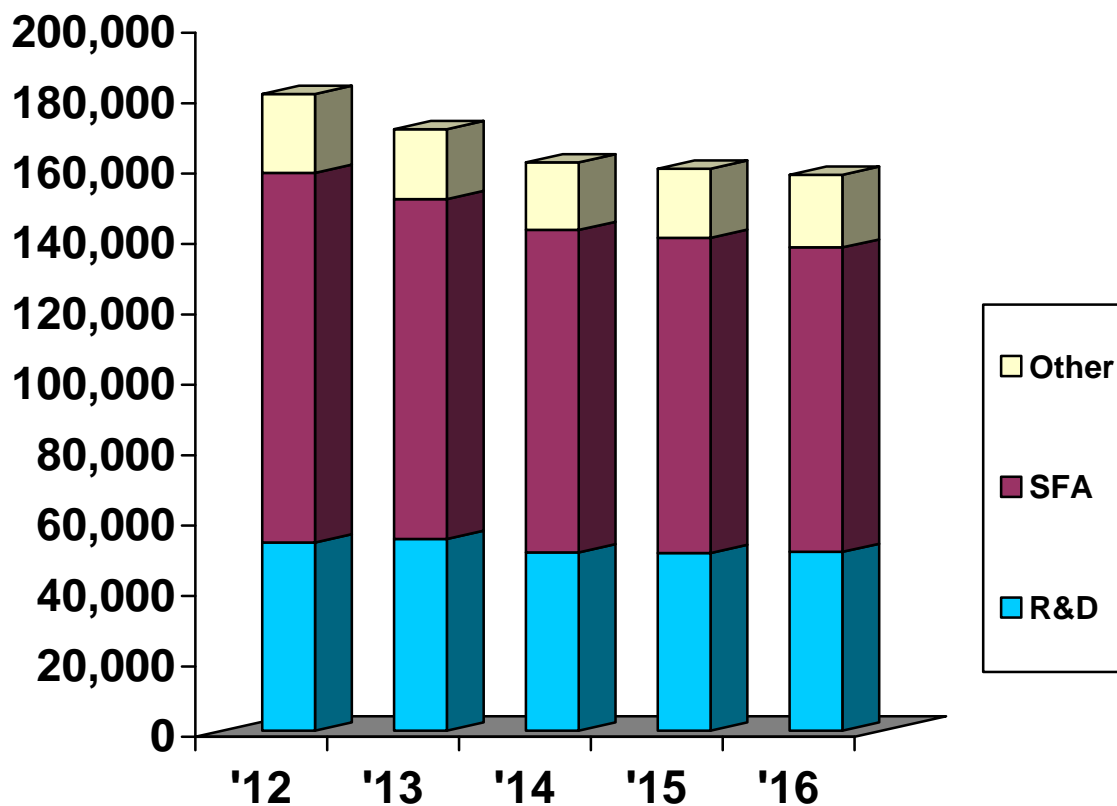
None reported



**University of Idaho**  
Presentation of Audit Results – cont.

November 9, 2016

**Federal Expenditures**  
**5 Year Trend** *(in thousands)*



**MOSS-ADAMS LLP**

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Communications with Those  
Charged with Governance

University of Idaho

June 30, 2016

**COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE**

To the Audit Committee  
Idaho State Board of Education

We have audited the financial statements of the University of Idaho (University) and the discretely presented component unit (Foundation), as of and for the years ended June 30, 2016 and 2015, and the aggregate remaining fund information of the University (the University of Idaho Health Benefits Trust and the University of Idaho Retiree Benefits Trust), as of and for the years ended December 31, 2015 and 2014, and have issued our report thereon dated September 30, 2016. The financial statements of the Foundation and University of Idaho Health Benefits Trust were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation and the University of Idaho Health Benefits Trust, are based solely on the reports of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

**OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA; *GOVERNMENT AUDITING STANDARDS*, ISSUED BY THE COMPTROLLER GENERAL OF THE UNITED STATES; THE SINGLE AUDIT ACT AMENDMENTS OF 1996; AND THE AUDIT PROVISIONS OF THE OMB UNIFORM GUIDANCE**

As stated in a meeting with the Audit Committee on March 1, 2016, our responsibility, as described by professional standards, was conducting our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the audit provisions of the OMB Uniform Guidance. It included tests of the University's accounting records, a determination of major programs in accordance with the OMB Uniform Guidance, and other procedures we considered necessary to enable us to express opinions and to render the required reports.

The reports on internal control and compliance include a statement that the purpose of the report is solely to: describe the scope of testing of internal control over financial reporting and compliance and the result of that testing and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance; describe the scope of testing internal control over compliance for major federal programs and major federal program compliance and the result of that testing and to provide an opinion on compliance but not to provide an opinion on the effectiveness of internal control over compliance; that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control over financial reporting and compliance and the OMB Uniform Guidance in considering internal control over compliance and major federal program compliance; and, accordingly, it is not suitable for any other purpose.



We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133, we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

#### **PLANNED SCOPE AND TIMING OF THE AUDIT**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2016.

#### **QUALITATIVE ASPECTS OF ACCOUNTING PRACTICES**

##### **Significant Accounting Policies**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2016 except for the following: as described in Note 3 to the financial statements.

The University implemented a new accounting standard required by the Governmental Accounting Standards Board (GASB):

- GASB Statement No. 72 – *Fair Value Measurement and Application*

This Statement addresses accounting and financial reporting issues related to fair value measurements. The definition of fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This Statement provides guidance for determining a fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements. The University added the new disclosure requirements on fair value in Note 3 of the financial statements.



### **Management Judgments and Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements are as follows:

- Fair value of investments
- The collectability of student loans receivable and accounts receivable
- The useful lives of capital assets
- The compensated absence accrual amount
- The classification of net position by type: net investment in capital assets, restricted for expendable, and unrestricted
- The actuarially determined liabilities related to pensions and other post-employment benefit obligations

### **Financial Statement Disclosures**

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 12 related to retirement plans, Note 13 related to postemployment benefits (other than pensions) and retiree benefits trust, and Note 17 related to the Foundation.

### **Significant Difficulties Encountered During the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. During the 2016 financial close process the University identified a \$9.6million Consolidated Investment Trust distribution from the University's Foundation was incorrectly recorded as unrestricted net position, rather than restricted for expendable net position as of June 30, 2015. In the 2016 financial statements, the University reclassified prior year net position to correct this immaterial error. This reclassification had no effect on the previously reported change in net position.





There were no other known or likely misstatements identified during the audit, other than those considered trivial.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### **Management Representations**

We have requested certain written representations from management that are included in the management representation letter dated September 30, 2016.

### **Management Consultation with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### **Other Significant Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

### **OTHER MATTERS**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis on pages 4 through 16 and the schedules of University's proportionate share of net pension liability – PERSI base plan, University contributions – PERSI base plan, and funding progress – Retiree Benefits Trust on page 74, which is labeled as "required supplementary information," includes applying certain limited procedures to the required supplementary information in accordance with auditing

**MOSS-ADAMS** LLP

standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of the University and is not intended to be and should not be used by anyone other than these specified parties.

*Moss Adams LLP*

Eugene, Oregon  
September 30, 2016

# Lewis-Clark State College

## Presentation of Audit Results

November 9, 2016

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

### Primary Contacts at Moss Adams for LCSC

Tammy Erickson, Partner  
Sasha Correnti, Manager

5 auditors at LCSC from Moss Adams  
1 IT specialists

### Fieldwork Dates

Interim Fieldwork  
F/S Fieldwork

May 9 - 13  
August 29 – September 2

### Audit Reporting and Timing

|                                               |                      |
|-----------------------------------------------|----------------------|
| Audit Report Dated                            | October 7, 2016      |
| Audit Report Issued                           | October 7, 2016      |
| Auditors Report on Financial Statements       | Unmodified           |
| Auditors Report on Compliance                 | Unmodified           |
| Internal Control Issues Identified & Reported | None Reported        |
| Audit findings related to Compliance Audit    | One Finding Reported |

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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

## SCHEDULE OF FINDINGS AND QUESTIONED COSTS

### Section I - Summary of Auditor's Results

#### Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

#### Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☒ Yes ☐ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

☒ Yes ☐ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

| <i>CFDA Number(s)</i> | <i>Name of Federal Program or Cluster</i> | <i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i> |
|-----------------------|-------------------------------------------|---------------------------------------------------------------------------------|
| Various               | Student Financial Assistance Cluster      | <i>Unmodified</i>                                                               |

Dollar threshold used to distinguish between type A and type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

### Section II - Financial Statement Findings

None reported

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**Section III - Federal Award Findings and Questioned Costs**


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**FINDING 2016-001 – Borrower Data Transmission and Reconciliation (Direct Loan), Significant Deficiency in Internal Control Over Compliance**

| <i>CFDA Number(s)</i> | <i>Program Name/Title</i>            | <i>Federal Agency/ Pass-through Entity</i> | <i>Federal Award Number</i> | <i>Award Year</i> |
|-----------------------|--------------------------------------|--------------------------------------------|-----------------------------|-------------------|
| 84.268                | Student Financial Assistance Cluster | United States Department of Education      | P268K160100                 | 2016              |

**Criteria:** Per the compliance requirements for student financial assistance, each month, the Common Origination and Disbursement (COD) provides institutions with a School Account Statement (SAS) data file that consists of a Cash Summary, Cash Detail, and Loan Detail records. The College is required to reconcile these files to their financial records on a monthly basis.

**Condition:** Monthly reconciliations were not performed on a consistent basis. Evidence of review and approval of reconciliations is not retained by the College and a documented policy and procedure does not currently exist.

**Questioned costs:** None noted.

**Context:** During our test-work over the borrower transmission and reconciliation (direct loan) compliance requirements, we noted the College did not retain documentation to support the required reconciliation over direct loan activity for the year. We were unable to assess whether the reconciliations were performed as there was no supporting documentation.

**Effect:** The lack of reconciliations could cause potential loan data issues to go undetected.

**Cause:** Program employees were unaware of all the compliance requirements. Also, there were no written policies or procedures for employee guidance.

**Recommendation:** We recommend the College implement controls to ensure reconciliations are performed monthly, tracked, and reviewed by the appropriate personnel. In addition, develop written policies or procedures.

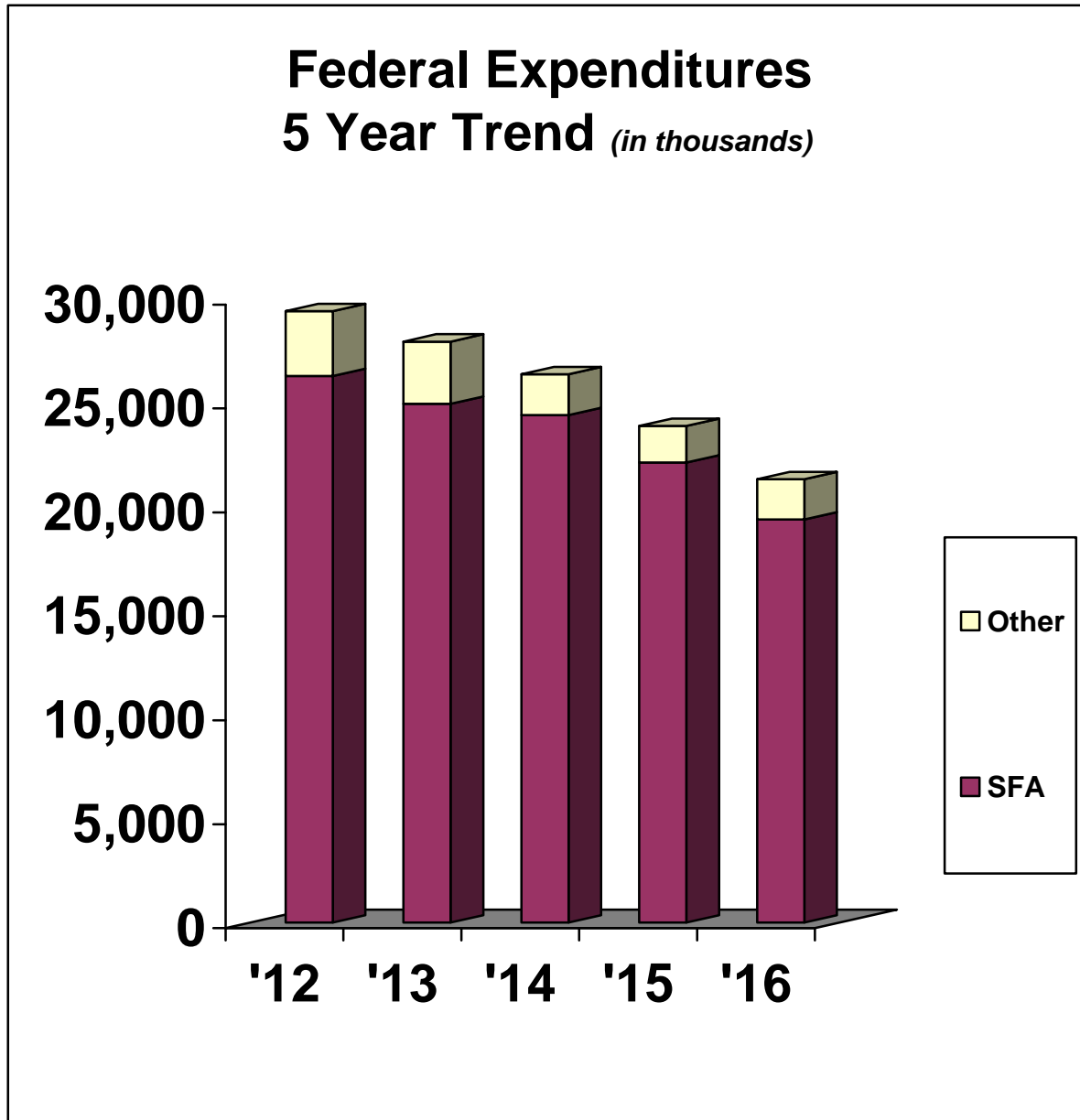
**Views of responsible officials and planned corrective actions:** A combined reconciliation report will be prepared monthly with input from the Director of Financial Aid, Manager of Financial Accounts and the Cash Manager. The Controller will review and maintain the reconciliations. Policies and procedures will be developed to support the process.



# Lewis-Clark State College

Presentation of Audit Results – cont.

November 9, 2016



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**MOSS-ADAMS LLP**

Certified Public Accountants and Business Consultants

**COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE**

Idaho State Board of Education  
Lewis-Clark State College

We have audited the financial statements of Lewis-Clark State College and its discretely presented component unit, the Lewis-Clark State College Foundation, Inc. (collectively, the "College") as of and for the year ended June 30, 2016, and have issued our report thereon dated October 7, 2016. Professional standards require that we provide you with the following information related to our audit.

**Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, Issued by the Comptroller General of the United States of America**

As stated in a meeting with the Audit Committee on March 1, 2016, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.



Idaho State Board of Education  
Lewis-Clark State College  
October 7, 2016  
Page 2

**Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, Issued by the Comptroller General of the United States of America (continued)**

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

**Planned Scope and Timing of the Audit**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2016, other than the financial statements were issued later than expected due to delays in receiving the report draft.



Idaho State Board of Education  
Lewis-Clark State College  
October 7, 2016  
Page 3

## **SIGNIFICANT AUDIT FINDINGS AND ISSUES**

### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2016 except for the implementation of GASB Statement No. 72 – Fair Value Measurement and Application as described in Note 1 to the financial statements. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

### **Significant Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations

### **Financial Statement Disclosures**

The disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Disclosure of retirement plans in Note 8 to the financial statements, Disclosure of related party transactions in Note 10 to the financial statements, and Disclosure of component unit in Note 13 to the financial statements.



Idaho State Board of Education  
Lewis-Clark State College  
October 7, 2016  
Page 4

### **Significant Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We detected no corrected or uncorrected misstatements of the financial statements as part of our audit.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### **Management Representations**

We have requested certain representations from management that are included in the management representation letter dated October 7, 2016.

### **Management Consultation with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.





Idaho State Board of Education  
Lewis-Clark State College  
October 7, 2016  
Page 5

## Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

## OTHER MATTERS

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the information, other than schedule of expenditures of federal awards, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



This information is intended solely for the use of the Idaho State Board of Education and management of Lewis-Clark State College and is not intended to be, and should not be used by anyone other than these specified parties.

*Moss Adams LLP*

October 7, 2016  
Portland, Oregon

# Boise State University

## Presentation of Audit Results

November 9, 2016

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

### Primary Contacts at Moss Adams for BSU

Pam Cleaver, Partner  
Micah Clinger, Senior Manager  
Kyle Hauser, Manager

6 auditors at BSU from Moss Adams  
1 IT specialists

### Fieldwork Dates

Interim Fieldwork  
F/S Fieldwork

May 23 – 27  
August 22 – 26

### Audit Reporting and Timing

|                                               |                  |
|-----------------------------------------------|------------------|
| Audit Report Dated                            | October 14, 2016 |
| Audit Report Issued                           | October 14, 2016 |
| Auditors Report on Financial Statements       | Unmodified       |
| Auditors Report on Compliance                 | Unmodified       |
| Internal Control Issues Identified & Reported | None Reported    |
| Audit findings related to Compliance Audit    | None Reported    |

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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**BOISE STATE UNIVERSITY**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2016**

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**Section I - Summary of Auditor's Results**

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**Financial Statements**

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

**Federal Awards**

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? ☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

| <i>CFDA Number(s)</i> | <i>Name of Federal Program or Cluster</i> | <i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i> |
|-----------------------|-------------------------------------------|---------------------------------------------------------------------------------|
| Various               | Student Financial Assistance Cluster      | Unmodified                                                                      |
| Various               | TRIO Cluster                              | Unmodified                                                                      |

Dollar threshold used to distinguish between type A and type B programs: \$ 825,715

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

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**Section II - Financial Statement Findings**

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None reported

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**Section III - Federal Award Findings and Questioned Costs**

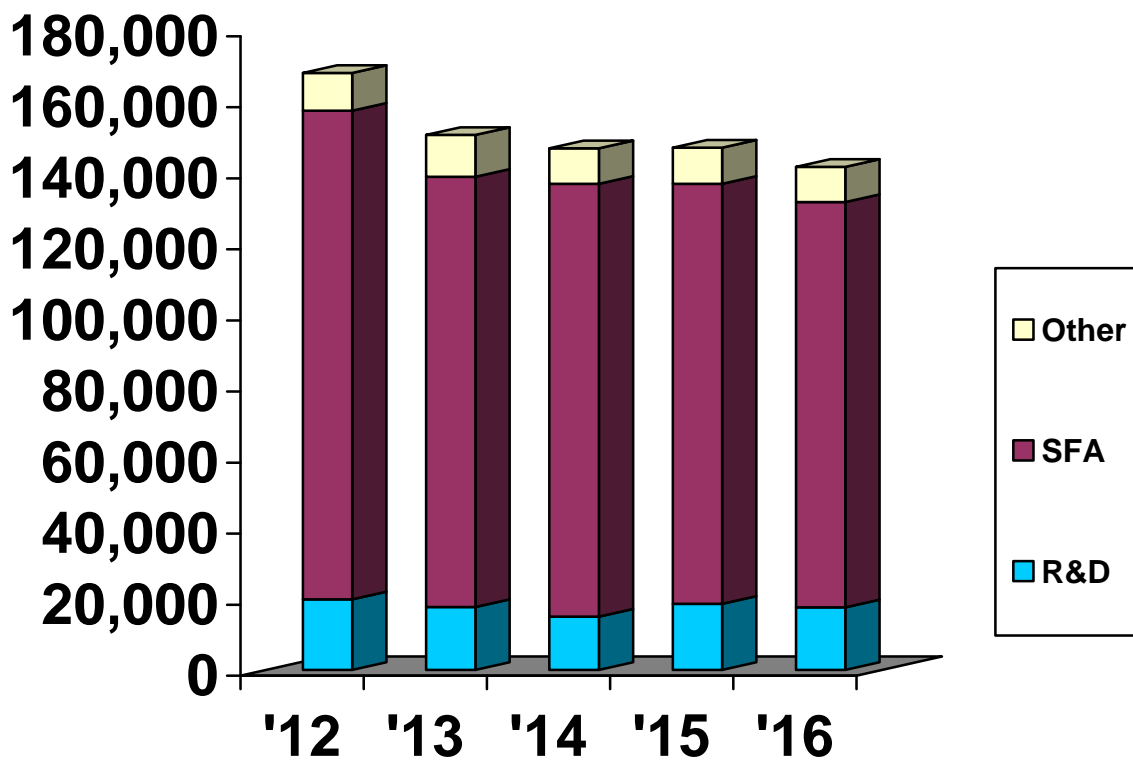
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None reported

**Boise State University**  
Presentation of Audit Results – cont.

November 9, 2016

**Federal Expenditures**  
**5 Year Trend** *(in thousands)*



**MOSS-ADAMS LLP**

Certified Public Accountants and Business Consultants

Communications with Those  
Charged with Governance

**Boise State University**

June 30, 2016



**COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE**

To the Audit Committee of the  
Idaho State Board of Education

We have audited the financial statements of Boise State University (the University) and its discretely presented component unit, Boise State University Foundation, Inc. (Foundation) as of and for the year ended June 30, 2016 and 2015, and have issued our report thereon dated October 14, 2016. We did not audit the financial statements of Boise State University Foundation, Inc., a discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

**OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA AND *GOVERNMENT AUDITING STANDARDS*, ISSUED BY THE COMPTROLLER GENERAL OF THE UNITED STATES OF AMERICA**

As stated in a meeting with the Audit Committee on March 1, 2016, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.



We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. *Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

## **PLANNED SCOPE AND TIMING OF THE AUDIT**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2016.

## **QUALITATIVE ASPECTS OF ACCOUNTING PRACTICES**

### **Significant Accounting Policies**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2016 except for the implementation of GASB Statement No. 72 – *Fair Value Measurement and Application* as described in Note 1 to the financial statements. We noted no transactions entered into by the Company during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.



### **Management Judgments and Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable at June 30, 2016
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations

### **Financial Statement Disclosures**

We believe the disclosures in the financial statements are consistent, clear and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 8 related to bonds and notes payable, Notes 10 related to retirement plans, Note 11 related to pension plans, Note 12 related to postemployment benefits other than pensions, and Note 14 related to the Boise State University Foundation component unit.

### **Significant Difficulties Encountered in Performing the Audit**

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

**Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

**Management Representations**

We have requested certain representations from management that are included in the management representation letter dated October 14, 2016.

**Management Consultation with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

**Other Significant Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**OTHER MATTERS**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

**MOSS-ADAMS** LLP

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of the Audit Committee of the Idaho State Board of Education and management of Boise State University and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Moss Adams LLP". The signature is written in a cursive, flowing style.

Eugene, Oregon  
October 14, 2016



# Idaho State University

## Presentation of Audit Results

November 9, 2016

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

### Primary Contacts at Moss Adams for ISU

Scott Simpson, Partner  
Kyle Hauser, Manager

5 auditors at ISU from Moss Adams  
2 IT specialists

### Fieldwork Dates

Interim Fieldwork  
F/S Fieldwork

May 31 – June 3  
August 29 – September 2

### Audit Reporting and Timing

|                                               |                    |
|-----------------------------------------------|--------------------|
| Audit Report Dated                            | September 29, 2016 |
| Audit Report Issued                           | September 29, 2016 |
| Auditors Report on Financial Statements       | Unmodified         |
| Auditors Report on Compliance                 | Unmodified         |
| Internal Control Issues Identified & Reported | None Reported      |
| Audit findings related to Compliance Audit    | None Reported      |

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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

**IDAHO STATE UNIVERSITY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2016**

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**Section I - Summary of Auditor's Results**

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*Financial Statements*

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

**Federal Awards**

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR Section 200.516(a)?

☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

| <i>CFDA Numbers</i> | <i>Name of Federal Program or Cluster</i>    | <i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i> |
|---------------------|----------------------------------------------|---------------------------------------------------------------------------------|
| Various             | Student Financial Assistance Cluster         | Unmodified                                                                      |
| 84.010              | Title I Grants to Local Educational Agencies | Unmodified                                                                      |
| Various             | TRIO Cluster                                 | Unmodified                                                                      |
| 93.778              | Medicaid Cluster                             | Unmodified                                                                      |

- Dollar threshold used to distinguish between type A and type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

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**Section II - Financial Statement Findings**

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None

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**Section III - Federal Award Findings and Questioned Costs**

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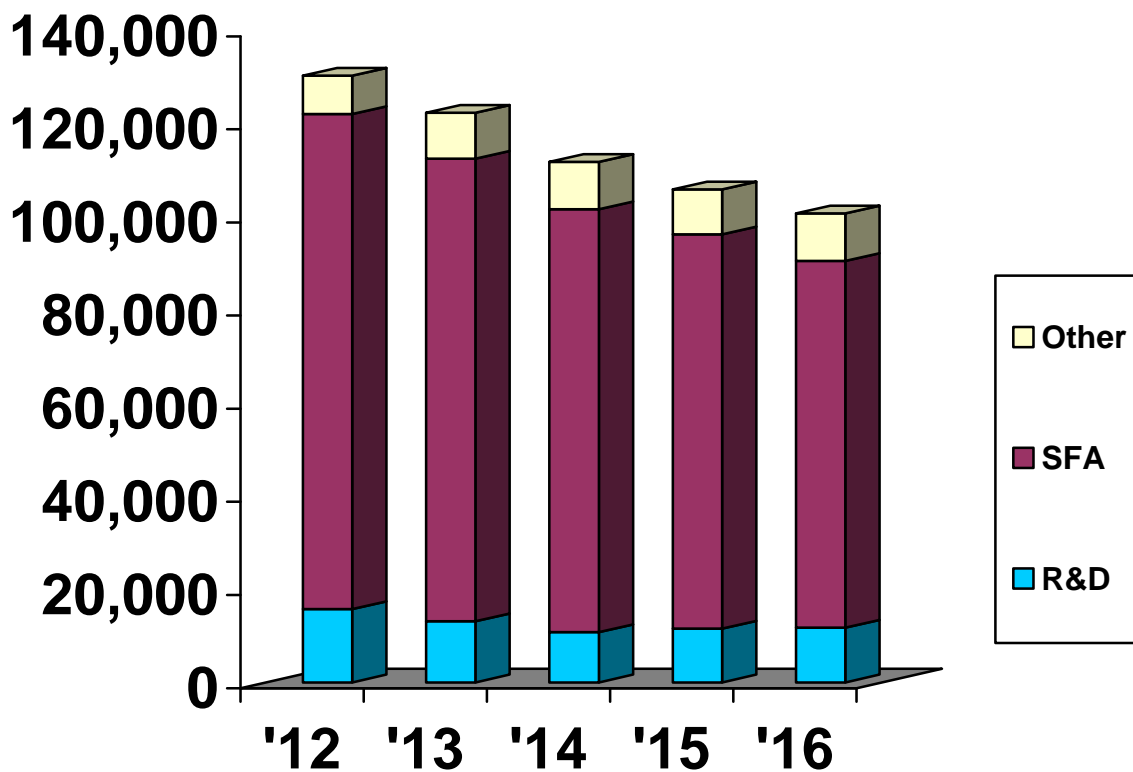
None

# Idaho State University

Presentation of Audit Results – cont.

November 9, 2016

## Federal Expenditures 5 Year Trend *(in thousands)*



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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

Communications with Those  
Charged with Governance

**Idaho State University**

June 30, 2016

**COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE**

To the Audit Committee  
Idaho State Board of Education

We have audited the financial statements of Idaho State University (University) and its discretely presented component unit; Idaho State University Foundation, Inc. as of and for the year ended June 30, 2016, and have issued our report thereon dated September 29, 2016. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 14. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

**OUR RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA Government Auditing Standards, issued by the Comptroller General of the United States of America**

As stated in our engagement letter dated November 18, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial statement audits contained in Government Auditing Standards and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.





**Our Responsibility under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards, issued by the Comptroller General of the United States of America (continued)**

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

**OTHER INFORMATION IN DOCUMENTS CONTAINING AUDITED FINANCIAL STATEMENTS**

Our responsibility for other information in the management's discussion and analysis on pages 4 through 17 and certain information in Note 11, Pension Plan, and Note 12, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



## **PLANNED SCOPE AND TIMING OF THE AUDIT**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2016.

## **SIGNIFICANT AUDIT FINDINGS AND ISSUES**

### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2016. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

### **Significant Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, the valuation of investments, and the actuarially determined liability related to other post employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

### **Financial Statement Disclosures**

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Note 8 related to noncurrent liabilities, Notes 11 and 12 related to retirement plans, and Note 14 related to the component unit.

### **Significant Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.



### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

The information below summarizes an uncorrected misstatement of the financial statements. Management has determined the effect is immaterial, both individually and in the aggregate, to the financial statements as a whole. The adjustment is an entry to fully depreciate an asset that was not previously being depreciated. In 2013, management elected to depreciate an asset over four years rather than all in the prior year. To correct this in the current year statements, net assets would decrease by \$536,359, and depreciation expense would decrease by \$536,359.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### **Management Representations**

We have requested certain representations from management that are included in the management representation letter dated September 29, 2016.

### **Management Consultation with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### **Other Significant Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**MOSS-ADAMS** LLP**Other Matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.



This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be, and should not be used by anyone other than these specified parties.

*Moss Adams LLP*

September 29, 2016  
Eugene, Oregon

# Eastern Idaho Technical College

## Presentation of Audit Results

November 9, 2016

Scott Simpson, Partner

541-686-1040 [scott.simpson@mossadams.com](mailto:scott.simpson@mossadams.com)

### Primary Contacts at Moss Adams for EITC

Scott Simpson, Partner  
Kyle Hauser, Manager

4 auditors at EITC from Moss Adams

### Fieldwork Dates

Interim Fieldwork  
F/S Fieldwork

May 23 - 27  
August 22 - 26

### Audit Reporting and Timing

|                                               |                 |
|-----------------------------------------------|-----------------|
| Audit Report Dated                            | October 6, 2016 |
| Audit Report Issued                           | October 6, 2016 |
| Auditors Report on Financial Statements       | Unmodified      |
| Auditors Report on Compliance                 | Unmodified      |
| Internal Control Issues Identified & Reported | None Reported   |
| Audit findings related to Compliance Audit    | None Reported   |

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# MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants



**EASTERN IDAHO TECHNICAL COLLEGE  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED JUNE 30, 2016**

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**Section I - Summary of Auditor's Results**

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*Financial Statements*

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported
- Noncompliance material to financial statements noted? ☐ Yes ☒ No

**Federal Awards**

Internal control over major federal programs:

- Material weakness(es) identified? ☐ Yes ☒ No
- Significant deficiency(ies) identified? ☐ Yes ☒ None reported

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR Section 200.516(a)? ☐ Yes ☒ No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

| <i>CFDA Numbers</i> | <i>Name of Federal Program or Cluster</i> | <i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i> |
|---------------------|-------------------------------------------|---------------------------------------------------------------------------------|
| Various             | Student Financial Assistance Cluster      | Unmodified                                                                      |

Dollar threshold used to distinguish between type A and type B programs:

\$ 750,000

Auditee qualified as low-risk auditee? ☒ Yes ☐ No

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**Section II - Financial Statement Findings**

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None

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**Section III - Federal Award Findings and Questioned Costs**

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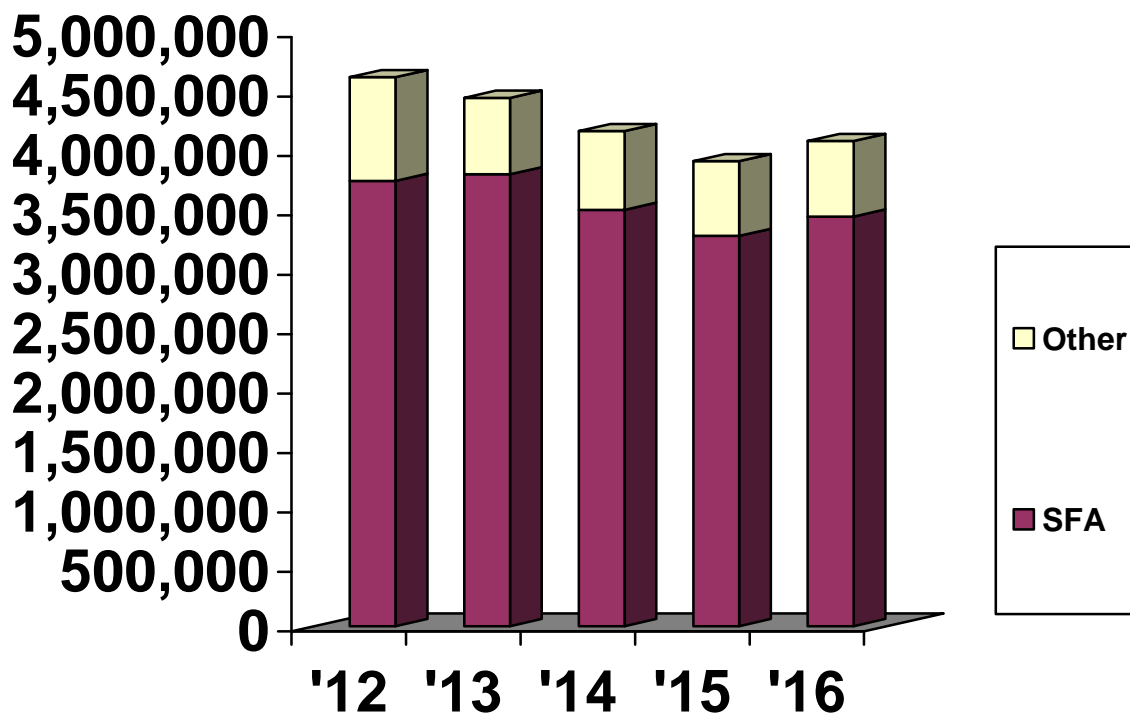
None

# Eastern Idaho Technical College

Presentation of Audit Results – cont.

November 9, 2016

## Federal Expenditures 5 Year Trend



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## MOSS-ADAMS LLP

Certified Public Accountants and Business Consultants

## COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

To the Audit Committee  
Idaho State Board of Education

We have audited the financial statements of Eastern Idaho Technical College (College) as of and for the year ended June 30, 2016, and have issued our report thereon dated October 6, 2016. Those financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on those financial statements based on our audit. We did not audit the financial statements of the College's discretely presented component unit, and our opinion, insofar as it relates to the amounts included for the component unit of the Eastern Idaho Technical College Foundation, Inc., is based solely on the report of other auditors. Professional standards require that we provide you with the following information related to our audit. This required information does not include the outcome of other auditors' audit results or other matters that are reported on separately by other auditors.

### **Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America**

As stated in our engagement letter dated November 18, 2015, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purpose of determining our audit procedures and not to provide assurance concerning such internal control.



To the Audit Committee  
Idaho State Board of Education  
Page 2

**Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States of America (continued)**

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

**Planned Scope and Timing of the Audit**

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 1, 2016.



To the Audit Committee  
Idaho State Board of Education  
Page 3

## **SIGNIFICANT AUDIT FINDINGS**

### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2016. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. We did not identify any material transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

### **Significant Accounting Estimates**

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

The most sensitive estimates affecting the financial statements were the actuarial determination of the liability related to other postemployment benefit obligations, pensions, the amount of the compensated absence accrual, the approximation of allowance for doubtful accounts, and the useful lives of capital assets.

### **Financial Statement Disclosures**

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements were Note 7- pension plans (and the related Note 8 for the restatement due to GASB 68), Note 9 - postemployment benefits other than pensions and Note 14 - related parties.

### **Significant Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.





To the Audit Committee  
Idaho State Board of Education  
Page 4

## **SIGNIFICANT AUDIT FINDINGS (continued)**

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We noted \$246,000 of certificates of deposit was classified as cash and cash equivalents, this misstatement is considered immaterial, individually and in the aggregate, to the financial statements taken as a whole.

### **Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of our audit.

### **Management Representations**

We have requested certain representations from management that are included in the management representation letter dated October 6, 2016.

### **Management Consultation with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed in those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.



To the Audit Committee  
Idaho State Board of Education  
Page 5

## **SIGNIFICANT AUDIT FINDINGS (continued)**

### **Communications with Management**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

### **Other Matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.



This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Eastern Idaho Technical College and is not intended to be, and should not be used by anyone other than these specified parties.

*Moss Adams LLP*

Portland, Oregon  
October 6, 2016

## **Idaho State Board of Education**

Presentation of Audit Results – cont.

November 9, 2016

**We are proud to be the auditor for Idaho Colleges and Universities and would like to extend our thanks to the Board Members, the Office of the State Board, and the Institutions.**

**Questions & Comments?**

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**MOSS-ADAMS LLP**

Certified Public Accountants and Business Consultants

**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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**SUBJECT**

FY 2016 College and Universities' Financial Ratios

**BACKGROUND/DISCUSSION**

The ratios presented measure the financial health of the institution and include a "Composite Financial Index" comprised of four ratios. The ratios are designed as a management tool to measure financial activity and trends within an institution. They do not lend themselves to comparative analysis between institutions because of the varying missions and current initiatives taking place at a given institution.

Institution foundations are reported as component units in the college and universities' financial statements. The nationally developed ratio benchmarks model is built around this combined picture.<sup>1</sup> An institution foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

| Ratio                     | Measure                                                                     | Benchmark |
|---------------------------|-----------------------------------------------------------------------------|-----------|
| Primary reserve           | Sufficiency of resources and their flexibility; good measure for net assets | .40       |
| Viability                 | Capacity to repay total debt through reserves                               | 1.25      |
| Return on net assets      | Whether the institution is better off financially this year than last       | 6.00%     |
| Net operating revenues    | Whether institution is living within available resources                    | 2.00%     |
| Composite Financial Index | Combines four ratios using weighting                                        | 3.0       |

**IMPACT**

The ratios and analyses are provided in order for the Board to review the financial health and relative efficiency of each institution.

**ATTACHMENTS**

|                           |        |
|---------------------------|--------|
| Boise State University    | Page 3 |
| Idaho State University    | Page 4 |
| University of Idaho       | Page 5 |
| Lewis-Clark State College | Page 6 |

**STAFF COMMENTS AND RECOMMENDATIONS**

The institutions will present a brief analysis of their financial ratios and will be available for questions by the Board.

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<sup>1</sup> See *Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks* (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The model's well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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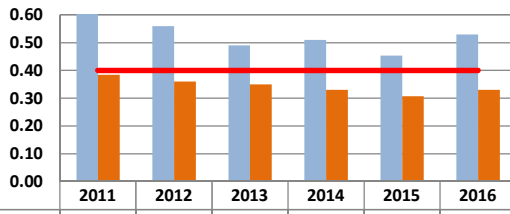
**BOARD ACTION**

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

## Boise State University

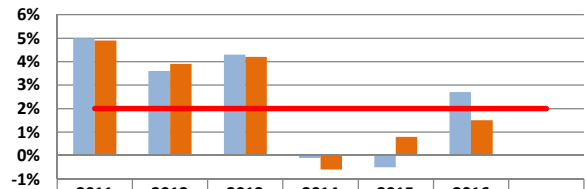
|                                     | 2011  | 2012  | 2013   | 2014   | 2015   | 2016  | Benchmark |
|-------------------------------------|-------|-------|--------|--------|--------|-------|-----------|
| Primary Reserve Consolidated        | 0.61  | 0.56  | 0.49   | 0.51   | 0.45   | 0.53  | 0.40      |
| BSU Only                            | 0.38  | 0.36  | 0.35   | 0.33   | 0.31   | 0.33  | 0.40      |
| Net Operating Revenues Consolidated | 5.00% | 3.60% | 4.30%  | -0.10% | -0.50% | 2.70% | 2.00%     |
| BSU Only                            | 4.90% | 3.90% | 4.20%  | -0.60% | 0.80%  | 1.50% | 2.00%     |
| Return on Net Assets Consolidated   | 9.50% | 6.10% | 6.60%  | 2.20%  | 2.20%  | 5.60% | 6.00%     |
| BSU Only                            | 7.10% | 8.30% | 12.00% | 0.50%  | 2.70%  | 2.00% | 6.00%     |
| Viability Consolidated              | 0.83  | 0.78  | 0.77   | 0.81   | 0.77   | 0.97  | 1.25      |
| BSU Only                            | 0.50  | 0.47  | 0.49   | 0.50   | 0.49   | 0.58  | 1.25      |
| CFI Consolidated                    | 3.96  | 3.25  | 3.20   | 2.21   | 1.99   | 3.15  | 3.00      |
| BSU Only                            | 2.84  | 2.72  | 3.13   | 1.25   | 1.61   | 1.77  | 3.00      |

### Boise State University Primary Reserve



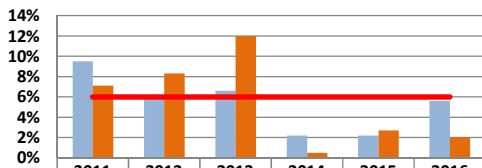
|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 0.61 | 0.56 | 0.49 | 0.51 | 0.45 | 0.53 |
| BSU Only     | 0.38 | 0.36 | 0.35 | 0.33 | 0.31 | 0.33 |
| Benchmark    | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  |

### Boise State University Net Operating Revenues



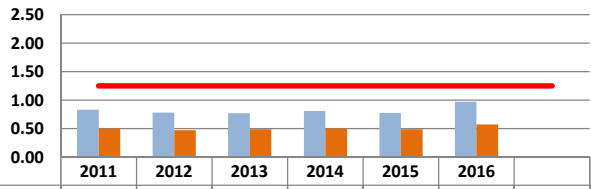
|              |       |       |       |        |        |       |
|--------------|-------|-------|-------|--------|--------|-------|
| Consolidated | 5.00% | 3.60% | 4.30% | -0.10% | -0.50% | 2.70% |
| BSU Only     | 4.90% | 3.90% | 4.20% | -0.60% | 0.80%  | 1.50% |
| Benchmark    | 2%    | 2%    | 2%    | 2%     | 2%     | 2%    |

### Boise State University Return on Net Assets



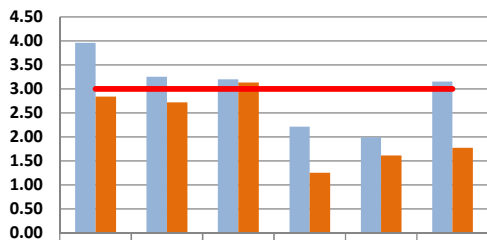
|              |       |       |        |       |       |       |
|--------------|-------|-------|--------|-------|-------|-------|
| Consolidated | 9.50% | 6.10% | 6.60%  | 2.20% | 2.20% | 5.60% |
| BSU Only     | 7.10% | 8.30% | 12.00% | 0.50% | 2.70% | 2.00% |
| Benchmark    | 6%    | 6%    | 6%     | 6%    | 6%    | 6%    |

### Boise State University Viability



|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 0.83 | 0.78 | 0.77 | 0.81 | 0.77 | 0.97 |
| BSU Only     | 0.50 | 0.47 | 0.49 | 0.50 | 0.49 | 0.58 |
| Benchmark    | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 |

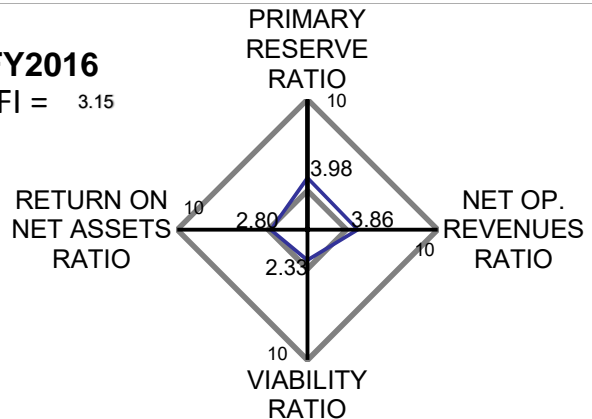
### BSU Consolidated Financial Index



|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 3.96 | 3.25 | 3.20 | 2.21 | 1.99 | 3.15 |
| BSU Only     | 2.84 | 2.72 | 3.13 | 1.25 | 1.61 | 1.77 |
| Benchmark    | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  |

### FY2016

CFI = 3.15

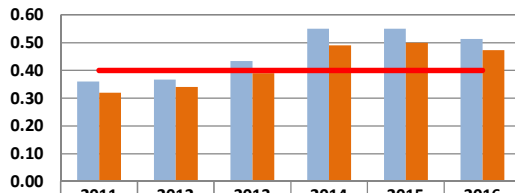




## Idaho State University

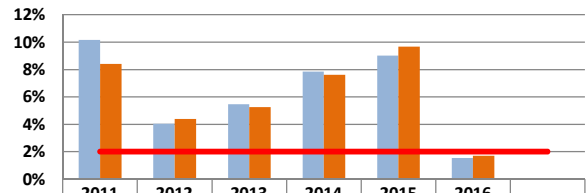
|                                     | 2011   | 2012  | 2013  | 2014   | 2015   | 2016  | Benchmark |
|-------------------------------------|--------|-------|-------|--------|--------|-------|-----------|
| Primary Reserve Consolidated        | 0.36   | 0.37  | 0.43  | 0.55   | 0.55   | 0.51  | 0.40      |
| ISU Only                            | 0.32   | 0.34  | 0.39  | 0.49   | 0.50   | 0.47  | 0.40      |
| Net Operating Revenues Consolidated | 10.17% | 4.05% | 5.47% | 7.86%  | 9.03%  | 1.55% | 2.00%     |
| ISU Only                            | 8.41%  | 4.38% | 5.25% | 7.62%  | 9.68%  | 1.70% | 2.00%     |
| Return on Net Assets Consolidated   | 14.48% | 5.01% | 5.64% | 10.41% | 9.77%  | 1.11% | 6.00%     |
| ISU Only                            | 12.60% | 5.81% | 5.57% | 8.55%  | 11.26% | 1.71% | 6.00%     |
| Viability Consolidated              | 1.03   | 1.20  | 1.49  | 2.02   | 2.29   | 2.56  | 1.25      |
| ISU Only                            | 0.95   | 1.15  | 1.43  | 1.92   | 2.23   | 2.54  | 1.25      |
| CFI Consolidated                    | 4.71   | 3.07  | 3.74  | 5.19   | 5.35   | 3.83  | 3.00      |
| ISU Only                            | 4.09   | 3.06  | 3.54  | 4.75   | 5.31   | 3.79  | 3.00      |

### Idaho State University Primary Reserve



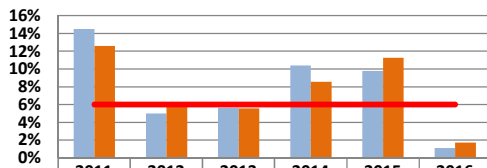
|              | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------|------|------|------|------|------|------|
| Consolidated | 0.36 | 0.37 | 0.43 | 0.55 | 0.55 | 0.51 |
| ISU Only     | 0.32 | 0.34 | 0.39 | 0.49 | 0.50 | 0.47 |
| Benchmark    | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  |

### Idaho State University Net Operating Revenues



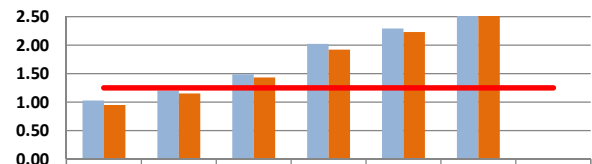
|              | 2011   | 2012  | 2013  | 2014  | 2015  | 2016  |    |
|--------------|--------|-------|-------|-------|-------|-------|----|
| Consolidated | 10.17% | 4.05% | 5.47% | 7.86% | 9.03% | 1.55% |    |
| ISU Only     | 8.41%  | 4.38% | 5.25% | 7.62% | 9.68% | 1.70% |    |
| Benchmark    | 2%     | 2%    | 2%    | 2%    | 2%    | 2%    | 2% |

### Idaho State University Return on Net Assets



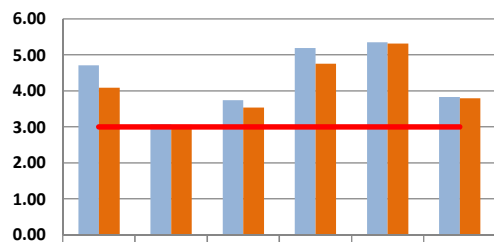
|              | 2011   | 2012  | 2013  | 2014   | 2015   | 2016  |
|--------------|--------|-------|-------|--------|--------|-------|
| Consolidated | 14.48% | 5.01% | 5.64% | 10.41% | 9.77%  | 1.11% |
| ISU Only     | 12.60% | 5.81% | 5.57% | 8.55%  | 11.26% | 1.71% |
| Benchmark    | 6%     | 6%    | 6%    | 6%     | 6%     | 6%    |

### Idaho State University Viability



|              | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |      |
|--------------|------|------|------|------|------|------|------|
| Consolidated | 1.03 | 1.20 | 1.49 | 2.02 | 2.29 | 2.56 |      |
| ISU Only     | 0.95 | 1.15 | 1.43 | 1.92 | 2.23 | 2.54 |      |
| Benchmark    | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 |

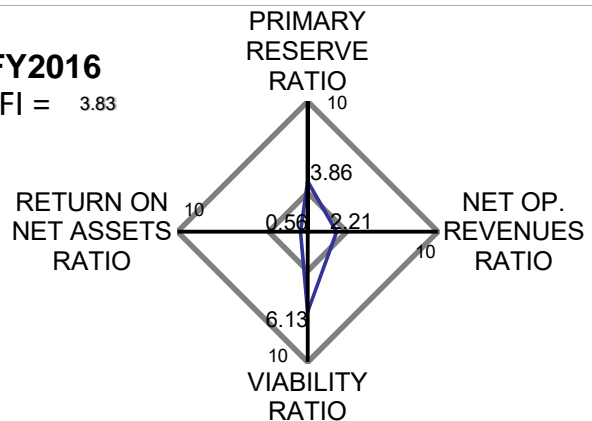
### ISU Consolidated Financial Index



|              | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------|------|------|------|------|------|------|
| Consolidated | 4.71 | 3.07 | 3.74 | 5.19 | 5.35 | 3.83 |
| ISU Only     | 4.09 | 3.06 | 3.54 | 4.75 | 5.31 | 3.79 |
| Benchmark    | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  |

**FY2016**

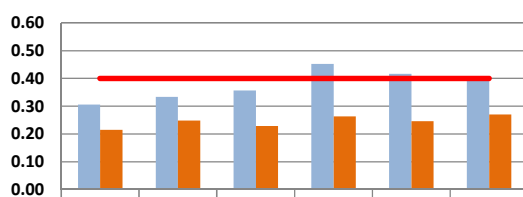
CFI = 3.83



## University of Idaho

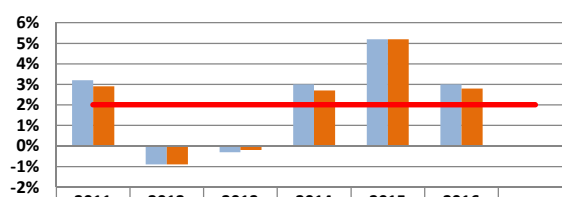
|                                     | 2011  | 2012   | 2013   | 2014   | 2015   | 2016  | Benchmark |
|-------------------------------------|-------|--------|--------|--------|--------|-------|-----------|
| Primary Reserve Consolidated        | 0.31  | 0.33   | 0.36   | 0.45   | 0.42   | 0.40  | 0.40      |
| UI Only                             | 0.22  | 0.25   | 0.23   | 0.26   | 0.25   | 0.27  | 0.40      |
| Net Operating Revenues Consolidated | 3.20% | -0.90% | -0.30% | 3.00%  | 5.20%  | 3.00% | 2.00%     |
| UI Only                             | 2.90% | -0.90% | -0.20% | 2.70%  | 5.20%  | 2.80% | 2.00%     |
| Return on Net Assets Consolidated   | 8.50% | -0.25% | 3.80%  | 10.10% | -0.02% | 3.00% | 6.00%     |
| UI Only                             | 5.80% | 0.30%  | 1.60%  | 5.50%  | -0.01% | 6.10% | 6.00%     |
| Viability Consolidated              | 0.73  | 0.79   | 0.84   | 1.12   | 0.82   | 0.83  | 1.25      |
| UI Only                             | 0.49  | 0.56   | 0.51   | 0.61   | 0.46   | 0.53  | 1.25      |
| CFI Consolidated                    | 2.73  | 1.39   | 1.98   | 3.56   | 2.53   | 2.48  | 3.00      |
| UI Only                             | 1.97  | 1.03   | 1.16   | 2.15   | 1.63   | 2.16  | 3.00      |

### University of Idaho Primary Reserve



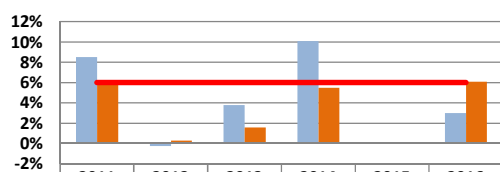
|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 0.31 | 0.33 | 0.36 | 0.45 | 0.42 | 0.40 |
| UI Only      | 0.22 | 0.25 | 0.23 | 0.26 | 0.25 | 0.27 |
| Benchmark    | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  |

### University of Idaho Net Operating Revenues



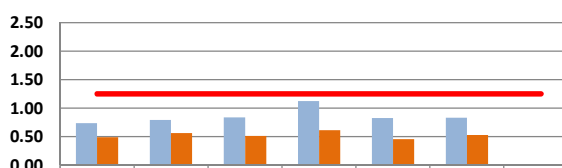
|              |       |        |        |       |       |       |    |
|--------------|-------|--------|--------|-------|-------|-------|----|
| Consolidated | 3.20% | -0.90% | -0.30% | 3.00% | 5.20% | 3.00% |    |
| UI Only      | 2.90% | -0.90% | -0.20% | 2.70% | 5.20% | 2.80% |    |
| Benchmark    | 2%    | 2%     | 2%     | 2%    | 2%    | 2%    | 2% |

### University of Idaho Return on Net Assets



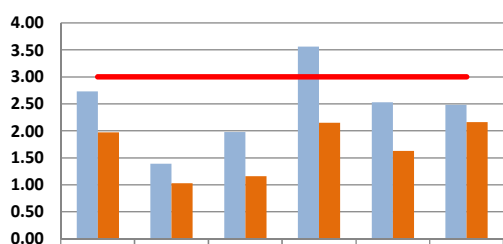
|              |       |        |       |        |        |       |
|--------------|-------|--------|-------|--------|--------|-------|
| Consolidated | 8.50% | -0.25% | 3.80% | 10.10% | -0.02% | 3.00% |
| UI Only      | 5.80% | 0.30%  | 1.60% | 5.50%  | -0.01% | 6.10% |
| Benchmark    | 6%    | 6%     | 6%    | 6%     | 6%     | 6%    |

### University of Idaho Viability



|              |      |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|------|
| Consolidated | 0.73 | 0.79 | 0.84 | 1.12 | 0.82 | 0.83 |      |
| UI Only      | 0.49 | 0.56 | 0.51 | 0.61 | 0.46 | 0.53 |      |
| Benchmark    | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 | 1.25 |

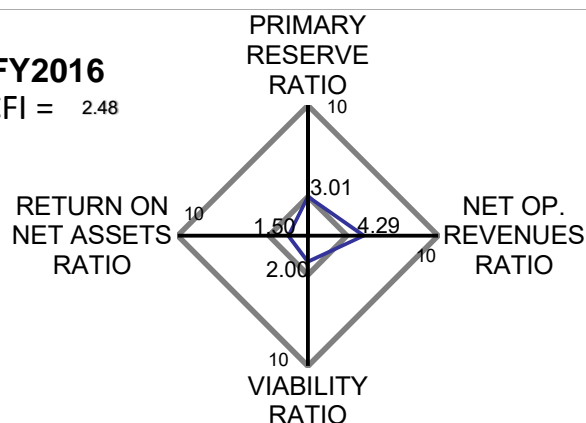
### UI Consolidated Financial Index



|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 2.73 | 1.39 | 1.98 | 3.56 | 2.53 | 2.48 |
| UI Only      | 1.97 | 1.03 | 1.16 | 2.15 | 1.63 | 2.16 |
| Benchmark    | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  | 3.0  |

**FY2016**

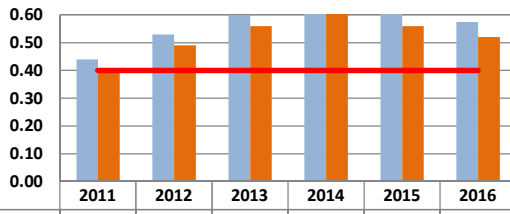
CFI = 2.48



## Lewis-Clark State College

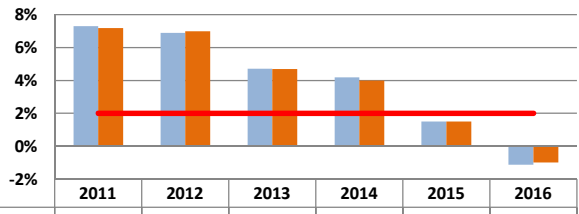
|                                     | 2011   | 2012  | 2013  | 2014  | 2015  | 2016   | Benchmark |
|-------------------------------------|--------|-------|-------|-------|-------|--------|-----------|
| Primary Reserve Consolidated        | 0.44   | 0.53  | 0.60  | 0.69  | 0.63  | 0.57   | 0.40      |
| LCSC Only                           | 0.40   | 0.49  | 0.56  | 0.62  | 0.56  | 0.52   | 0.40      |
| Net Operating Revenues Consolidated | 7.30%  | 6.90% | 4.71% | 4.20% | 1.50% | -1.13% | 2.00%     |
| LCSC Only                           | 7.20%  | 7.00% | 4.70% | 4.00% | 1.50% | -1.00% | 2.00%     |
| Return on Net Assets Consolidated   | 10.50% | 8.20% | 6.76% | 8.13% | 2.00% | 5.19%  | 6.00%     |
| LCSC Only                           | 9.90%  | 8.80% | 6.10% | 6.90% | 1.90% | 5.70%  | 6.00%     |
| Viability Consolidated              | 2.67   | 4.09  | 5.54  | 8.41  | 10.21 | 17.00  | 1.25      |
| LCSC Only                           | 2.41   | 3.77  | 5.09  | 7.53  | 9.04  | 15.17  | 1.25      |
| CFI Consolidated                    | 5.50   | 6.60  | 7.57  | 10.29 | 10.64 | 16.14  | 3.00      |
| LCSC Only                           | 5.09   | 6.30  | 7.03  | 9.22  | 9.48  | 14.53  | 3.00      |

### Lewis-Clark State College Primary Reserve



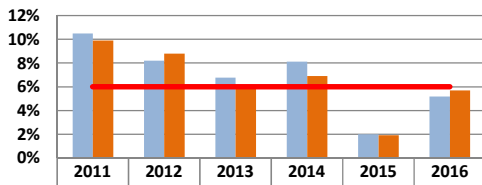
|              |      |      |      |      |      |      |
|--------------|------|------|------|------|------|------|
| Consolidated | 0.44 | 0.53 | 0.60 | 0.69 | 0.63 | 0.57 |
| LCSC Only    | 0.40 | 0.49 | 0.56 | 0.62 | 0.56 | 0.52 |
| Benchmark    | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  | 0.4  |

### Lewis-Clark State College Net Operating Revenues



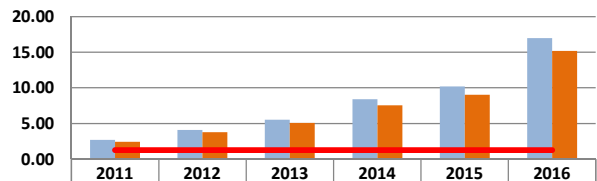
|              |       |       |       |       |       |        |
|--------------|-------|-------|-------|-------|-------|--------|
| Consolidated | 7.30% | 6.90% | 4.71% | 4.20% | 1.50% | -1.13% |
| LCSC Only    | 7.20% | 7.00% | 4.70% | 4.00% | 1.50% | -1.00% |
| Benchmark    | 2%    | 2%    | 2%    | 2%    | 2%    | 2%     |

### Lewis-Clark State College Return on Net Assets



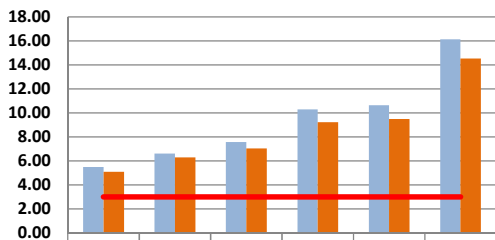
|              |        |       |       |       |       |       |
|--------------|--------|-------|-------|-------|-------|-------|
| Consolidated | 10.50% | 8.20% | 6.76% | 8.13% | 2.00% | 5.19% |
| LCSC Only    | 9.90%  | 8.80% | 6.10% | 6.90% | 1.90% | 5.70% |
| Benchmark    | 6%     | 6%    | 6%    | 6%    | 6%    | 6%    |

### Lewis-Clark State College Viability



|              |      |      |      |      |       |       |
|--------------|------|------|------|------|-------|-------|
| Consolidated | 2.67 | 4.09 | 5.54 | 8.41 | 10.21 | 17.00 |
| LCSC Only    | 2.41 | 3.77 | 5.09 | 7.53 | 9.04  | 15.17 |
| Benchmark    | 1.25 | 1.25 | 1.25 | 1.25 | 1.25  | 1.25  |

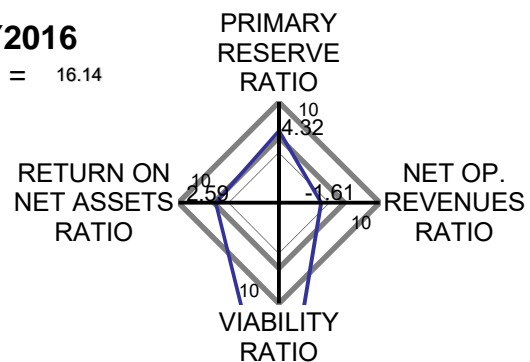
### LCSC Consolidated Financial Index



|              |      |      |      |       |       |       |
|--------------|------|------|------|-------|-------|-------|
| Consolidated | 5.50 | 6.60 | 7.57 | 10.29 | 10.64 | 16.14 |
| LCSC Only    | 5.09 | 6.30 | 7.03 | 9.22  | 9.48  | 14.53 |
| Benchmark    | 3.0  | 3.0  | 3.0  | 3.0   | 3.0   | 3.0   |

**FY2016**

CFI = 16.14



**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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**SUBJECT**

FY 2016 College and Universities' Unrestricted Net Position

**REFERENCE**

December 2012-2016

Annual Audit report submitted to the Board

**BACKGROUND/DISCUSSION**

The net position balances are shown in the Attachments as of June 30, 2016. The net position is broken down as follows:

**Invested in capital assets, net of related debt:** This represents an institution's total investment in capital assets, net of accumulated depreciation and outstanding debt obligations related to those capital assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

**Restricted, expendable:** This represents resources which an institution is legally or contractually obligated to spend in accordance with restrictions imposed by external third parties.

**Restricted, nonexpendable:** This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

**Unrestricted:** This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all sources of revenue noted above are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

**Obligated:** Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Designated:** Designated net position represents balances not yet legally contracted but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns

**AUDIT COMMITTEE  
DECEMBER 15, 2016**

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from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

*Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2016, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.*

**Unrestricted Funds Available:** Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

## **IMPACT**

The volatility of state funding as well as fluctuations in enrollment and tuition revenue necessitates that institutions maintain fund balances sufficient to stabilize their operating budgets. As such, the Board has set a minimum target reserve of 5% of operating expenditures as a benchmark in its [Strategic Plan](#) (Goal 3, Objective D). The institutions' unrestricted funds available as a percent of operating expenses are as follows:

|       | <b>FY 2012</b> | <b>FY 2013</b> | <b>FY 2014</b> | <b>FY 2015</b> | <b>FY 2016</b> |
|-------|----------------|----------------|----------------|----------------|----------------|
| BSU:  | 3.5%           | 5.0%           | 6.1%           | 5.1%           | 5.3%           |
| ISU:  | 7.3%           | 12.6%          | 16.2%          | 15.6%          | 11.8%          |
| UI:   | 2.6%           | 2.7%           | 4.2%           | 5.1%           | 5.4%           |
| LCSC: | 3.8%           | 5.1%           | 6.5%           | 6.3%           | 6.0%           |

## **ATTACHMENTS**

|                            |        |
|----------------------------|--------|
| BSU Net Position Balances  | Page 3 |
| ISU Net Position Balances  | Page 5 |
| UI Net Position Balances   | Page 7 |
| LCSC Net Position Balances | Page 9 |

## **STAFF COMMENTS AND RECOMMENDATIONS**

The institutions will present a brief analysis of their respective unrestricted net position.

## **BOARD ACTION**

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

**BOISE STATE UNIVERSITY**  
**Net Asset Balances**  
**As of June 30, 2016**

|    | <b>Net Assets:</b>                                                        | <b>6/30/2016</b>   |
|----|---------------------------------------------------------------------------|--------------------|
| 1  | Invested in capital assets, net of related debt                           | 265,650,785        |
| 2  | Restricted, expendable                                                    | 18,109,878         |
| 3  | Restricted, nonexpendable                                                 | -                  |
| 4  | Unrestricted                                                              | 103,761,055        |
| 5  | <b>Total Net Assets</b>                                                   | <b>387,521,718</b> |
| 6  | <b>Unrestricted Net Assets:</b>                                           | 103,761,055        |
|    | Obligated (Note A)                                                        |                    |
| 7  | Debt Reserves                                                             | 18,155,588         |
|    | Capital Projects                                                          |                    |
| 7  | Facilities                                                                | 18,919,756         |
| 8  | Equipment                                                                 | 5,520,463          |
|    | Program Commitments                                                       |                    |
| 9  | Academic                                                                  | 4,014,519          |
| 10 | Research                                                                  | 552,420            |
| 11 | Other                                                                     | 2,420,458          |
| 12 | Administrative Initiatives                                                | 1,285,119          |
| 13 | Total Obligated                                                           | 50,868,323         |
|    | Designated (Note B)                                                       |                    |
|    | Capital Projects                                                          |                    |
| 14 | Facilities                                                                | 14,985,346         |
| 15 | FFE                                                                       | 986,652            |
| 16 | Program Commitments                                                       |                    |
| 17 | Academic                                                                  | 7,381,370          |
| 18 | Research                                                                  | 4,715,869          |
| 19 | Other                                                                     | 584,121            |
| 20 | Administrative Initiatives                                                | 4,974,800          |
| 21 | Other                                                                     | 485,100            |
| 22 | Total Designated                                                          | 34,113,258         |
| 23 | <b>Unrestricted Funds Available (Note C)</b>                              | <b>18,779,474</b>  |
| 24 | FY16 Operating Expenses                                                   | 356,908,800        |
| 25 | Ratio of Unrestricted Funds Available to operating expenses               | 5.26%              |
| 26 | 5% of operating expenses (minimum reserve target)                         | 17,845,440         |
| 27 | Two months of operating expenses                                          | 59,484,800         |
| 28 | Ratio of Unrestricted Funds Available to two months of operating expenses | 32%                |
| 29 | Number of days expenses covered by Unrestricted Funds Available           | 19                 |



**Note A:**       **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

**Note B:**       **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:**       **Unrestricted Funds Available** - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Unfunded Enrollment Workload Adjustment (EWA)  
Budget reductions or holdbacks  
Enrollment fluctuations

# IDAHO STATE UNIVERSITY

## Net Asset Balances

As of June 30, 2016

Information Taken from Workpapers Relating to Audited Financial Statements

|    |                                                                                       |                          |
|----|---------------------------------------------------------------------------------------|--------------------------|
| 1  | <b>Net Assets:</b>                                                                    | <b>FY16</b>              |
| 2  | Invested in capital assets, net of related debt                                       | \$126,984,356            |
| 3  | Restricted, expendable                                                                | \$5,053,113              |
| 4  | Restricted, nonexpendable                                                             |                          |
| 5  | Unrestricted                                                                          | \$113,199,261            |
| 6  | Total Net Assets                                                                      | <u>\$245,236,730</u>     |
| 7  |                                                                                       |                          |
| 8  | <b>Unrestricted Net Assets:</b>                                                       | <b>113,199,261</b>       |
| 9  | Obligated (Note A)                                                                    |                          |
| 10 | Debt Reserves                                                                         | 11,090,245               |
| 11 | Capital Projects                                                                      |                          |
| 12 | Facilities                                                                            | 1,568,782                |
| 13 | Equipment                                                                             | 7,925,956                |
| 14 | Program Commitments                                                                   |                          |
| 15 | Academic                                                                              | 11,530,906               |
| 16 | Research                                                                              | -                        |
| 17 | Other                                                                                 |                          |
| 18 | Administrative Initiatives                                                            | 376,139                  |
| 19 | Other                                                                                 | 1,483,967                |
| 20 |                                                                                       | -                        |
| 21 | Total Obligated                                                                       | <u>33,975,995</u>        |
| 22 |                                                                                       |                          |
| 23 | Designated (Note B)                                                                   |                          |
| 24 | Capital Projects                                                                      |                          |
| 25 | Facilities                                                                            | 12,985,385               |
| 26 | Equipment                                                                             |                          |
| 27 | Program Commitments                                                                   |                          |
| 28 | Academic                                                                              | 12,973,102               |
| 29 | Research                                                                              | 1,477,436                |
| 30 | Other                                                                                 | 8,382,068                |
| 31 | Administrative Initiatives                                                            | 1,065,110                |
| 32 | Other                                                                                 | 1,160,438                |
| 33 | Projected FY17 Budget Deficit                                                         | 12,000,000               |
| 34 | Total Designated                                                                      | <u>50,043,539</u>        |
| 35 |                                                                                       |                          |
| 36 | <b>Unrestricted Available (Note C)</b>                                                | <b><u>29,179,728</u></b> |
| 37 |                                                                                       |                          |
| 38 | Operating expenses                                                                    | 248,285,034              |
| 39 | Ratio of Unrestricted Funds Available to operating expenses                           | 11.8%                    |
| 40 | 5% of operating expenses (minimum available reserve target)                           | 12,414,252               |
| 41 |                                                                                       |                          |
| 42 | Two months operating expenses                                                         | 41,380,839               |
| 43 | Ratio of Unrestricted Funds Available to two months of operating expenses             | 71%                      |
| 44 | Ratio of Designated and Unrestricted Funds Available to operating expenses            | 32%                      |
| 45 | Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses | 46%                      |
| 46 | Number of days expenses covered by Unrestricted Funds Available                       | 42.90                    |

**Note A:** Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.

**Note B:** Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:** Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.

**Idaho College and Universities  
Net Position Balances**

As of June 30, 2016

Information Taken from Workpapers Relating to Audited Financial Statements

|   |                                                                     |                            |
|---|---------------------------------------------------------------------|----------------------------|
| 1 | <b>Net Position:</b>                                                | <b>University of Idaho</b> |
| 2 | Invested in capital assets, net of related debt                     | \$ 258,039,101             |
| 3 | Restricted, expendable                                              | 36,161,850                 |
| 4 | Unrestricted                                                        | 67,350,346                 |
| 5 | <b>Total Net Position</b>                                           | <b>\$ 361,551,297</b>      |
| 6 | <b>Unrestricted Net Position:</b>                                   | <b>\$ 67,350,346</b>       |
| 7 | <b>Obligated (Note A)</b>                                           |                            |
|   | - Debt Service Obligations                                          | \$ 13,953,783              |
|   | - Capital Project and Equipment Fund Obligations                    | 6,575,814                  |
|   | <b>Total Obligated Funds</b>                                        | <b>\$ 20,529,597</b>       |
| 8 | <b>Designated (Note B)</b>                                          |                            |
|   | <b>Academic Funds:</b>                                              |                            |
|   | - Dedicated Course Fees                                             | \$ 1,064,193               |
|   | - Research Funds                                                    | 2,180,494                  |
|   | - Faculty Start-up Funds                                            | 513,499                    |
|   | - Support Funds                                                     | 3,515,156                  |
|   | <b>Total Academic Funds</b>                                         | <b>\$ 7,273,342</b>        |
|   | <b>Agricultural Extension Funds:</b>                                |                            |
|   | - Agricultural Extension Education Funds                            | \$ 390,366                 |
|   | - Agricultural Extension Research Funds                             | 566,912                    |
|   | - Agricultural Extension Support Funds                              | 1,004,349                  |
|   | <b>Total Agricultural Extension Funds</b>                           | <b>1,961,628</b>           |
|   | <b>Student Funds:</b>                                               |                            |
|   | - Student Services Funds                                            | \$ 888,126                 |
|   | - Student Scholarship Funds                                         | 119,880                    |
|   | <b>Total Student Funds</b>                                          | <b>1,008,007</b>           |
|   | <b>Faculty Start-up &amp; Research Support Funds (from F&amp;A)</b> | <b>6,541,883</b>           |
|   | <b>Anticipated University Capital Projects</b>                      | <b>2,483,333</b>           |
|   | <b>Service Centers</b>                                              | <b>3,218,963</b>           |
|   | <b>Benefits &amp; Self-Insured Health Plan</b>                      | <b>1,456,821</b>           |
|   | <b>Auxiliary Services Funds</b>                                     | <b>1,823,995</b>           |
|   | <b>Facility/Departmental Repair and Replacement Funds</b>           | <b>670,614</b>             |
|   | <b>Total Designated Funds</b>                                       | <b>\$ 26,438,585</b>       |
| 9 | <b>Unrestricted Available (Note C)</b>                              | <b>\$ 20,382,164</b>       |

|    |                                                                           |               |
|----|---------------------------------------------------------------------------|---------------|
| 10 | Operating expenses                                                        | \$374,933,532 |
| 11 | Ratio of Unrestricted Funds Available to operating expenses               | 5.4%          |
| 12 | 5% of operating expenses (minimum available reserve target)               | \$18,746,677  |
| 13 | Two months operating expenses                                             | \$62,488,922  |
| 14 | Ratio of Unrestricted Funds Available to two months of operating expenses | 33%           |
| 15 | Number of days expenses covered by Unrestricted Funds Available           | 20            |

## **NOTES**

**Note A:** Obligated - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.

**Note B:** Designated - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:** Unrestricted Funds Available - Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Budget reductions or holdbacks  
Enrollment fluctuations  
Unfunded Enrollment Workload Adjustment (EWA)

**Lewis-Clark State College**  
**Net Position Balances**  
As of June 30, 2016

|    |                                                                                       |                     |
|----|---------------------------------------------------------------------------------------|---------------------|
| 1  | <b>Net Position:</b>                                                                  | <b>LCSC</b>         |
| 2  | Invested in capital assets, net of related debt                                       | \$48,190,086        |
| 3  | Restricted, expendable                                                                | 938,321             |
| 4  | Restricted, nonexpendable                                                             | 0                   |
| 5  | Unrestricted                                                                          | 25,888,213          |
| 6  | <b>Total Net Position</b>                                                             | <b>\$75,016,620</b> |
| 7  |                                                                                       |                     |
| 8  | <b>Unrestricted Net Position:</b>                                                     | <b>\$25,888,213</b> |
| 9  | Obligated (Note A)                                                                    |                     |
| 10 | Debt Service                                                                          | \$1,838,498         |
| 11 | Program Commitments                                                                   | 774,066             |
| 12 | Capital Projects                                                                      | 6,191,600           |
| 13 | Total Obligated                                                                       | \$8,804,164         |
| 14 |                                                                                       |                     |
| 15 | Designated (Note B)                                                                   |                     |
| 16 | Capital Projects                                                                      |                     |
| 17 | Facilities                                                                            | \$3,210,000         |
| 18 | Equipment                                                                             | 2,315,000           |
| 19 | Program Commitments                                                                   |                     |
| 20 | Academic                                                                              | 3,062,167           |
| 21 | Other                                                                                 | 4,302,468           |
| 22 | Other                                                                                 | 1,113,605           |
| 23 | Total Designated                                                                      | \$14,003,241        |
| 24 |                                                                                       |                     |
| 25 | <b>Unrestricted Available (Note C)</b>                                                | <b>\$3,080,808</b>  |
| 26 |                                                                                       |                     |
| 27 | Operating expenses                                                                    | \$51,353,619        |
| 28 | Ratio of Unrestricted Funds Available to operating expenses                           | 6.0%                |
| 29 | Ratio of Designated and Unrestricted Funds Available to operating expenses            | 33.3%               |
| 30 | Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses | 50.4%               |
| 31 | 5% of operating expenses (minimum available reserve target)                           | \$2,567,681         |
| 32 |                                                                                       |                     |
| 33 | Two months operating expenses                                                         | \$8,558,937         |
| 34 | Ratio of Unrestricted Funds Available to two months of operating expenses             | 36%                 |
| 35 | Number of days expenses covered by Unrestricted Funds Available                       | 22                  |



**Note A:** **Obligated** - Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitment exists.

**Note B:** **Designated** - Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

**Note C:** **Unrestricted Funds Available** - Balance represent reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Enrollment fluctuations  
Budget reductions or holdbacks

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

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| <b>TAB</b> | <b>DESCRIPTION</b>                                                  | <b>ACTION</b>    |
|------------|---------------------------------------------------------------------|------------------|
| <b>1</b>   | <b>UNIVERSITY of IDAHO</b><br>Market Rate-Based Compensation System | Information item |

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Market Rate-Based Compensation System

**REFERENCE**

August 2013                      Approval by the Board of Regents to implement a revised classification system for classified employees

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections II.D.1. and II.E.2

**BACKGROUND/DISCUSSION**

Board of Regents policy defining classified employees at the University of Idaho (UI) provides “Classified employees at the University of Idaho are subject to the policies and procedures of the UI for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code” (Idaho State Board of Education Governing Policies and Procedures, Section II.D.1(b)).

Regarding compensation of classified employees at UI, Regents policy states further that “compensation for UI classified employees shall be in accordance with the policies of the UI and these policies” (Idaho State Board of Education Governing Policies and Procedures, Section II.E.2).

Pursuant to Board Policy II.D., UI classified employee compensation should parallel, to the extent practicable, the relevant sections of Idaho state code, and that moreover, Regents’ approval is necessary when substantial changes to our policies and procedures are proposed.

Consistent with this policy, in late 2012, the UI embarked on a study to update job descriptions and develop an updated personnel system for both its classified and non-classified staff, and gather market analysis data to compare UI to the labor market and examine compensation rates. The UI engaged Sibson Consulting to help develop an employee categorization system that would meet the needs of the UI and work well with the breadth of positions within these two employee groups (classified and non-classified). The drafted process and outcomes differed slightly from the Hay Point Factor classification system used by the state’s Division of Human Resources for classified positions, but still closely paralleled Idaho State Code.

The UI, with the help of Sibson Consulting, identified benchmarked jobs. Sibson matched these benchmarked jobs to comparable positions in the labor market.

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This matching, along with median salary data, guided Sibson to assign benchmarked jobs to specific pay grades. It was also this median salary data that informed their recommendation to the UI for the number of pay grades, the median salary in those grades, and the spread between the median salaries in each grade.

The final step was to review approximately 1500 position description questionnaires that had been submitted by classified staff employees and their supervisors. UI Human Resources staff compared jobs using several common job value factors. HR staff then applied the job value factors to the non-benchmarked jobs and matched those jobs to the benchmarked positions.

However, in the years since this new system was implemented, staff turnover rates have risen to over 18%, causing the university to question the accuracy of both the benchmarking process and the median salary data points. Accordingly, and building on the work completed in 2012, the UI now proposes to take the next evolutionary step in its compensation systems and policies. The proposal would expand the current 11 pay grades, and identify a market-average salary point for every unique job (not position) at the university. The proposed approach would include classified staff, non-classified staff, and faculty members. All employees performing the same work (for example, all custodians) would share the same market rate. So, while UI has approximately 1500 staff employees, the plan is to establish approximately 700-800 market rates. By matching individual jobs more precisely with the associated market-average salary points, UI hopes to position the university to be more competitive at recruiting and retaining highly qualified faculty and staff. This goal is one of the primary themes of the new university strategic plan.

UI believes that a credible compensation system should rely on market rate data in providing a basis for determining salaries. Market rates represent the average salary rates paid for the various jobs that exist in the labor market. Other market data also provides information regarding pay ranges around the average. Market data is gathered annually by the Bureau of Labor Statistics (BLS) and Integrated Post-Secondary Education Data System (IPEDS), as well as private entities such as the College and University Professional Association for Human Resources (CUPA-HR).

The UI proposes to move forward from its current compensation system (eleven broad classifications) to a market-based system which provides a specific market rate for each individual position. As mentioned, some positions will use the same market rate. But with this approach, the university can be as precise as possible in offering competitive salaries when hiring, and achieving and maintaining equitable salaries for current employees. The broad classifications will be dropped as the university moves forward.

Using BLS data, market rates will be collected from the following states: Idaho, Washington, Oregon, Nevada, Utah, Wyoming, Montana, and Colorado. Data

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from CUPA-HR will also be used, as it provides information directly related to higher education positions. The primary use of the CUPA-HR data will be from institutions designated as “high research” (R2) by the Carnegie classification system in the western United States.

Furthermore, the UI will be developing a systematic approach, working within the ranges provided by market data, to address pay equity. This system will include such individual characteristics as previous work experience, total time in service (at UI), time in current position (at UI), and education. Such an approach will serve to address pay compression and avoid any gender pay inequities that might exist or develop otherwise. Minimum pay rates would be set at 80% of the average market salary.

UI believes such a system directly responds to the Regent policy expectation that the compensation policies of the UI will, in so much as practical, parallel the provisions provided for State of Idaho classified employees. The state’s Division of Human Resources uses market data compiled from the same 8-state region as the UI proposes to use - Idaho, Washington, Oregon, Nevada, Utah, Wyoming, Montana, and Colorado. The state funds new positions at 80% of market average salaries, while the UI’s newly-proposed compensation system would set minimum salaries at 80% of market average salaries. Finally, this approach abandons the concept of pay bands, which aligns more closely with the methodologies of the state payroll system.

UI administrators have been working with faculty and staff compensation task forces to explore compensation concepts, ideas, principles, philosophies, and proposals. UI recently completed a series of 14 open forum meetings with employees and supervisors. Employees located at remote sites were able to participate in the meetings using an electronic interface. In total, the UI has communicated directly with almost 800 of the university’s 1500 staff employees and supervisory. This new compensation proposal has broad support from staff, faculty, and administrators. If approved, the changes would be implemented during the upcoming Change in Employee Compensation (CEC) cycle (Spring 2017).

**IMPACT**

A market-rate based compensation system does not, in and of itself, impose any additional cost on the institution. Rather, such a system is designed to direct the allocation of existing and new compensation resources to the areas of greatest need (as determined by the gap between target market salaries and actual employee salaries). The market-rate based compensation system will highlight the disparity between actual salaries and market salaries, which will increase pressure to direct - and redirect - resources to staff compensation. However, no new resources are required to implement this new system.



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**ATTACHMENT**

Attachment 1 –Market Rate-Based Compensation PowerPoint

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

UI representatives are ready to provide an overview of the proposed new compensation system, using the attached slideshow. They will also be ready to address the steps that were taken to communicate the new approach to affected employees and to confirm that there is broad support for these changes. The presentation—and any feedback from the Board—will be helpful as UI finalizes its proposed system. The UI plans to present its fleshed-out personnel system proposal to the Board for review and approval at the February 2017 Board meeting.

**BOARD ACTION**

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

# Market Rate-Based Compensation Proposal

University of Idaho

Compensation Task Force

# History

- 2012 - Created and implemented a new staff compensation model
- Benchmarked all jobs to relative labor markets
- Created 12 classification/compensation grades
- Used certain job value factors to assign employees to grade
- In the years since, turnover rate increased to 18%

# Proposal

- Expand the model to match each position to market salary data
- No longer bounded by 12 grades and value factors
- Will use actual average salary information specific to the type of work being done
- By using actual market data we will be more competitive in recruitment and retention efforts

# Primary Sources of Market Data

- Bureau of Labor Statistics for the eight state region including:
  - Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, & Wyoming
  - Essentially the same region as used for the state compensation system
- CUPA-HR for Carnegie R2 classification in the western U.S (17 campuses)
- Market data includes average (mean/median), entry & experience level, and standard deviation

# Affect on UI Culture & Morale

- Transparent and inclusive of staff and supervisor input
- Open forums conducted for employees with very positive reception
- Faculty compensation process already similar to market based approach
- Formation of Compensation Task Force
  - Helping to create internal equity approach based on experience, time-in-service, time-in-position, etc.
  - Overall plan for employees to reach the market-rate; funds permitting
  - 80% minimum compa-ratio; higher in some cases



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| <b>TAB</b> | <b>DESCRIPTION</b>                                                                                                                | <b>ACTION</b>     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1</b>   | <b>MEDICAL EDUCATION COMMITTEE REPORT</b>                                                                                         | Motion to approve |
| <b>2</b>   | <b>BOISE STATE UNIVERSITY</b><br>Authorization for Issuance of General Revenue and Refunding Bonds                                | Motion to approve |
| <b>3</b>   | <b>BOISE STATE UNIVERSITY</b><br>Relocation of Facilities and Central Receiving Building – Planning and Design                    | Motion to approve |
| <b>4</b>   | <b>BOISE STATE UNIVERSITY</b><br>Residential Honors College and Additional Student Housing Project – Agreement With EDR Boise LLC | Motion to approve |
| <b>5</b>   | <b>BOISE STATE UNIVERSITY</b><br>Online Program Fee - Existing Online Undergraduate Certificate in Design Ethnography             | Motion to approve |
| <b>6</b>   | <b>IDAHO STATE UNIVERSITY FOUNDATION</b><br>Release of Easement Rights                                                            | Motion to approve |
| <b>7</b>   | <b>UNIVERSITY of IDAHO</b><br>Six-Year Capital Plan Update – Salmon Classroom and Idaho Arena                                     | Motion to approve |
| <b>8</b>   | <b>UNIVERSITY of IDAHO</b><br>Educational Association Agreement with Navitas                                                      | Motion to approve |
| <b>9</b>   | <b>LEWIS-CLARK STATE COLLEGE</b><br>Living and Learning Complex Project – Planning and Design Phase                               | Motion to approve |
| <b>10</b>  | <b>LEWIS-CLARK STATE COLLEGE</b><br>Six-Year Capital Plan Update – Career Technical Education Building                            | Motion to approve |

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## **MEDICAL EDUCATION STUDY COMMITTEE**

### **SUBJECT**

Presentation of Medical Education Study Committee findings and recommendations for approval

### **REFERENCE**

|              |                                                                                                                                                                                                                                                                     |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| January 2009 | Idaho State Board of Education (Board) approved 10 recommendations from the report of findings and recommendations of the State Board of Education Medical Education Study Committee, and subsequently forwarded the amended report to the Governor and Legislature |
| April 2009   | Board approved implementation of the Medical Education Committee's 10 recommendations                                                                                                                                                                               |
| August 2012  | Board discussed recommendation and status of 2009 Medical Education Study Committee recommendations.                                                                                                                                                                |

### **APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education (Board) Governing Policies & Procedures, Section I.E.h. and I.F.

### **BACKGROUND/DISCUSSION**

Progress has been made on a number of the findings and recommendations of the Medical Education Study Committee's 2009 report. For example, in the 2016 Legislative session, a multiyear effort to increase the number of Idaho-sponsored medical school seats in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) collaborative effort with the University of Washington (UW) and the University of Utah School of Medicine (UUSOM) resulted in five additional seats in WWAMI (for a total of 40 slots per year and 160 for the 4-year pipeline) and two additional seats for UUSOM (for a total of 10 seats per year and 40 total). Programs have been realigned to enable undergraduate medical students to accomplish a greater portion of their training in Idaho. Funding support for Graduate Medical Education (GME) residency programs has been provided. A private medical school—the Idaho College of Osteopathic Medicine (ICOM)—is being established in the Treasure Valley, and an affiliation agreement between ICOM and Idaho State University (ISU) has been approved. A number of incentives are in place to encourage medical students and physicians to establish their practices in under-served rural areas in Idaho.

Notwithstanding the progress that has been made, much work remains to be done to address current and future medical/health needs of Idaho citizens. In the Governor's State of the State address in January 2016, Governor Otter asked the Board of Education *"to work with our medical community and higher education*

*institutions to develop a new plan for addressing future demand for healthcare providers.”* Subsequently, in April 2016, the Board re-convened its Medical Education Study Committee to begin the planning task requested by the Governor. Committee members have been drawn from the Board, each of the four-year higher education institutions, and subject matter experts from the private sector, public health agencies, and other key stakeholders, including the Idaho Medical Association (IMA) and the Idaho Hospital Association (IHA). The Committee has received inputs from rural health care providers, physicians, physician assistants, practical nurses, current students and graduates from medical programs, and external agencies and consultants. Teams within the Committee have worked with the Governor’s Budget Office and Department of Health and Welfare to explore near-term opportunities to enhance access to health care in Idaho.

Primary Findings/Areas of Concern: The Committee has identified three primary areas which need prompt and sustained action to improve access to medical and health services for Idahoans.

1. Improving/expanding the pipeline for physicians and other healthcare providers.
2. Addressing the maldistribution of healthcare providers and services throughout Idaho (i.e., the lack of access to services in rural areas)
3. Increasing access to behavioral health services in rural areas (an issue which compounds the problem of attracting and retaining other healthcare providers in rural areas).

In addressing the above-listed trio of concerns, the Committee has developed findings and recommendations which impact the health education pipeline at four levels: pre-medical education (K-12 and postsecondary education); Undergraduate Medical Education (medical school, training programs for physician assistants, practical nurses, medical technicians, etc.); Graduate Medical Education (GME) residency programs; and post-training/actual practice support.

In all, twenty-eight action recommendations have been identified which cover all three of the main areas of concern and all four segments of the medical/health education pipeline. A brief outline of the action items is provided in Attachment 1. As a prelude to fleshing out these recommendations and developing detailed action plans, the Committee is asking the Board to review and approve the items for submission to the Governor’s Office, and to set the stage for further detailed planning and implementation.

## **IMPACT**

Upon Board, Governor, and Legislative approval, action on the Committee’s various recommendations will have a positive impact on the training, support, and retention of health care professionals and on the provision of needed medical and health services to Idahoans in rural and urban areas. Actions that improve the training, support and retention of health care professionals will, in turn, improve

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Idaho's ability to attract, support, and retain healthy, productive citizens and economic growth for the State.

**ATTACHMENTS**

Attachment 1 – Outline of Committee recommendation

Page 5

Attachment 2 – Workgroup Grid

Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

The Medical Education Study Committee has developed a set of prioritized actions and focus areas which will be helpful as the State focuses resources on solving pressing needs. Submission of the recommendations to the Governor will help coordinate state-wide priorities and action plans and will support the Board's efforts to sustain the momentum of recent progress made in the area of medical/health care education. Members of the Committee will be present to discuss findings and answer any Board member questions. Staff recommends approval.

**BOARD ACTION**

I move to accept the findings and recommendations of the Medical Education Study Committee as presented in Attachment 1, and to forward these to the Governor.

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



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2016 Medical Education Committee Report

**Purpose and Process**

The State Board of Education (SBOE) Medical Education Committee was re-convened by the SBOE in response to a request from the Governor's "State of the State and Budget Address" on January 11, 2016, in which he stated in his remarks related to improving Idaho's healthcare system: ***"I'm asking the Board of Education to work with our medical community and higher education institutions to develop a new plan for addressing future demand for healthcare providers."*** In response to the Governor's request, the SBOE President reactivated the Board's earlier Medical Education Study Committee, which had completed a comprehensive study on medical education needs in 2009. Appointed to the new Medical Education Committee were subject matter experts, medical leaders, and key stakeholders from across the state. [A list of Committee members is provided in the appendices to this report.] The Committee's mandate was to develop recommended action areas to address Idaho's pressing healthcare needs.

The committee deliberated and ultimately defined its charge as assessing issues affecting Idaho citizens' access to medical care. The Committee deliberately focused on issues affecting access to primary healthcare providers—physicians, nurse practitioners, and physician assistants—and those factors which affect their training, recruitment, and retention. It is understood that other important healthcare issues also play a role in access (especially rural access) to medical care, and some of these issues are being (or will be) worked elsewhere, for example, Idaho students' access to medical school and the relative supply of other healthcare professionals in the State (including, but not limited to: physical therapists, occupational therapists, pharmacists, clinical laboratory scientists, nutritionists, social workers, psychologists, counselors, health care administrators, and others).

The context for the committee's work included an assessment of the implementation of the recommendations from the 2009 Medical Education Taskforce report, as well as changes in the environment since the 2009 report. In offering its recommendations, the Committee focused on the supply, recruitment, and retention of health professionals. While the supply dimension is driven to a large extent by national and state medical education opportunities, the recruitment and retention of health professionals is also affected by factors tangential to, or even outside, the direct influence of education. Factors such as competition with other states in the region, market levels for compensation, work environments, and other factors also have significant influence on access to medical services in Idaho. The Committee's recommendations are intended to guide both short-term and medium-term planning with respect to medical education and primary provider recruitment, retention, and distribution in Idaho.

The Committee reviewed the recommendations of the previous medical education taskforce report from 2009, then worked diligently to gather data and work with stakeholders to assess the current state of healthcare access throughout Idaho. The committee met in May 2016 to launch initial studies, and then met monthly since August 2016 to hear from experts and discuss reports submitted on specific topics of interest by informed task force members. Reports were drawn from credible national data sources, including the Association of American Medical Colleges (AAMC), the American Association of Colleges of Osteopathic Medicine (AACOM), as well as Idaho-specific survey work done by professional associations and state agencies. The Committee worked with stakeholders and representatives from the University of Washington-led Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) program; the University of Utah School of Medicine; the Idaho College of Osteopathic Medicine (ICOM) medical education program; Physician Assistants and Nurse Practitioner professionals; physicians in training; heads of the major Idaho health systems; and rural hospital and physician representatives with extensive experience in meeting the health challenges of rural Idaho.

At the conclusion of the Committee's deliberations, a sub-committee, led by the Committee's chairman, Ed Dahlberg, drafted potential recommendations which were then reviewed, finalized, and prioritized by the full Committee at its meeting in December 2016. The prioritization of recommended action items was based on the potential impact the proposed actions would have on improving access to medical service to Idahoans in all regions of the State. While the Committee appreciated that there could be a significant financial impact in implementing some of the recommendations, the potential cost of actions was not the primary driver in prioritizing the recommendations.

### **General Findings**

The findings—and subsequent recommendations—of the Committee fall into three principal areas:

1. Supply factors.
2. Maldistribution of medical/health professional providers.
3. Lack of mental health providers throughout the state (urban as well as rural areas). This critical shortage compounds the pressure to recruit, support, and retain primary medical/health providers, especially in rural areas.

### **Supply**

National data confirm that Idaho's citizens are underserved in primary health care (as well as mental health resources) due to a low number of physicians per capita, compounded by uneven distribution, particularly in terms of low service coverage in rural areas. A further complication is that Idaho is surrounded by states which are facing their own physician shortages and which are aggressively working to recruit additional physicians, creating additional pressures on Idaho providers, including medical school graduates with high student loan debts who may be lured by higher compensation rates and more robust support infrastructure in nearby states. The circumstances are similar for Physician Assistants (PAs) and Nurse Practitioners (NPs). This is especially true for NPs where the current supply of trained professionals in the State does not meet the replacement rate needed to backfill retirees (34% of incumbents are over age 55)—a shortage which is being exacerbated by an aggressive competitive market in neighboring states.

Significant progress has been made since 2009 in expanding one segment of the physician pipeline—namely, medical school training (undergraduate medical education). In 2009, Idaho had only 20 WWAMI medical school slots each year, and only 6 University of Utah School of Medicine (UUSOM) positions per year. For FY2017, there are 40 annual WWAMI slots for entering Idaho-sponsored students, and there are 10 UUSOM slots for Idaho. As a result of recent curriculum revisions, WWAMI students will now remain in Idaho for a greater percentage of their four-year programs. The Idaho College of Osteopathic Medicine (ICOM) plans to receive its first entering class of 150 students (drawn from Idaho and four other neighboring states) in 2018. Washington State University (WSU) has received preliminary accreditation for a new medical school in Spokane, which may also provide additional undergraduate medical education opportunities for Idaho students. The primary effects of these changes are:

- Increased numbers of MD and DO training opportunities for Idaho students.
- Increased competition for physician preceptors to support student training.
- Increased competition for the limited number of currently-available Graduate Medical Education (GME) residency slots.
- Challenges for Idaho's primary, secondary, and post-secondary school system pipeline to produce enough qualified students to fill the newly-available positions. With the increased accession rate to WWAMI and UUSOM over the past few years, there has been a gradual decrease in entrance exam scores to the point that some students are being accepted with scores below the level traditionally considered the standard for prediction of successful completion of medical school. The Committee noted that the quality and

preparation of college graduates who plan to enter medical school would be improved if Idaho's colleges and universities were to establish and promote pre-med tracks within their undergraduate program offerings. Likewise, expansion in the number and size of other undergraduate health professions training programs should be considered by Idaho post-secondary institutions.

- (Even) greater demand for the supply and engagement of qualified preceptors for 3<sup>rd</sup> and 4<sup>th</sup> year medical student training.

With respect to the overall medical education pipeline, the greatest current shortfall—and the area of greatest potential positive impact—lies in the number and types of residencies (Graduate Medical Education) available in Idaho. Studies consistently show that the highest predictor of a physician's ultimate practice location is the area in which they complete their residency training, particularly for residents in primary care specialties. Recent investments by the state in the expansion of the WWAMI and University of Utah programs, as well as the anticipated development of ICOM, provide sufficient MD/DO training opportunities (Undergraduate Medical Education) for qualified Idaho citizens. However, graduates of these programs, as well as physicians trained outside Idaho, must be provided with access to residency programs in Idaho to be effectively retained.

Idaho's allied health professional training has been largely separated from its MD training. This separation does not facilitate integrated healthcare team training. Better coordination, particularly in the patient experience portion of training could enhance these programs.

**Maldistribution of Professional Providers:**

94% of Idaho's counties are classified as primary care Health Professional Shortage Areas (HPSAs) under federal criteria. All 44 of Idaho's counties are considered HPSAs for mental health services. Assuring access to health services in rural areas will require multiple approaches. New models of healthcare delivery, such as broader implementation of telemedicine with appropriate reimbursement and integrated healthcare teams—including physicians, nurse practitioners, physician assistants, pharmacists, and mental health professionals—will be critical to healthcare delivery in rural areas. Residency and practicum programs that expose students intentionally to rural practice may enhance physician recruitment to rural areas. Loan repayment and other financial incentives, as well as more effective support for practicing physicians, especially with respect to community mental health, may also enhance rural physician recruitment and retention.

Another significant issue, related by rural physicians who testified to the Committee, is that potential providers in the training pipeline are dissuaded from practicing in rural areas because of concerns over the perceived/actual isolation of rural practices, lack of communications/support systems with colleagues in major metropolitan areas, low compensation rates (a factor in paying off medical school loans), and lack of robust K-12 education opportunities for their children in some rural communities.

**Lack of Mental Health Providers:**

Idaho is very underserved with respect to mental health professionals as well as most other primary care providers, such as Nurse Practitioners, Physician Assistants, Pharmacists, Social Workers, and Clinical Psychologists. Lack of support, particularly with regard to mental and behavioral health issues, is a key stress factor for rural physicians and medical service providers, whose workload and resources are pushed to the limit when trying to address mental health issues in addition to their medical responsibilities.

**Specific Recommendations:**

Continue to grow the number of accredited residencies.

- Top priority is primary care residencies (Family Medicine, Internal Medicine, Pediatrics).
- Next priority is specialty residencies (General Surgery, Psychiatry, Psychologists).
- Leverage state support of expanded residency capacity with Medicaid and external resources.

Designate a coordinator to support statewide GME expansion efforts and flesh-out action plans to implement the Medical Education Committee's recommendations.

- Establish a standing GME Council to help coordinate efforts over the next 10 years.

Grow the supply of qualified preceptors to support training of healthcare providers.

- Consider state tax breaks for preceptors.
- Explore enhanced Medicaid and commercial coverage rates for preceptors.

Sustain programmatic and infrastructure support funding for WWAMI and UUSOM.

Improve support to providers in rural areas.

- Explore/expand *locum tenens* staff support arrangements for underserved areas.
- Enhance training in and support of telemedicine capabilities.
- Support integrated healthcare team operations, including mental health providers.

Increase financial incentives and reimbursement to support recruitment and retention of rural healthcare providers.

Enhance loan repayment programs/options for rural physicians (establish parity with surrounding states).

Expand healthcare provider training opportunities that include rural exposure.

Implement and expand specific undergraduate medical sciences curricula (including "Pre-Med" programs) and other health career opportunity tracks to feed the pre-medical and pre-health professions pipelines.

Establish scholarship programs for Idaho students (admitted to any accredited medical school) who agree to serve for four years in underserved rural areas.

Develop programs in K-12 system to encourage and prepare students for future careers in medical/health professions.

Encourage recruitment of high-quality International Medical Graduates (IMGs) for underserved areas.

- Streamline and coordinate J-1 visa procedures and state licensure policies.
- Explore targeted recruitment programs and incentives.

**Appendix I—Medical Education Committee Team Members**

|                      |                                                                        |
|----------------------|------------------------------------------------------------------------|
| Ed Dahlberg—Chairman | Former CEO, St. Luke's                                                 |
| Don Soltman          | State Board of Education                                               |
| Chuck Staben         | President, University of Idaho                                         |
| Tony Fernández       | President, Lewis-Clark State College                                   |
| Jacob Hornby         | Division of Natural Science and Mathematics, Lewis-Clark State College |
| Mark Rudin           | Vice-Pres. (Research & Economic Development) Boise State University    |
| Rex Force            | Vice-Pres. (Health Sciences) Idaho State University                    |
| Dr. Ted Epperly      | CEO, Family Medical Residency of Idaho (FMRI)                          |
| Dr. David Schmitz    | Program Director of Rural Training Track (FMRI)                        |
| Dr. Bridgette Baker  | Family Medicine Physician (St. Alphonse system, University of Utah)    |
| Brian Whitlock       | CEO, Idaho Hospital Association                                        |
| Susie Pouliot        | CEO, Idaho Medical Association                                         |



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|                                             | <b>Physician/Provider Supply</b>                                                                                                                                                                                                                                                                                                                                                                        | <b>Maldistribution</b>                                                                                                                                                                                                                                                            | <b>Behavioral Health</b>                                                     |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Premedical education, K12, College</b>   | Funding & development of:<br>1. Health care opportunities program (K-12)<br>2. Specific Pre-Med major (College: biomedical sciences curriculum)<br>3. Other health professions opportunities programs (College: NP/PA, MSW, Psychol., Dietician, etc.)                                                                                                                                                  | 4. Scholarships, grow your own in rural communities                                                                                                                                                                                                                               |                                                                              |
| <b>Medical School Education (UME)</b>       | 1. Sustain WWAMI/UUSOM state funding support<br>3. Incentivize/Increase quality clinical preceptors:<br>- Tax credits for preceptors<br>- Medicaid payments<br>- Stipends<br>4. Recognize/Raise awareness of opportunities & challenges as a result of ICOM & impacts on other medical education programs<br>9. Increased funding for UME infrastructure                                                | 2. Growth of TRUST seats<br>5. Enhance education and usage of Telemedicine<br>6. Integrated, team-based training<br>7. Targeted scholarships to help grow workforce<br>8. Enhance WWAMI/UUSOM student loan repayment process<br>11. NP/PA Incentives for rural Idaho to U.S. norm | 10. WICHE Accreditation of clinical psychology residency                     |
| <b>Graduate Medical Education (GME)</b>     | 1. Increase primary care residency to U.S. norm<br>3. Develop general surgery residency program<br>4. Subsequent development of Internal Medicine, ER, Pediatrics, OB/GYN<br>5. Maximize GME funding mechanism through Medicaid match/ Intergovernmental transfer<br>6. Encourage private support from entities to enhance GME development/funding.<br>7. Support GME coordinator & GME Council at SBOE |                                                                                                                                                                                                                                                                                   | 2. Expand psychiatry residency to U.S. norm                                  |
| <b>Post Training / Practice Environment</b> | 1. More robust state funding for existing or development of new loan repayment programs (RPIP, SLRP, RHCAP)<br>2. Increased reimbursement for rural practice<br>4. Development of other incentive programs for rural practice (such as state tuition forgiveness for children of practicing physicians)<br>5. Locum Tenens incentives for underserved areas                                             | 3. J-1 Visa process improvement (ORH & BOM) & Expand J-1 Visa to a limited number of subspecialists<br>7. Expand telemedicine capability and usage<br>8. Establish robust team based medical/health services                                                                      | 6. Incentivize allied mental health professionals to practice in rural areas |

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Authorization for issuance of general revenue and refunding bonds

**REFERENCE**

|              |                                                                                                |
|--------------|------------------------------------------------------------------------------------------------|
| June 2012    | Board approved amended six-year Capital Improvement Plan, including Fine Arts Building project |
| April 2013   | Board approved planning and design of Fine Arts Building                                       |
| October 2016 | Board approved construction of Fine Arts Building                                              |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8., V.F., and V.K.  
Section 33-3802, Idaho Code

**BACKGROUND/DISCUSSION**

Boise State University (BSU) requests approval by the Idaho State Board of Education (Board) to issue tax-exempt general revenue and refunding bonds ("Series 2017A Bonds") pursuant to a Supplemental Bond Resolution in an amount not to exceed \$78,570,000.

|                          |                     |
|--------------------------|---------------------|
| Construction funds       | \$32,000,000        |
| Outstanding 2007 bonds   | 45,870,000          |
| Estimated issuance costs | <u>700,000</u>      |
| Maximum Bond Issue       | <u>\$78,570,000</u> |

In October 2016 the Board authorized BSU to proceed with construction of a new Fine Arts Building for a total cost not to exceed \$42 million. Approximately \$32 million of the proceeds of the Series 2017A Bonds will be used to partially finance the construction of the Fine Arts Building. The remaining \$10 million will be funded by Permanent Building Fund Set A funds, donations and BSU reserves.

An aggregate principal amount not to exceed approximately \$45,870,000 will be used to refund that portion of the outstanding Series 2007A and Series 2007B bonds supported by market conditions at the time of the bond sale. With the assistance of its bond underwriter, BSU periodically reviews outstanding bond issues to assess whether market conditions warrant refinancing to take advantage of lower interest rates.

This project is anticipated to bid in late December 2016. Construction will be completed in early spring 2019, with occupancy in August 2019.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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Principal Amount

Total not to exceed \$78,570,000; approximately \$32,000,000 in Fine Arts construction funding and \$45,870,000 to refinance 2007A and B issuances.

Maturities and Amortization Plan

To be determined the day of pricing, scheduled for January 12. The maturity structure for the refunding component will be 2018-36 to mimic the Series 2007A Bonds. The Fine Arts construction portion will be amortized on a level debt service basis 2018-47.

Source of Security

General Revenue pledge of BSU, excluding appropriated funds, direct grant and contract revenues and restricted gifts.

Ratings

BSU's current ratings are A1/A+ by Moody's Investors Service and Standard & Poor's, respectively (see 2016A reports at Attachments 3 and 4).

Rating agency updates were conducted the week of December 5, 2016, in anticipation of the 2017A issuance.

**IMPACT**

Project funding leverages the strategic facility fee by utilizing several additional funding sources including \$5 million in Permanent Building Fund (PBF) "Set A" funding, cash donations and pledges, and BSU reserves.

The projected funding package is as follows:

|                                       |                     |
|---------------------------------------|---------------------|
| Set A, PBF funds (FY2016 and FY2017): | \$ 5,000,000        |
| Private and institutional funds       | 5,000,000           |
| 2017A general revenue proceeds:       | <u>32,000,000</u>   |
| Total                                 | <u>\$42,000,000</u> |

This project will be procured through the Construction Manager at Risk (CMR) process through the Division of Public Works (DPW) and the Idaho Division of Purchasing standard process as appropriate.

Series 2007A and Series 2007B bonds will be refunded to the extent that the net present value savings exceed three (3) percent. In the event that market conditions are no longer favorable at the time of the sale, no refunding bonds will be issued.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

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BSU's current debt service ratio is 4.81 percent. The projected maximum ratio, after the 2017A issuance, is 5.86 percent.

**ATTACHMENTS**

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| Attachment 1 - Draft Supplemental Bond Resolution    | Page 5  |
| Attachment 2 - Draft Bond Purchase Agreement         | Page 31 |
| Attachment 3 - Moody's 2016A Rating Report           | Page 55 |
| Attachment 4 - Standard & Poor's 2016A Rating Report | Page 63 |
| Attachment 5 - Debt Service Projection               | Page 73 |
| Attachment 6 - Ten Year Debt Projection              | Page 75 |
| Attachment 7 - Draft Preliminary Official Statement  | Page 77 |

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed action will provide the bulk of financing for BSU's Fine Arts Building project, while simultaneously achieving long-term savings on other outstanding debt through refunding of existing bonds. The refunding action is contingent upon a favorable interest rate at the time of sale. The additional debt to be assumed for financing the Fine Arts Building can be absorbed by BSU without exceeding the Board's prescribed maximum debt service ratio (8%, defined as Actual Debt Service divided by Annual Adjusted Expenses in Board Policy V.F.4.c.). Staff recommends approval. A roll call vote is required.

**BOARD ACTION**

I move to approve the finding that the Fine Arts Building is economically feasible and necessary for the proper operation of Boise State University and to approve a Supplemental Resolution for the Series 2017A 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 Project and Refunding bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to \$78,570,000; 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 bonds.

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



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**SUPPLEMENTAL RESOLUTION**

Authorizing the Issuance and Providing for the Sale of

**BOISE STATE UNIVERSITY  
GENERAL REVENUE PROJECT AND REFUNDING BONDS, SERIES 2017A**

Adopted December \_\_\_, 2016

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## SUPPLEMENTAL RESOLUTION

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds 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 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, on January 8, 2007, the Board adopted a Supplemental Resolution (the “**2007A 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**”);

WHEREAS, Schedule 1 attached hereto specifically identifies all of the outstanding callable 2007A Bonds, subject to refunding pursuant to the Resolution (the “**Refunding Candidates**”); and

WHEREAS, the Board has determined that certain of the Refunding Candidates (the portion of such bonds to be refunded being referred to herein as the “**Refunded Bonds**”) may be refunded at a debt service savings to the University; and

WHEREAS, the Board has determined, pursuant to Section 33-3805, Idaho Code, that it is both necessary and economically feasible for the University to finance the construction of a

fine arts building to be located on the University's main campus in Boise, Idaho, upon land currently owned by the University (the "**Project**"); and

WHEREAS, to provide funds to finance a portion of the Project, to refund the Refunded Bonds, and to pay the Costs of Issuance thereof, the Board desires to authorize the issuance of its General Revenue Project and Refunding Bonds in one or more series of tax-exempt and/or taxable general revenue bonds (collectively, for purposes of this Supplemental Resolution, the "**Series 2017A Bonds**" or "**2017A Bonds**");

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 2017A 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 203 herein, setting forth the terms and conditions of the negotiated sale of the 2017A Bonds, the final version of which to be presented to the Delegated Officer of the University for approval and execution upon sale of the 2017A 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 2017A Bonds.

**"Book-Entry System"** means the book-entry system of registration of the 2017A Bonds described in Section 208 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 2017A Bonds authorized by Section 203 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 2017A 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 2017A Bonds refunding the Refunded Bond between the University and the Escrow Agent, providing for the defeasance and redemption of the Refunded Bonds, as 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 2007A 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 2017A 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 209.



“**Supplemental Resolution**” means this Supplemental Resolution adopted by the Board on December \_\_\_, 2016, authorizing the issuance of the 2017A Bonds upon the sale thereof, setting forth certain requirements of the terms of sale of the 2017A Bonds, delegating authority to approve the final terms and provisions of the 2017A Bonds, and providing for related matters.

“**Trustee**” means The Bank of New York Mellon Trust Company, N.A., having an office in San Francisco, California, as successor trustee, and its successors and permitted assigns pursuant to the Resolution, as paying agent, trustee, and registrar for the 2017A Bonds.

“**2017A 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 2017A Bonds shall be paid by the Escrow Agent.

“**2017A Project Account**” means the account created under the Construction Fund pursuant to Section 301 of this Supplemental Resolution from which the costs of acquisition of the Project shall be paid.

“**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 2017A Bonds through a delegation of authority as provided in Section 204 hereof. Unless the context clearly indicates otherwise -- for example, the provisions of Section 203(a) through Section 203(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 2017A Bonds are sold and issued.

## **ARTICLE II**

### **AUTHORIZATION, TERMS AND ISSUANCE OF 2017A Bonds**

**Section 201. Authorization of 2017A Bonds, Principal Amounts, Designation, and Confirmation of Pledged Revenues.** In order to provide funds for financing a portion of the Project, refunding the Refunded Bonds, and to pay Costs of Issuance of the 2017A Bonds, and in accordance with and subject to the terms, conditions and limitations established in the Resolution and this Supplemental Resolution, the 2017A Bonds are hereby authorized to be issued in the aggregate principal amount of up to \$\_\_\_\_\_. The 2017A Bonds, in one or more series, shall be designated as follows, as applicable: “General Revenue [Project and] [Refunding] Bonds, Series 201[\_\_\_\_\_].” The 2017A 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 2017A 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 202. Issue Date.** The 2017A Bonds shall be dated the date of their original issuance and delivery.

**Section 203. Authorization of Actions Preliminary to Sale of 2017A Bonds.**

(a) The Board desires to sell the 2017A 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 2017A 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 2017A 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 2017A Bonds, the POS together with such changes, omissions, insertions and revisions to reflect the final terms and provisions of the 2017A Bonds (hereafter 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 2017A 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 2017A 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 2017A 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 2017A 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 204. Sale of 2017A 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(s) of sale of the 2017A 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 2017A Bonds, provided that (i) the true interest cost of the 2017A Bonds allocated to the Project, as certified by the Underwriter, shall not exceed \_\_\_\_\_ percent (\_\_\_\_%), and (ii) the interest rates of the 2017A Bonds allocated to refunding the Refunded Bonds, as certified by the Underwriter, shall not exceed the rates that will achieve an aggregate dollar amount of savings in the debt service 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 such 2017A 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 2017A Bonds on the sale date(s); provided the aggregate principal amount of the 2017A Bonds allocated to the Project shall not exceed \$\_\_\_\_\_, and the aggregate principal amount of the 2017A Bonds allocated to the refunding of the Refunded Bonds shall not exceed the par amount of the Refunded Bonds.

(iii) The amount of principal of the 2017A 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 2017A Bonds; provided that (i) the final maturity date of the 2017A Bonds allocated to the Project shall not exceed forty (40) years, and (ii) the final maturity date of the 2017A Bonds allocated to the refunding of the Refunded 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 2017A 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 2017A Bonds, the Delegated Officer shall execute a Delegation Certificate substantially in the form attached hereto as **Exhibit C** and incorporated by

reference herein reflecting the final terms and provisions of the 2017A Bonds and certifying that the final terms and provisions of the 2017A Bonds are consistent with, not in excess of and no less favorable than the terms set forth in subparagraph (a) above.

**Section 205. Execution and Delivery of 2017A Bonds.** The 2017A 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 2017A 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 206. Redemption of 2017A Bonds.** Upon the sale of the 2017A Bonds, the 2017A 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 2017A Bonds are to be redeemed, the particular maturities of such Series 2017A 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 2017A Bonds are to be redeemed, the Series 2017A Bonds to be redeemed will be selected by lot. If less than all of a Series 2017A 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.

(b) Notice of Redemption. The Resolution requires the Trustee to give notice of any redemption of the 2017A 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 2017A 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 2017A Bonds, unless upon the giving of such notice such 2017A 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 2017A 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 2017A 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 207. Form of 2017A Bonds.** The 2017A 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 208. Book-Entry Only System.**

(a) The 2017A 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 2017A 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 2017A 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 2017A Bonds until and unless the Trustee authenticates and delivers Replacement Bonds to the Beneficial Owners as described below. So long as any of the 2017A 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 2017A Bonds and all notices with respect to the 2017A 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 2017A 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 2017 Bond certificates (the “**Replacement Bonds**”) to the DTC Participants in principal amounts and maturities corresponding to the identifiable Beneficial Owners’ interests in the 2017A 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 2017 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 2017A 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 2017A 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 2017A Bonds; or

(iv) any consent given or other action taken by the Securities Depository or Cede & Co. as owner of the 2017A 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 2017A 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 209. 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 2017A Bonds to the Trustee for transfer to the successor Securities Depository, and the Trustee shall cause the authentication and delivery of 2017A 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 Accounts.**

(i) There is hereby established in the Construction Fund a Project Account designated as the “Series 2017 Project Account,” to be held by the University to pay the costs of the Project. The University shall invest the monies on deposit in the Series 2017A Project Account in Investment Securities.

(ii) There is hereby established in the hands of the Escrow Agent a separate account designated as the “2017A Costs of Issuance Account.” Moneys in the 2017A Costs of Issuance Account shall be used for the payment of Costs of Issuance of the 2017A Bonds or, pending payment of costs, invested pursuant to the Escrow Agreement. Any moneys remaining in the 2017A Costs of Issuance Account forty-five (45) days after issuance of the 2017A Bonds shall be transferred promptly to the Series 2017A Project Account held by the University to pay the costs of the Project.

**Section 302. Application of Proceeds of 2017A Bonds Upon Sale Thereof.** Pursuant to the Written Certificate of the University to be delivered prior to the issuance of the 2017A Bonds, the proceeds of the sale of the 2017A Bonds (net of the Underwriter’s fee for its services with respect to the 2017A Bonds), shall be deposited as follows:



(i) Proceeds of the Series 2017A Bonds in the amount of accrued interest on the Series 2017A Bonds to the date of delivery thereof, if any, shall be deposited in the Debt Service Account under the Bond Fund.

(ii) Proceeds of the Series 2017A Bonds in the amount reflected in the Written Certificate shall be wired to the University for deposit into the Series 2017A Project Account to finance a portion of the Project. The University will contribute other available funds for the Project, which will be deposited in the 2017A Project Account at the closing of the 2017A Bonds. Before any payment is made from the Series 2017A Project Account, the University shall execute a Written Certificate as required by Section 5.4(E) of the Resolution.

(iii) Proceeds of the Series 2017A 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.

(iv) Proceeds of the Series 2017A Bonds in the amount reflected in the Written Certificate shall be wired to the Escrow Agent for deposit into the 2017A Costs of Issuance Account to pay Costs of Issuance of the Series 2017A Bonds pursuant to Written Certificate of the University.

#### **ARTICLE IV REFUNDING**

**Section 401. Refunding and Defeasance of Refunded Bonds.** In the event the 2017A Bonds are sold and issued pursuant to the authority delegated in Section 204 hereof, the Refunded Bonds shall be irrevocably called for redemption on April 1, 2017, and shall be refunded with proceeds of the 2017A 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 2007A Supplemental Resolution, 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 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 2017A Bonds.

After 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 2017A 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 2017A 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 2017A 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 2017A 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 2017A 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 2017A 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 2017A Bonds, but the holders of the 2017A 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.

*[The remainder of this page has been left blank intentionally;*

*the following page is the execution page.]*

ADOPTED AND APPROVED this \_\_\_\_ day of December, 2016.

BOARD OF TRUSTEES OF BOISE STATE  
UNIVERSITY

\_\_\_\_\_  
President

ATTEST:

\_\_\_\_\_  
Secretary

## SCHEDULE 1

## SCHEDULE OF REFUNDING CANDIDATES

**Callable 2007A Bonds: Call Date: 4/1/2017**

| <u>April 1</u><br><u>Year</u> | <u>Amount</u> | <u>Interest</u> | <u>CUSIP</u><br><u>097464</u> |
|-------------------------------|---------------|-----------------|-------------------------------|
| 2018                          | \$ 950,000    | 5.000%          | ZW4                           |
| 2019                          | 1,000,000     | 5.000           | ZX2                           |
| 2020                          | 2,065,000     | 4.375           | ZY0                           |
| 2021                          | 2,150,000     | 4.000           | ZZ7                           |
| 2022                          | 2,065,000     | 4.375           | A27                           |
| 2023                          | 2,150,000     | 4.500           | A35                           |
| 2024                          | 1,690,000     | 4.400           | A68                           |
| 2025                          | 1,765,000     | 4.400           | A76                           |
| 2026                          | 1,840,000     | 4.400           | A84                           |
| 2027                          | 1,920,000     | 4.450           | A92                           |
| 2032*                         | 10,980,000    | 4.250           | B26                           |
| 2036*                         | 12,680,000    | 4.750           | A43                           |
| 2037                          | 3,715,000     | 4.375           | A50                           |

\* Term bond stated maturity

**EXHIBIT A**  
**FORM OF BOND PURCHASE AGREEMENT**



**EXHIBIT B**

**FORM OF CONTINUING DISCLOSURE UNDERTAKING**

**EXHIBIT C**  
**FORM OF DELEGATION CERTIFICATE**

**EXHIBIT D****[FORM OF 2017A BONDS]**

R-\_\_\_\_\_

\$\_\_\_\_\_

**UNITED STATES OF AMERICA  
STATE OF IDAHO****BOISE STATE UNIVERSITY  
GENERAL REVENUE [PROJECT AND] [REFUNDING] BONDS,  
SERIES [201\_\_]**

| INTEREST<br>RATE | MATURITY<br>DATE | DATED<br>DATE | CUSIP NO.   |
|------------------|------------------|---------------|-------------|
| _____%           | April 1, _____   | _____, 201__  | 097464_____ |

Registered Owner: CEDE &amp; 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 \_\_\_\_\_, 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. (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 designated corporate trust office of the Trustee on or after the date of maturity or prior redemption.

This Bond is one of the General Revenue [Project and] [Refunding] Bonds, Series 201[ ] (the "Bonds") of the University issued in the aggregate principal amount of \$ \_\_\_\_\_ for the purpose of financing the construction of a fine arts building to be located on the University's main campus in Boise, Idaho, 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 December \_\_\_\_, 2016, 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 \_\_\_\_, 201\_\_.

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 [Project and]  
[Refunding] Bonds, Series 201[\_\_\_], 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 IDENTIFYING 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**

FP DRAFT 11/3/16

BOISE STATE UNIVERSITY

\$[REDACTED]  
GENERAL REVENUE PROJECT AND REFUNDING BONDS,  
SERIES 2017A

BOND PURCHASE AGREEMENT

January 12, 2017

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 \$[REDACTED] General Revenue Project and Refunding Bonds, Series 2017A (the “*2017A Bonds*”). The purchase price of the 2017A Bonds shall be \$[REDACTED], representing the principal amount of the 2017A Bonds, plus [net] original issue premium of \$[REDACTED] (the “*Purchase Price*”). In consideration for the services of the Underwriter, the University agrees to pay to the Underwriter a fee of \$[REDACTED] (the “*Underwriter’s Fee*”).

*Section 1.2. The 2017A Bonds.* The proceeds of the 2017A Bonds will be used (a) to refund certain of the University's outstanding bonds set forth in SCHEDULE I hereto (the "*Refunded Bonds*") for debt service savings, (b) to finance a portion of the costs of the University's Fine Arts Building, and (c) to pay costs of issuing the 2017A Bonds.

The 2017A 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 2017A 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 [REDACTED], 2016 (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*").

The 2017A 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 2017A 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 (defined below) "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 2017A 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 2017A 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 2017A Bonds, the University covenants and agrees with the Underwriter that it will execute and deliver a Continuing Disclosure Undertaking with respect to the 2017A 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 January 5, 2017 (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 2017A 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 2017A Bonds and offer and sell the 2017A Bonds to certain dealers (including dealers depositing the 2017A 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 2017A 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 January 26, 2017, or such other date as the University and the Underwriter shall mutually agree upon. The delivery of and payment for the 2017A 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 2017A Bonds or cause the 2017A 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 2017A Bonds as set forth in Section 1.1 hereof in federal funds payable to the order of the University. The 2017A 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 2017A 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 2017A Bonds or under the terms of any such law, regulation or instrument, except as provided by the 2017A 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 2017A Bonds, (ii) the approval, execution and delivery of, and the performance by the University of the obligations on its part, contained in the 2017A 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 2017A 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 2017A 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 2017A Bonds as aforesaid, the Resolution will provide, for the benefit of the holders, from time to time, of the 2017A 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 2017A Bonds or the due performance by the University of its obligations under the Bond Documents and the 2017A 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: (a) affecting the existence of the University or the titles of its officers to their respective offices, (b) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2017A Bonds, (c) in any way contesting or affecting the validity or enforceability of the 2017A Bonds or the Bond Documents, (d) contesting the exclusion from gross income of interest on the 2017A Bonds for federal or State income tax purposes, (e) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (f) contesting the powers of the University or any authority for the issuance of the 2017A 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 2017A 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 2017A 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 2017A Bonds and the Resolution conform to the descriptions thereof contained in the Preliminary Official Statement and the Official Statement under the captions “THE 2017A BONDS” and “SECURITY FOR THE 2017A BONDS,” and the proceeds of the sale of the 2017A 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 2017A 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 2017A 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 2017A 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 up 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 2017A 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 2017A 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 2017A 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 2017A 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 comply in all material respects 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, 2016, 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, 2016, 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: (a) with respect to the engagement of the Underwriter by the University, including in connection with the purchase, sale and offering of the 2017A Bonds, and the discussions, conferences, negotiations and undertakings in connection therewith, the Underwriter (i) is and has been acting as a principal and not an agent or fiduciary of the University and (ii) has not assumed an advisory or fiduciary responsibility in favor of the University; (b) the University has consulted its own legal, financial and other advisors to the extent it has deemed appropriate; and (c) 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 2017A Bonds shall be paid to the Trustee of the 2017A 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 2017A Bonds if, after the execution hereof and prior to the Closing, the market price or marketability of the 2017A Bonds or the ability of the Underwriter to enforce contracts for the sale of the 2017A 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 2017A Bonds, or the interest on the 2017A 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 2017A 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 2017A 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 2017A 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 2017A 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 2017A Bonds, the Underwriter shall receive the following documents:

(i) 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;

(ii) (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*;

(iii) The opinion of Boise State University Office of General Counsel, counsel to the University, in substantially the form attached hereto as *Exhibit B*;

(iv) 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: (1) affecting the existence of the University or the titles of its officers to their respective offices, (2) affecting or seeking to prohibit, restrain or enjoin the sale, issuance or delivery of the 2017A Bonds, (3) in any way contesting or affecting the validity or enforceability of the 2017A Bonds or the Bond Documents, (4) contesting the exclusion from gross income of interest on the 2017A Bonds for federal or State income tax purposes, (5) contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement or any supplement or amendment thereto, or (6) contesting the powers of the University or any authority for the issuance of the 2017A 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 2017A Bonds or the Bond Documents; (B) the descriptions and information contained in the Preliminary Official Statement, as of its date and as of the date hereof, and in the Official Statement, as of its date and as of the Closing Date, in each case relating to the University and its operational and financial and other affairs and the application of the proceeds of sale of the 2017A Bonds, were and are correct in all material respects; (C) such descriptions and information contained in the Preliminary Official Statement, as of its date and as of the date hereof, and in the Official Statement, as of its date and as of the Closing Date, did not and 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 2017A 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;

(v) A copy of the transcript of all proceedings of the University, including the Supplemental Resolution, relating to the authorization and issuance of the 2017A Bonds, certified by appropriate officials of the University;

(vi) A certificate of the University relating to matters affecting the tax-exempt status of interest on the 2017A Bonds, including the use of proceeds of sale of the 2017A 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;

(vii) Satisfactory evidence that the 2017A Bonds are rated “[REDACTED]” and “[REDACTED]” by Moody’s Investors Service, Inc. and Standard & Poor’s Ratings Services, respectively;

(viii) Copies of the Official Statement related to the 2017A Bonds executed on behalf of the University;

(ix) An executed counterpart of the Continuing Disclosure Undertaking;

(x) A specimen 2017A Bond;

(xi) An executed copy of Internal Revenue Service Form 8038-G with respect to the 2017A Bonds and evidence of filing thereof;

(xii) 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*”);

(xiii) An escrow verification report issued by The Arbitrage Group, Inc. (the “*Verifier*”); and

(xiv) 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 2017A 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 2017A Bonds, including the costs of preparing the 2017A 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 2017A Bonds. The Underwriter will pay all out-of-pocket expenses of the Underwriter, including advertising expenses in connection with the public offering of the 2017A Bonds, travel and other expenses, except the fees and expenses of Underwriter's Counsel, which will be paid directly by the Trustee of the 2017A Bonds on the Closing Date. 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 2017A 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 Project and Refunding Bonds, Series 2017A

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 \$[REDACTED] General Revenue Project and Refunding Bonds, Series 2017A (the “2017A Bonds”), pursuant to the Bond Purchase Agreement dated January 12, 2017 (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 2017A 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 [REDACTED], 2016 (collectively, the “Resolution”), the Preliminary Official Statement dated January 5, 2017 (the “Preliminary Official Statement”), and the Official Statement dated January 12, 2017 (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 2017A BONDS,” “SECURITY FOR THE 2017A BONDS” and “TAX MATTERS” 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 2017A 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 2017A 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 2017A 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 2017A Bonds to the public to register the 2017A 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 BOISE STATE UNIVERSITY OFFICE OF THE GENERAL COUNSEL

[CLOSING DATE]

Boise State University  
1910 University Drive  
Boise, Idaho 83725

The Bank of New York Mellon Trust Company, N.A., as Trustee  
100 Pine Street, Suite 3200  
San Francisco, California 94111

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  
\$[REDACTED]  
General Revenue Project and Refunding Bonds,  
Series 2017A

Ladies and Gentlemen:

In my capacity as Associate General Counsel to Boise State University (the “*University*”), I have reviewed certain documents in connection with the issuance and sale by the University of its \$[REDACTED] General Revenue Project and Refunding Bonds, Series 2017A (the “*2017A 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 [REDACTED], 2016, authorizing the issuance and sale of the 2017A Bonds (the “*Supplemental Resolution*,” and, together with the Master Resolution, the “*Resolution*”); the Preliminary Official Statement dated January 5, 2017 (the “*Preliminary Official Statement*”); the Official Statement dated January 12, 2017 (the “*Official Statement*”); the Bond Purchase Agreement, dated January 12, 2017, between the University and Barclays Capital Inc. (the “*Purchase Agreement*”); the Continuing Disclosure Undertaking with

respect to the 2017A 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 2017A 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 [REDACTED], 2016, 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 2017A 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, as of its date and as of the date of the Purchase Agreement, and the Official Statement, as of its date and as of the date hereof, under the captions “INTRODUCTION – Boise State University,” “SECURITY FOR THE 2017A BONDS,” “SERIES 2017A PROJECT,” “THE UNIVERSITY,” “FINANCIAL INFORMATION REGARDING THE UNIVERSITY” and “LITIGATION” and in “APPENDIX B – SCHEDULE OF STUDENT FEES” were and are true and correct in all material respects and did not 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 2017A Bonds, (iii) in any way contesting or affecting the validity or enforceability of the 2017A Bonds or the Bond Documents, (iv) contesting the exclusion from gross income of interest on the 2017A 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 2017A 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 2017A Bonds or the Bond Documents.

Very truly yours,

---

Nicole C. Pantera, Associate General Counsel  
Boise State University Office of the General 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  
\$[REDACTED]  
General Revenue Project and Refunding Bonds,  
Series 2017A

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 "2017A 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 2017A Bonds dated January 12, 2017 (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 [REDACTED], 2016, authorizing the issuance and sale of the 2017A Bonds (together, the "Resolution"); (iii) the Preliminary Official Statement relating to the 2017A Bonds dated January 5, 2017 (the "Preliminary Official Statement"); (iv) the Official Statement relating to the 2017A Bonds dated January 12, 2017 (the "Official Statement"); (v) the Continuing Disclosure Undertaking with respect to the 2017A 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 2017A 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 2017A 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 2017A 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 2017A 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 2017A 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.

# MOODY'S

## INVESTORS SERVICE

### CREDIT OPINION

28 March 2016

#### New Issue

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## Boise State University, ID

New Issue - Moody's Assigns Aa3 to Boise State University's (ID) Series 2016A; Outlook Stable

### Summary Rating Rationale

Moody's Investors Service assigns a Aa3 rating to Boise State University's proposed issuance of approximately \$63 million of fixed-rate General Revenue Refunding Bonds, Series 2016A. The bonds are expected to be issued as serial bonds, with maturities in 2016-39.

The assignment of the Aa3 rating reflects rating Boise State University's very good strategic positioning, with healthy, forward-looking programmatic and capital investments, growing online and STEM programs and unique market position as a comprehensive urban public university. The rating also incorporates the university's solid and conservative fiscal management which enables BSU to maintain surplus operations even as it invests in programs and despite some variability in net tuition revenue growth. Credit challenges include slow growth of wealth and weakening cash flow as the university has been spending reserves on strategic investments.

### Credit Strengths

- » Solid student market as an urban public university with over 15,000 full-time equivalent (FTE) students and healthy programmatic investment
- » Strong oversight, budgeting and planning contribute to positive operations despite slowed net tuition revenue growth
- » Spendable cash and investments provide adequate cushion of debt and operations, at 1.0 and 0.7 times, respectively

### Credit Challenges

- » Softening cash flow as the university spends accumulated reserves for strategic programmatic investments
- » Continued capital investment and debt plans will keep leverage modestly high relative to peers
- » Plan to grow research enterprise will be challenging in highly competitive research funding environment

## Rating Outlook

The stable outlook reflects our expectation that the university will have continued strong cash flow in the 11-13% range as the university continues to make strategic programmatic and capital investment. The outlook incorporates some tolerance for modest enrollment volatility especially in light of strong budgeting and financial oversight.

## Factors that Could Lead to an Upgrade

- » Substantial increase in the scope of operations, including growth of research enterprise
- » Improved wealth and liquidity to support debt and operations

## Factors that Could Lead to a Downgrade

- » Sustained enrollment declines and materially contracting net tuition revenue
- » Deterioration of operating performance

## Key Indicators

Exhibit 1

| BOISE STATE UNIVERSITY, ID                             |         |         |         |         |         |
|--------------------------------------------------------|---------|---------|---------|---------|---------|
|                                                        | 2011    | 2012    | 2013    | 2014    | 2015    |
| Total FTE Enrollment                                   | 15,201  | 16,075  | 15,589  | 15,642  | 15,434  |
| Operating Revenue (\$000)                              | 292,099 | 304,108 | 327,691 | 326,470 | 340,719 |
| Annual Change in Operating Revenue (%)                 | 6.6     | 4.1     | 7.8     | -0.4    | 4.4     |
| Total Cash & Investments (\$000)                       | 246,645 | 244,328 | 251,663 | 270,979 | 295,396 |
| Total Debt (\$000)                                     | 236,202 | 244,041 | 239,376 | 233,742 | 227,535 |
| Spendable Cash & Investments to Total Debt (x)         | 0.9     | 0.8     | 0.8     | 0.9     | 1.0     |
| Spendable Cash & Investments to Operating Expenses (x) | 0.7     | 0.7     | 0.6     | 0.7     | 0.7     |
| Monthly Days Cash on Hand (x)                          | 126     | 126     | 119     | 112     | 127     |
| Operating Cash Flow Margin (%)                         | 17.8    | 15.5    | 17.0    | 13.2    | 12.8    |
| Total Debt to Cash Flow (x)                            | 4.5     | 5.2     | 4.3     | 5.4     | 5.2     |

FTE Enrollment reflects fall of the calendar year

Source: Moody's Investors Service

## Recent Developments

The university is moving forward with EdR on a public private partnership for an approximately 600 bed residence hall on recently purchased property adjacent to campus. The site would accommodate both the university's honors college and other traditional undergraduate students. Currently, the project is proposed to entail a 50 year ground lease, with a total project cost of \$30-40 million which will be funded by the developer. The new housing will represent approximately a quarter of total housing capacity on campus. The project is important to BSU as it seeks to build residential campus life and improve the academic profile of its students.

## Detailed Rating Considerations

### Market Profile: Very Good Strategic Positioning with Forward-looking Program Development and Growing STEM Programs

Boise State University's strategic positioning is bolstered by its location in the capital of Idaho, with a sizable and diverse economic base that includes technology, higher education, and healthcare sectors. The university is continually enhancing its programs and partnerships to ensure that its academic offerings meet the needs of local industry and forward-looking economic trends. BSU is making concerted efforts to both broaden its market reach and improve its academic profile, with some success. A focus on STEM (science,

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technology, engineering and mathematics) has contributed to growing out of state enrollment with 38% of freshmen coming from outside of Idaho (including international students) in fall 2015. We expect BSU to easily adapt to declines in Saudi Arabian enrollment due to the reduction of government grants in that country. Saudi Arabian students represented less than 1% of total freshmen enrollment in fall 2015.

Growth of BSU's eCampus helps offset volatility in undergraduate resident enrollment that tends to be countercyclical to the economy. Total full time equivalent (FTE) enrollment was down slightly (1.2%) in fall 2015, but tends to range from 15,000 to 16,000 over the long term. The university is conservatively budgeting for declines in fall 2016. The university is building eCampus degrees based on programs for which it already has strong demand and brand recognition, such as nursing and medical imaging.

Over the last 10 years the university has been investing in infrastructure to grow its research profile. The recent opening of a biomedical research vivarium is expected to jumpstart funding in this area, with a \$10 million grant from the National Institutes of Health announced in FY 2015. Research expenditures are expected to grow modestly, and have remained relatively stable at \$20-22 million over the last five years. A recent \$25 million donation will help the university construct a new building to expand its research and graduate programs in material science, which will increase prospects for funding for that discipline.

### Operating Performance: Strong Expense Control and Fiscal Oversight Underpin Surplus Operations

BSU's strong budgetary oversight and expense containment give it tremendous operating flexibility. The ability to methodically and strategically build up reserves for long-term plans through operating cash flow is a key credit strength for the university. Cash flow softened over the last few years due to strategic investment in programs, but is expected to stabilize in FY 2016 and remain healthy at 12% or above, with debt service coverage of around 2.5 times.

Surplus operations are achieved through careful expense control in conjunction with moderate overall revenue growth (at about 4.4%). Net tuition revenue, BSU's largest revenue source at over 60%, will continue to grow at or above inflation with modest tuition increases and a continued focus on affordability. Over the last three years, net tuition revenue has grown at an average 3.4%. State appropriations, which represent 26% of revenue, have grown at about 5% a year from FY 2014 to FY 2016. The Governor has proposed another increase to state operating support for FY 2017.

### Wealth and Liquidity

BSU's spendable cash and investments will continue to provide a moderate cushion for debt and operations, as the university balances new capital plans with gifts and planned reserve growth. FY 2015 spendable cash and investments grew for the first time in several years as the university paused on its capital spending; cushioning debt by 1.0 times and operations by 0.7 times, on par with the Aa3 public university medians.

Gift revenue is solid, with an average of \$32 million over the last three years, and expected to improve with a \$25 million gift from the Micron Foundation in FY 2016 to support a new materials science building. The university has also raised approximately \$29 million to date for its scholarship campaign, exceeding its \$25 million goal.

The BSU foundation manages its endowment, valued at \$155 million as of June 30, 2015, with a small decline posted through December 31, 2015. The investment allocation is conservative with almost 90% in public equities and fixed income; FYE 2015 return was 1.1%.

### LIQUIDITY

BSU's liquidity is growing, but remains modest for the rating category, with just 127 monthly days cash on hand to support operations. This amount is sufficient to handle BSU's fixed rate debt profile and relatively straight forward operations.

### Leverage

The university's deliberate and measured approach to capital spending offsets its moderately elevated debt levels. With debt to operating revenue of 0.7 times BSU's practice of setting clear fundraising and/or appropriation milestones prior to committing debt to new projects will ensure that leverage remains reasonable. However, future debt affordability at this rating level will depend up on maintenance or growth of current cash flow levels, with debt to cash flow of 5.2 times in FY 2015, up from 4.3 times in FY 2013.



The university just approved a new campus master plan and anticipates an additional up to \$65 million of debt in the next few years for the new materials science building and a fine arts building. Debt service on the facilities will be offset by implementation of an additional student facilities fee. The remainder of the project costs will be funded through gifts and state appropriations. The state has pledged \$5 million in capital funding toward the fine arts building, and the university plans to list the materials science building as a strategic funding priority for FY 2017 capital appropriations.

#### Debt Structure

Boise State University's all fixed rate and regularly amortizing debt structure provides predictability in fixed expenses.

#### DEBT-RELATED DERIVATIVES

None

#### PENSIONS AND OPEB

The university's other debt like obligations are relatively modest compared to peers. The university closed participation in the state's multi-employer defined benefit plan (Public Employee's Retirement System of Idaho, PERSI) for all new faculty and professional staff in 1990 which has greatly reduced its fixed pension costs and liabilities. Classified staff continue to participate in PERSI, and classified staff currently represent approximately 25% of university workforce.

Moody's three-year adjusted net pension liability (ANPL) was \$66 million for FYs 2013-2015, resulting in moderate additional leverage. Spendable cash and investments cover total adjusted debt (including direct debt, capitalized operating leases and ANPL) by 0.8 times compared to the median of 0.5 times for Aa rated peers. The university also participates in a multiple-employer defined contribution plan for faculty and staff hired after 1990 (the Optional Retirement Program, ORP). Total employer pension contributions for both programs were \$13 million in FY 2015, representing a manageable 3.8% of operating revenue.

The university participates in multi-employer defined other postemployment benefit (OPEB) plan to which it contributes annually. As of FYE 2015, the university's OPEB liability was a moderate \$9.6 million.

In 1990 all new faculty and professional staff were required to be part of the ORP, the PERSI system was no longer an option. New hires, which are classified staff are still eligible to enroll in the PERSI system. In total classified staff are about 25% of our workforce.

#### Governance and Management: Conservative Budgeting and Forward-Looking Planning Add Flexibility

BSU's conservative budgeting and in-depth short and long-term planning are a credit positives that will contribute to continued positive operations and thoughtful and strategic programmatic reinvestment. The university continues its strategic program, academic and capital reallocation efforts, with a keen eye on expense reduction. The financial management budgets conservatively on enrollment and includes several contingencies that help maintain positive operations.

#### Legal Security

The Series 2016A bonds are on parity with BSU's outstanding General Revenue Bonds. BSU's general revenue bonds are secured by the broadest pledge available for the university. Pledged Revenues include student charges, auxiliary revenues, indirect cost recovery, and other specified revenue sources. State appropriations and other externally restricted funds are not included in the Pledged Revenues. Under the Resolution, BSU has a debt service covenant and additional bonds test of at least 1.1 times. There is no debt service reserve fund. For FY 2015, Pledged Revenues of \$216 million cover pro-forma maximum annual debt service (including the Series 2016A bonds) almost 12 times.

#### Use of Proceeds

Proceeds from the Series 2016A bonds will be used to refund all or a portion of certain maturities of the Series 2007A and 2009A General Revenue Bonds and to pay costs of issuance.

#### Obligor Profile

Boise State University is well positioned to maintain a stable market position as the largest comprehensive public university in Idaho (by enrollment) with total headcount of over 22,000 students. The main campus is in Boise, Idaho, with several off campus centers in the surrounding areas that typically serve part-time and non-traditional students.

## Methodology

The principal methodology used in this rating was Global Higher Education published in November 2015. Please see the Ratings Methodologies page on [www.moody's.com](http://www.moody's.com) for a copy of this methodology.

## Ratings

Exhibit 2

### Boise State University, ID

| Issue                                         | Rating                                     |
|-----------------------------------------------|--------------------------------------------|
| General Revenue Refunding Bonds, Series 2016A | Aa3                                        |
| Rating Type                                   | Underlying LT                              |
| Sale Amount                                   | \$62,990,000                               |
| Expected Sale Date                            | 04/07/2016                                 |
| Rating Description                            | Revenue: Public University<br>Broad Pledge |

Source: Moody's Investors Service

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## Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

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# Boise State University, Idaho; Public Coll/Univ - Unlimited Student Fees

## Credit Profile

US\$62.99 mil gen rev rfdg bnds ser 2016A dtd 04/28/2016 due 04/01/2039

*Long Term Rating*

A+/Stable

New

**Boise St Univ Gen Rev bnds ser 2007A**

*Long Term Rating*

A+/Stable

Affirmed

## Rationale

Standard & Poor's Ratings Services assigned its 'A+' long-term rating to Boise State University (BSU), Idaho's series 2016A general revenue refunding bonds. At the same time, Standard & Poor's affirmed its 'A+' long-term rating and underlying rating (SPUR) on the university's parity debt. The outlook is stable.

We assessed the university's enterprise profile as strong, characterized by a stable management team, with respectable student quality characteristics helping to partly offset softening demand over the past three years. We assessed BSU's financial profile as very strong with consistent full-accrual operating surpluses and available resources that are in line with the rating category. We believe these combined credit factors lead to an indicative stand-alone credit profile of 'a+'. In our opinion, the 'A+' rating on the university's bonds reflects BSU's strength of operations, offset by enrollment declines. Pro forma maximum annual debt service (MADS) is above average and we anticipate that BSU will issue as much as \$57 million in new debt in the next two years, but we believe that this debt level should remain manageable so long as BSU maintains positive operations and increases its available resources.

The rating further reflects our assessment of BSU's:

- History of reporting positive adjusted financial operations on a full-accrual basis,
- Good fiscal stewardship with a focus on operations and conservative budgeting, and
- Adequate available resource ratios for the rating category.

Partly offsetting the above strengths, in our view, are BSU's:

- High pro forma debt burden,
- Trend of fluctuating enrollment with softening in the most recent year given a decline in college-ready high school students in the region, and
- Above-average pro forma MADS burden of about 4.8% of 2015 operating expenses.

The series 2016A bond proceeds will be used to advance refund the university's 2007A and 2009A bonds. All of BSU's existing bonds, including the series 2016A general refunding bonds, are parity general revenue debt secured by an unlimited student fee pledge of the university. This student fee is internally dedicated to debt service, and there is no debt service reserve fund.

Boise State University is located in Boise in western Idaho. BSU was founded in 1932 and has the largest student enrollment of any post-secondary institution in Idaho with 15,451 full-time equivalent (FTE) students as of fall 2015. The university is fully accredited by the Northwest Commission on Colleges and Universities through 2018, and a number of its academic programs have also obtained specialized accreditation. The majority of students are undergraduates (about 87%) and more than 67% of the student body is from the state. The university has a growing campus, which has grown to a headcount of over 27,000 students.

## Outlook

The stable outlook reflects our expectation that over the next two years the university will continue to generate balanced or better operating results on a full-accrual basis, maintain its existing available resources relative to operations and debt, and weather fluctuating and softening enrollment trends. We expect that future debt will coincide with a commensurate increase in available resources and that BSU will maintain a manageable debt burden.

### Downside scenario

Credit factors that could lead to a negative rating action during the outlook period include continued enrollment declines, significant operating deficits, erosion of available resources relative to the rating category, or the issuance of new debt to levels that significantly increase the university's debt burden and cause available resources relative to debt to decline to levels that are less than adequate for the rating.

### Upside scenario

Although upward movement of the rating is unlikely during the outlook period given the university's variable demand and enrollment and above-average debt burden, credit factors that could lead to a positive rating action beyond the outlook period include substantial improvement in the university's available resource ratios relative to the rating category and stabilization of BSU's enrollment profile.

## Enterprise Profile

### Industry risk

Industry risk addresses our view of the higher education sector's overall cyclical and competitive risk and growth through application of various stress scenarios and evaluation of barriers to entry, levels and trends of profitability, substitution risk, and growth trends observed in the industry. We believe the higher education sector represents a low credit risk when compared with other industries and sectors.

### Economic fundamentals

In our view, BSU has limited geographic diversity, with more than 67% of students coming from Idaho. As such, our assessment of BSU's economic fundamentals is anchored by the state GDP per capita.

### Market position and demand

BSU has been challenged with softening demand within its undergraduate program and FTE enrollment. In fall 2015 its undergraduate FTE enrollment fell by 2.6% to 13,928 students and its total FTE enrollment declined by 1.2% to 14,541. Management attributes the decreases to local changes, including fewer regional college-ready high school



graduates and price sensitivity associated with the rising costs of education. Management reports that enrollment should begin to stabilize and has noted that applications for fall 2016 have increased, but has conservatively budgeted for FTE enrollment declines in fiscal 2016. On the upside, graduate enrollment continues to grow and increased by a healthy 2.4% for fall 2015.

In our view, the enrollment and demand profile is adequate but somewhat variable. Excluding fall 2015, BSU has experienced volatility in its freshman undergraduate applications with applications increasing by as much as 11% (fall 2014) and decreasing by as much as 21% (fall 2013). The university's freshman selectivity rate weakened to 80% in fall 2015 from 54% in fall 2012. Its freshman matriculation rate portrayed a similar trend, weakening to 34% from 53% in the same period. However, in fall 2015 student quality as measured by the average entering freshman's ACT score increased slightly to 23.3 as did its retention rate, which improved to a healthy 76%. Its six-year graduation rate remains weak at 38%.

BSU provides 1,860 beds on campus in residence halls, 201 leased apartments, and 360 townhomes. Management reports that occupancy rates as of fall 2015 were at 91% for residence halls, 98% for the apartments, and 98% for the townhomes, which we consider strong.

BSU fundraising is done through the BSU Foundation. Management reports that gifts increased to \$31.3 million from \$10.1 million during the first six months of fiscal 2016 as a result of a \$25 million gift for a new on-campus science building. BSU is also in the middle of a \$25 million scholarship campaign with \$29 million raised through March 2016. The campaign is scheduled to complete in June 2017 and management reports that it will continue to fundraise for this campaign. In our view, fundraising has improved and remains moderate. We expect fundraising to continue at historical levels.

### **Management and governance**

BSU's board and management team are in line with the rating. Dr. Bob Kustra has been president of BSU since 2003, prior to which he served two terms as lieutenant governor in Illinois and 10 years in the Illinois state legislature. The rest of the senior management team has remained relatively unchanged, which we believe lends stability to the overall credit profile. The responsibility for overall management and determination of university policies and standards is vested with the BSU 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 of the combined boards for five-year terms. The elected state superintendent of public instruction serves ex officio as the eighth member of the board for a four-year term.

The university operates under a formal campus master plan and strategic plan. The most recent strategic plan, "Focus on Effectiveness," covers 2012 through 2017. This plan includes key performance indicators with goals that we believe are consistent and appropriate with the needs of the organization. We take a positive view of management's standards for operational performance and effectiveness. Management completed the state-mandated program prioritization to reduce costs and the corresponding strategic realignment in the past fiscal year. These efforts garnered efficiencies of more than \$2.6 million in fiscal 2015. This is a continuous process and a tool for management to reallocate resources and produce savings, enabling management to identify efficiencies and improve its overall cost structure. The

university budgets conservatively on a modified-accrual basis of accounting and produces interim comparative quarterly financial reports, including management's discussion and analysis, a best practice.

## Financial Profile

### Financial management policies

We consider BSU's financial management policies as robust. The university has formal policies for its endowment, investments, and debt. It operates according to a five-year strategic plan and has a formal policy for maintaining reserves. The financial policies assessment reflects our opinion that, despite some areas of risk, the organization's overall financial policies are not likely to hamper its ability to pay debt service. Our analysis of financial policies includes a review of the organization's financial reporting and disclosure, investment allocation and liquidity, debt profile, contingent liabilities, and legal structure and a comparison of these policies with those of comparable providers.

In line with our report "Assessing The Impact Of GASB 68 On U.S. Public Universities And Charter Schools," published Dec. 15, 2015 on RatingsDirect, we have made certain adjustments to the financial statements of public colleges and universities and certain public charter schools for financial results beginning with fiscal year end June 30, 2015 to enhance analytical clarity regarding the economic substance of the funding of liabilities, expenses, and deferred inflows and outflows of resources associated with pension plan obligations and a change in accounting principle as detailed in GASB Statement No. 68, "Accounting and Financial Reporting for Pensions—an amendment of GASB Statement No. 27." We believe these adjustments enhance analytical clarity from a credit perspective and result in more comparable financial metrics as long as states are able and willing to fund these pension liabilities. It is our understanding that the responsibility for BSU's pension liabilities will remain with the state.

### Financial operations

Being the state's largest public institution of higher education, BSU receives one of the largest portions of state appropriation funding allocated to public institutions: \$80.4 million in fiscal 2015 and \$84.3 million in fiscal 2016, both representing increases since funds were cut in fiscal 2011. In our view, the outlook for increased state funding for fiscal 2017 is positive with the governor's budget recommendation calling for an 8.8% increase for four-year higher education institutions, the largest increase for higher education since 1991. The Idaho Department of Public Works (DPW) also provides capital funding for various construction projects and repairs at the university; the amount varies from year to year. The university's revenue composition has remained about the same over the past year with appropriations at 22% of total operating revenue, gross tuition and student fees and auxiliary revenue at 50%, grants and contracts at 8%, and gifts at 5%.

BSU has a track record of producing surplus operations on a full-accrual basis with gains of \$30.0 million in fiscal 2015, \$28.8 million in fiscal 2014, and \$45.7 million in fiscal 2012. BSU also reported a \$2.9 million gain in net income before capital in fiscal 2015. Management expects operating performance to continue to be positive in fiscal 2016. Continued enrollment changes have pressured net tuition revenue, but the university has been able to increase net tuition revenue per student through modest tuition increases. Full-time tuition for the 2015-2016 academic year was \$6,876, an increase of 3.6%. For the 2016-2017 year, the board has approved a tuition increase of 2.6%, or a 3.7% total increase



when including student fees. In our view, these modest tuition increases should allow the university to continue to increase its net tuition revenue as enrollment stabilizes.

#### Available resources

We consider the university's financial resource ratios adequate for the rating category. Total net assets at June 30, 2015 declined by 1.4%, or negative \$5.5 million, as a result of the GASB 68 accounting reclassification of negative \$15.5 million. After adjustments for GASB 68 and the inclusion of the foundation's unrestricted net assets (UNA), BSU's available resources (as measured by adjusted UNA) totaled \$127.5 million, equal to 34% of operating expenses and 61% of pro forma debt.

The university benefits from a separate foundation that had total assets of \$154.9 million as of June 30, 2015, of which only 7%, or \$11 million, was unrestricted. The foundation's investment portfolio was valued at \$93 million as of Dec. 31, 2015 and is conservatively invested. At that time, the foundation's funds were invested 33% in international equities, 25% in fixed income, 32% in domestic equities, and the remainder in cash, real estate, hedge funds, and private equity. Management reports that the foundation's return was 1.1% as of June 30, 2015 but that it decreased 2.5% through Dec. 31, 2015. The university's treasury portfolio is used to manage cash and was valued at \$102.1 million as of Dec. 31, 2016 with 48% invested in the local government investment pool, 34% in corporate bonds, 6% in federal agency security, and 4% in the money market. At that time, the treasury account had an average weighted maturity of 128 days to provide liquidity when needed.

#### Debt and contingent liabilities

As of June 30, 2015, BSU had \$219.4 million in debt outstanding, which included \$634,000 in notes payable, which was paid off in March 2016, and \$752,000 in capital lease obligations. The remainder is general revenue debt. Upon the issuance of the series 2016A bonds, pro forma debt outstanding is expected to be about \$208.8 million. Total pro forma maximum annual debt service (MADS) of about \$17.84 million in 2020 is still above average but manageable, at 4.8% of fiscal 2015 adjusted operating expenses. We view management's debt portfolio as conservative with all debt being fixed rate with level amortization.

As outlined in its campus master plan, BSU plans to construct a \$52 million materials science building and a \$36 million fine arts building over the next five years. These projects will be financed through a combination of gifts, state support (for the fine arts building), and public debt. As part of the debt funding, management plans to issue about \$57 million in total over the next two years with \$27 million in new money for the materials science building and approximately \$30 million for the fine arts building. In our view, the university should have the capacity to issue this debt so long as it is able to maintain its existing available resources. Standard & Poor's will further evaluate the debt's effect on credit quality once plans are more fully developed.

#### Boise State University

|                              | --Fiscal year ended June 30-- |        |        |        |        | 'A' public college and university medians |
|------------------------------|-------------------------------|--------|--------|--------|--------|-------------------------------------------|
|                              | 2016                          | 2015   | 2014   | 2013   | 2012   | 2014                                      |
| <b>Enrollment and demand</b> |                               |        |        |        |        |                                           |
| Headcount                    | 22,113                        | 22,259 | 22,003 | 22,678 | 19,664 | 13,381                                    |
| Full-time equivalent         | 15,451                        | 15,643 | 15,599 | 16,136 | 15,215 | 10,819                                    |

## Boise State University (cont.)

|                                                            | --Fiscal year ended June 30-- |         |         |         |         | 'A' public college and university medians |
|------------------------------------------------------------|-------------------------------|---------|---------|---------|---------|-------------------------------------------|
|                                                            | 2016                          | 2015    | 2014    | 2013    | 2012    | 2014                                      |
| Freshman acceptance rate (%)                               | 79.6                          | 77.0    | 76.1    | 58.8    | 54.2    | 72.5                                      |
| Freshman matriculation rate (%)                            | 34.0                          | 35.7    | 38.1    | 41.3    | 52.7    | MNR                                       |
| Undergraduates as a % of total enrollment (%)              | 86.5                          | 86.9    | 86.5    | 86.7    | 88.3    | 85.2                                      |
| Freshman retention (%)                                     | 75.6                          | 75.0    | 71.3    | 71.5    | 69.0    | 72.5                                      |
| Graduation rates (five years) (%)                          | N.A.                          | N.A.    | 29.2    | 22.1    | 22.1    | 72.0                                      |
| <b>Income statement</b>                                    |                               |         |         |         |         |                                           |
| Adjusted operating revenue (\$000s)                        | N.A.                          | 405,134 | 391,800 | 395,109 | 375,234 | MNR                                       |
| Adjusted operating expense (\$000s)                        | N.A.                          | 375,153 | 362,977 | 349,455 | 334,008 | MNR                                       |
| Net adjusted operating income (\$000s)                     | N.A.                          | 29,981  | 28,823  | 45,654  | 41,226  | MNR                                       |
| Net adjusted operating margin (%)                          | N.A.                          | 7.99    | 7.94    | 13.06   | 12.34   | MNR                                       |
| Estimated operating gain/loss before depreciation (\$000s) | N.A.                          | 55,640  | 53,860  | 68,674  | 61,862  | MNR                                       |
| Change in UNA (\$000s)                                     | N.A.                          | (5,759) | (2,243) | 2,584   | 5,458   | MNR                                       |
| State operating appropriations (\$000s)                    | N.A.                          | 87,159  | 80,129  | 74,496  | 68,006  | MNR                                       |
| State appropriations to revenue (%)                        | N.A.                          | 21.5    | 20.5    | 18.9    | 18.1    | 26.6                                      |
| Student dependence (%)                                     | N.A.                          | 50.4    | 48.6    | 47.5    | 46.9    | MNR                                       |
| Health care operations dependence (%)                      | N.A.                          | N.A.    | N.A.    | N.A.    | N.A.    | MNR                                       |
| Research dependence (%)                                    | N.A.                          | 8.2     | 8.7     | 9.8     | 10.4    | MNR                                       |
| Endowment and investment income dependence (%)             | N.A.                          | 0.1     | 0.8     | 0.1     | 0.1     | 0.7                                       |
| <b>Debt</b>                                                |                               |         |         |         |         |                                           |
| Outstanding debt (\$000s)                                  | N.A.                          | 219,376 | 229,437 | 237,481 | 238,943 | 141,343                                   |
| Proposed debt (\$000s)                                     | N.A.                          | 62,990  | N.A.    | N.A.    | N.A.    | MNR                                       |
| Total pro forma debt (\$000s)                              | N.A.                          | 208,830 | N.A.    | N.A.    | N.A.    | MNR                                       |
| Pro forma MADS                                             | N.A.                          | 17,839  | N.A.    | N.A.    | N.A.    | MNR                                       |
| Current debt service burden (%)                            | N.A.                          | 2.57    | 5.03    | 4.35    | 4.68    | 3.90                                      |
| Current MADS burden (%)                                    | N.A.                          | 4.87    | 5.03    | 5.07    | 5.30    | 4.40                                      |
| Pro forma MADS burden (%)                                  | N.A.                          | 4.76    | N.A.    | N.A.    | N.A.    | MNR                                       |
| <b>Financial resource ratios</b>                           |                               |         |         |         |         |                                           |
| Endowment market value (\$000s)                            | N.A.                          | N.A.    | 95,666  | 83,399  | 75,966  | 84,593                                    |
| Related foundation market value (\$000s)                   | N.A.                          | 154,868 | 145,162 | 135,886 | 144,877 | 79,216                                    |
| Cash and investments (\$000s)                              | N.A.                          | 149,160 | 132,219 | 133,592 | 142,109 | MNR                                       |
| UNA (\$000s)                                               | N.A.                          | 93,639  | 99,398  | 101,641 | 99,057  | MNR                                       |
| Adjusted UNA (\$000s)                                      | N.A.                          | 127,490 | 120,345 | 120,261 | 114,604 | MNR                                       |
| Cash and investments to operations (%)                     | N.A.                          | 39.8    | 36.4    | 38.2    | 42.5    | 47.2                                      |
| Cash and investments to debt (%)                           | N.A.                          | 68.0    | 57.6    | 56.3    | 59.5    | 97.3                                      |
| Cash and investments to pro forma debt (%)                 | N.A.                          | 71.4    | N.A.    | N.A.    | N.A.    | MNR                                       |
| Adjusted UNA to operations (%)                             | N.A.                          | 34.0    | 33.2    | 34.4    | 34.3    | 32.5                                      |



## Boise State University (cont.)

|                                                              | --Fiscal year ended June 30-- |      |      |      |      | 'A' public college and university medians |
|--------------------------------------------------------------|-------------------------------|------|------|------|------|-------------------------------------------|
|                                                              | 2016                          | 2015 | 2014 | 2013 | 2012 | 2014                                      |
| Adjusted UNA plus debt service reserve to debt (%)           | N.A.                          | 58.1 | 52.5 | 50.6 | 48.0 | 62.1                                      |
| Adjusted UNA plus debt service reserve to pro forma debt (%) | N.A.                          | 61.0 | N.A. | N.A. | N.A. | MNR                                       |
| Average age of plant (years)                                 | N.A.                          | 10.8 | 10.2 | 10.3 | 10.6 | 13.2                                      |
| OPEB liability to total liabilities (%)                      | N.A.                          | 3.1  | 3.0  | 2.6  | 2.3  | 3.3                                       |

MADS--Maximum annual debt service. N.A.--Not available. MNR--Median not reported. UNA--Unrestricted net assets. Net operating margin = 100\*(net adjusted operating income/adjusted operating expense). Student dependence = 100\*(gross tuition revenue + auxiliary revenue) / adjusted operating revenue. Current debt service burden = 100\*(current debt service expense/adjusted operating expenses). Current MADS burden = 100\*(maximum annual debt service expense/adjusted operating expenses). Cash and investments = cash + short-term & long-term investments. Adjusted UNA = UNA + UNA of the foundation. Average age of plant = accumulated depreciation/depreciation & amortization expense.

## Related Criteria And Research

## Related Criteria

General Criteria: Methodology: Not-For-Profit Public And Private Colleges And Universities, Jan. 6, 2016

## Ratings Detail (As Of March 24, 2016)

Boise St Univ gen rev proj & rfdg bnds

Long Term Rating A+/Stable Affirmed

Boise St Univ gen rev rfdg bnds (Taxable)

Long Term Rating A+/Stable Affirmed

Boise St Univ PCU\_USF

Long Term Rating A+/Stable Affirmed

**Boise St Univ gen rev ser 2005A, 2007A, 2007B, 2007C (MBIA)**

Unenhanced Rating A+(SPUR)/Stable Affirmed

**Boise St Univ stud union & hsg rev bnds ser 2002**

Unenhanced Rating A+(SPUR)/Stable Affirmed

**Boise St Univ Std University Fee & Housing Sys ser 2002 (MBIA)**

Unenhanced Rating A+(SPUR)/Stable Affirmed

Many issues are enhanced by bond insurance.

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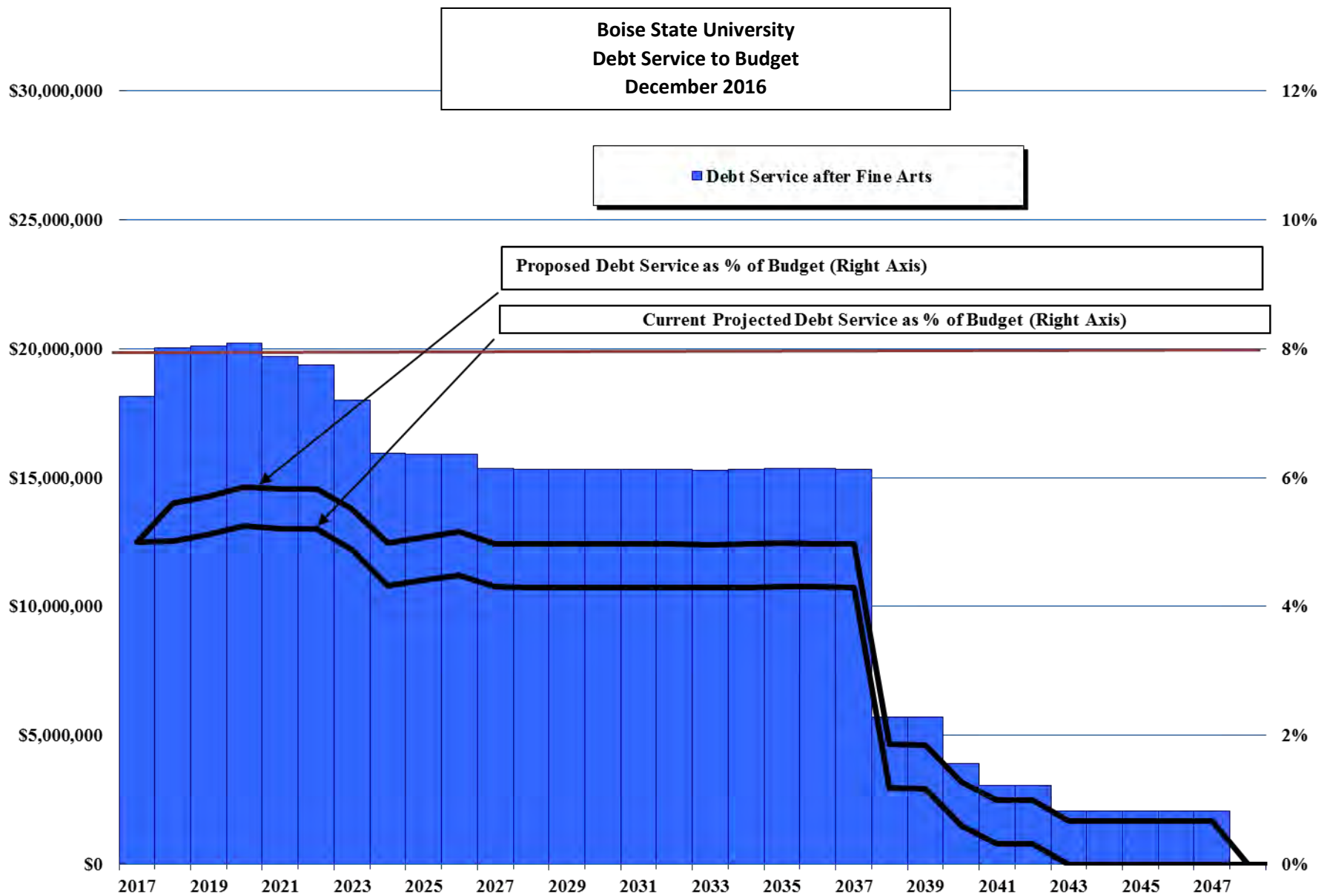
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Boise State University  
Ten Year Debt Projection  
December 2016

|                                                                | FY 2017       | FY 2018       | FY 2019       | FY 2020       | FY 2021       | FY 2022       | FY 2023       | FY 2024       | FY 2025       | FY 2025       | Total/Avg     |
|----------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>1 Future Buildings</b>                                      |               |               |               |               |               |               |               |               |               |               |               |
| <b>Est. Debt Financed</b>                                      |               |               |               |               |               |               |               |               |               |               |               |
| 2 Fine Arts                                                    | \$32,000,000  | \$0           | \$0           | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$16,653,167  |
| 3                                                              | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           | \$0           |
| 4                                                              |               |               |               |               |               |               |               |               |               |               |               |
| 5                                                              | \$32,000,000  | \$0           | \$0           | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$2,081,646   | \$16,653,167  |
| <b>6 Current University Debt Service</b>                       | \$18,165,443  | \$17,957,716  | \$18,015,091  | \$18,143,698  | \$17,624,594  | \$17,286,548  | \$15,921,339  | \$13,847,967  | \$13,834,033  | \$13,838,590  | \$164,635,019 |
| <b>7 Total Projected Debt Service after 2017A</b>              | \$18,165,443  | \$17,957,716  | \$20,096,737  | \$20,225,344  | \$19,706,240  | \$19,368,194  | \$18,002,985  | \$15,929,613  | \$15,915,679  | \$15,920,236  | \$181,288,186 |
| <b>8 Operating Budget (excludes direct lending)</b>            | \$363,499,574 | \$357,883,341 | \$351,748,453 | \$345,105,013 | \$338,602,930 | \$332,239,122 | \$326,010,577 | \$319,914,348 | \$313,947,559 | \$308,107,394 |               |
| <b>9 Current Debt Service as a % of Operating Budget (6/8)</b> | 5.00%         | 5.02%         | 5.12%         | 5.26%         | 5.21%         | 5.20%         | 4.88%         | 4.33%         | 4.41%         | 4.49%         | 4.90%         |
| <b>10 Future Debt Service as a % of Operating Budget (7/8)</b> | 5.00%         | 5.02%         | 5.71%         | 5.86%         | 5.82%         | 5.83%         | 5.52%         | 4.98%         | 5.07%         | 5.17%         | 5.40%         |
| <i>8% is the University's planned limit</i>                    |               |               |               |               |               |               |               |               |               |               |               |

**Assumptions:**

- |                     |                                                                                                                                                                   |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 Student Revenue  | 1. 98% of 2017 budget, then (-2%) annual growth from student fees, \$60 total new Strategic facility fee over 2018 and 2019 (are actually planning \$40 for 2019) |
| 12 General Fund     | 2. 2017 budget is achieved then decreased by 2% each year after                                                                                                   |
| 13 Donations, Sales | 3. 98% of 2017 budget Gifts and Aux revs, then reduced 2% each yearafter                                                                                          |
| 14 Federal Grants   | 4. 97% of 2017 budget, then (-3%) decrease each yearafter                                                                                                         |
| 15 Future debt      | 5. Assuming 5% interest over 30 years, Fine arts first payment in FY18                                                                                            |
| 16                  | 6. Removed 27th payroll from budget                                                                                                                               |
| 17                  | 7. Gardner Lease has been estimated as paid off                                                                                                                   |
| 18                  | 8. Alumni Lease has been included totaling \$562,000 for 10 years beginning in 2017                                                                               |



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PRELIMINARY OFFICIAL STATEMENT DATED JANUARY \_\_, 2017

New Issue—Book Entry Only

MOODY'S RATING: \_\_\_\_\_

S&P RATING: \_\_\_\_\_

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 2017A 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 2017A Bonds (the "Tax Code"); (ii) interest on the 2017A 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 2017A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See "TAX MATTERS-- 2017A Bonds."*



BOISE STATE UNIVERSITY

\$ \_\_\_\_\_ \*

BOISE STATE UNIVERSITY

GENERAL REVENUE PROJECT AND REFUNDING BONDS,  
SERIES 2017A

**Dated: Date of Delivery**

**Due: April 1, as shown on the inside cover**

The above captioned Boise State University General Revenue Project and Refunding Bonds, Series 2017A in the aggregate principal amount of \$ \_\_\_\_\_\* (the "2017A 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 \_\_\_\_\_, 2016.

The proceeds of the 2017A Bonds will be used (i) to refund certain of the University's outstanding bonds solely for debt service savings (the "Refunding Project"), (ii) to finance a portion of the costs of construction of a Fine Arts Building (the "Series 2017A Project"), and (iii) to pay costs of issuing the 2017A Bonds. The 2017A 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 2017A Bonds. Interest on the 2017A Bonds is payable on each October 1 and April 1, commencing April 1, 2017. The 2017A Bonds are subject to optional and mandatory sinking fund redemption as described herein. The 2017A 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 2017A BONDS" herein.

THE 2017A 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 2017A 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 2017A BONDS. THE UNIVERSITY IS NOT AUTHORIZED TO LEVY OR COLLECT ANY TAXES OR ASSESSMENTS, OTHER THAN THE PLEDGED REVENUES DESCRIBED HEREIN, TO PAY THE 2017A BONDS. THE UNIVERSITY HAS NO TAXING POWER.

\_\_\_\_\_  
**See Inside Cover for Maturity Schedule**

The 2017A Bonds are offered when, as and if issued and received by the Underwriter (hereinafter defined), 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 2017A Bonds will be available for delivery through the facilities of DTC on or about \_\_\_\_\_, 2017.



\*Preliminary, subject to change.

## BOISE STATE UNIVERSITY

\$ \_\_\_\_\_ \*

## GENERAL REVENUE PROJECT AND REFUNDING BONDS,

## SERIES 2017A

| DUE      | PRINCIPAL AMOUNT | INTEREST RATE | YIELD | CUSIP No.** |
|----------|------------------|---------------|-------|-------------|
|          | \$               | %             | %     |             |
| 4/1/2018 |                  |               |       |             |
| 4/1/2019 |                  |               |       |             |
| 4/1/2020 |                  |               |       |             |
| 4/1/2021 |                  |               |       |             |
| 4/1/2022 |                  |               |       |             |
| 4/1/2023 |                  |               |       |             |
| 4/1/2024 |                  |               |       |             |
| 4/1/2025 |                  |               |       |             |
| 4/1/2026 |                  |               |       |             |
| 4/1/2027 |                  |               |       |             |
| 4/1/2028 |                  |               |       |             |
| 4/1/2029 |                  |               |       |             |
| 4/1/2030 |                  |               |       |             |
| 4/1/2031 |                  |               |       |             |
| 4/1/2032 |                  |               |       |             |
| 4/1/2033 |                  |               |       |             |
| 4/1/2034 |                  |               |       |             |
| 4/1/2035 |                  |               |       |             |
| 4/1/2036 |                  |               |       |             |
| 4/1/2037 |                  |               |       |             |
| 4/1/2038 |                  |               |       |             |
| 4/1/2039 |                  |               |       |             |

\* 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 2017A 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 2017A Bonds or as indicated above.

**THE IDAHO STATE BOARD OF EDUCATION****AND BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY**

Emma Atchley, President

Linda Clark, Vice President

Debbie Critchfield, Secretary

David Hill

Don Soltman

Andrew Scoggin

Sherri Ybarra

Richard Westerberg

Matt Freeman—Executive Director

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APPENDIX A – Audited Financial Statements of the University for the Fiscal Years Ended  
June 30, 2016 and 2015

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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



**GENERAL INFORMATION**

No dealer, broker, salesperson or other person has been authorized by the Board (as hereafter defined), the University or Barclays Capital, Inc. (the “Underwriter”) to give any information or to make any representations with respect to the 2017A 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 2017A Bonds, nor shall there be any sale of the 2017A 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 2017A 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 provided 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 PROJECT AND REFUNDING BONDS,  
SERIES 2017A**

## INTRODUCTION

## GENERAL

This Official Statement, including the cover page, the inside cover page and the information contained in the Appendices hereto, is furnished in connection with the offering of the \$ \_\_\_\_\_\* Boise State University General Revenue Project and Refunding Bonds, Series 2017A (the “*2017A 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 2016 enrollment of 23,886 students (based on headcount, with full-time-equivalent enrollment of 15,973) as of the October 15, 2016 census date. The State Board of Education serves as the Board of Trustees (the “*Board*”), the governing body of the University. In January 2016, the Carnegie Classification of Institutions of Higher Education designated Boise State University a Doctoral Research University.

## AUTHORIZATION FOR AND PURPOSE OF THE 2017A BONDS

The 2017A Bonds are being issued pursuant to and in compliance with Title 33, Chapter 38, Idaho Code, as amended, and Title 57, Chapter 5, Idaho Code, as amended, 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 \_\_\_\_\_, 2016 authorizing the issuance of the 2017A Bonds (collectively with the Master Resolution, the “*Resolution*”).

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\* 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 as of January 1, 2017, were outstanding in the principal amount of \$206,925,000 (including the Refunded Bonds, as defined herein). The 2017A 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 2017A Bonds will be used (i) to refund certain of the Outstanding Bonds solely for debt service savings (the “*Refunding Project*”), (ii) to finance a portion of the costs of construction of the Fine Arts Building (the “*Series 2017A Project*”) and (iii) to pay costs of issuing the 2017A Bonds. See “SOURCES AND USES OF FUNDS” herein.

#### SECURITY FOR THE 2017A BONDS

The 2017A 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 (the “*Other Operating Revenues*”); (v) unrestricted income generated on investments of moneys in all funds and accounts of the University (the “*Investment Income*”), 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 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 2017A 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 2017A Bonds, and its other parity Outstanding Bonds, subject to the satisfaction of certain conditions contained in the Resolution. See “SECURITY FOR THE 2017A BONDS–Additional Bonds.”

#### TAX MATTERS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described herein: (i) interest on the 2017A 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 2017A Bonds (the “*Tax Code*”); (ii) interest on the 2017A 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 2017A Bonds is excluded from gross income for purposes of income taxation by the State of Idaho. See “TAX MATTERS–2017A Bonds.”

## **THE 2017A BONDS**

### **DESCRIPTION OF THE 2017A BONDS**

The 2017A 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 2017A Bonds shall bear interest from their date at the rates set forth on the inside cover page of this Official Statement. Interest on the 2017A Bonds is payable on April 1 and October 1 of each year, beginning April 1, 2017. Interest on the 2017A 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 2017A Bonds (the “Trustee”).

The 2017A 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 2017A Bonds. The ownership of one fully registered 2017A Bond for each maturity as set forth on the inside cover page 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 2017A 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 2017A Bonds. *See Appendix G for additional information. As indicated therein, certain information in Appendix G has been provided by DTC. The University makes no representation as to the accuracy or completeness of the information in Appendix G provided by DTC. Purchasers of the 2017A Bonds should confirm this information with DTC or its participants.*

### **REDEMPTION AND OPEN MARKET PURCHASE**

*Optional Redemption.* The 2017A 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 2017A Bonds shall be at a price of 100% of the principal amount of the 2017A Bonds to be so redeemed, plus accrued interest to the date fixed for redemption.

*Mandatory Sinking Fund Redemption.* The 2017A 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 2017A 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 2017A 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 2017A 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 2017A Bonds, unless upon the giving of such notice such 2017A 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 2017A 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 2017A 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 2017A Bonds are to be redeemed, the particular maturities of such 2017A 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 any maturity of the 2017A Bonds is to be redeemed, the 2017A Bonds to be redeemed will be selected by lot. If less than all of a 2017A 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.

*Effect of Redemption.* When called for redemption as described above, the 2017A Bonds will cease to accrue interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and such 2017A Bonds will not be deemed to be Outstanding as of such redemption date.

*Open Market Purchase.* The University has reserved the right to purchase the 2017A Bonds on the open market at a price equal to or less than par. In the event the University purchases the 2017A Bonds at a price (exclusive of accrued interest) of less than the principal amount thereof, the 2017A Bonds so purchased are to be credited at the par amount thereof against the Debt Service requirement next becoming due. In the event the University purchases term 2017A Bonds at a price (exclusive of accrued interest) of less than the principal amount



thereof, the term 2017A Bonds so purchases are to be credited against the Mandatory Redemption Amounts next becoming due. All 2017A Bonds so purchased are to be cancelled.

### **SECURITY FOR THE 2017A BONDS**

#### **GENERAL**

The 2017A Bonds are secured by Pledged Revenues on 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) 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 “PLEGGED 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, 2016 AND 2015.”

#### **PLEGGED 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. For the academic year 2016-2017, total Board-approved Student Fees per full-time undergraduate student per semester were \$3,540 for Idaho residents and \$10,765 for non-resident students. For the 2015-2016 academic year, such Student Fees were, respectively, \$3,438 and \$10,463 per semester.

*Tuition Fee.* 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, 2015 (“Fiscal Year 2015”) and Fiscal Year 2016 were \$67,670,078 and \$70,637,017, respectively.

*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 2015 and Fiscal Year 2016 were \$32,372,036 and \$32,215,265 **[why down when others up?]**, 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 2015 and Fiscal Year 2016 were \$33,341,184 and \$38,774,533, 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 Board will consider the request for Fiscal Year 2018 at its April 2017 meeting. Total Board-approved student fee increases for the Fiscal Years shown below were as follows:

| Fiscal Year | Fee     | Percentage Increase |
|-------------|---------|---------------------|
| 2017        | \$3,540 | 3.7%                |
| 2016        | 3,438   | 3.6                 |
| 2015        | 3,320   | 5.5                 |
| 2014        | 3,146   | 6.9                 |
| 2013        | 2,942   | 5.7                 |

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, and special workshop fees. Revenues generated from these other charges for Fiscal Year 2015 and Fiscal Year 2016 were \$9,062,528 and \$8,370,962, respectively.

See “APPENDIX B— SCHEDULE OF STUDENT FEES” for a list of Student Fees assessed for Fiscal Year 2016.

*Sales and Services Revenues.* Sales and Services Revenues include revenues generated through operations of auxiliary enterprises. The majority of these revenues are generated through housing and student union operations; bookstore sales; ticket and event sales from the Taco Bell Arena, Albertsons Stadium, and Morrison Center; 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 2015 and Fiscal Year 2016 were \$65,566,466 and \$61,641,877, respectively. The Fiesta Bowl and Mountain West Conference Championship in 2015 generated one-time football-related revenues of approximately \$3.7 million. Fiscal Year 2016 is in line with the revenue recorded in Fiscal Year 2014. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015."

*Facilities and Administrative Recovery Revenues.* A portion of funds received each year for University activity sponsored by the private sector, the state or the federal government ("Sponsored Activity") is provided to pay the direct costs of the Sponsored Activity, such as salaries for scientists and material and labor used to perform research projects. F&A Recovery Revenues makes up the balance granted and is used to pay facilities administrative costs, which encompass spending by the University 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 associated with sponsored project activity. Unlike the revenues for direct costs of Sponsored Activity, F&A Recovery Revenues are not restricted and are available as Pledged Revenues. F&A Recovery Revenues were \$4,308,513 and \$5,208,537 for Fiscal Year 2015 and Fiscal Year 2016, respectively.

The University has focused on expanding Sponsored Activity. In Fiscal Year 2015 and Fiscal Year 2016, the University had federally funded grants and contracts expenditures of \$25,987,687 and \$28,815,430, respectively, which is an increase of \$2,527,743. Non-federally funded grants and contracts for Fiscal Year 2015 and Fiscal Year 2016 were \$7,415,439 and \$7,531,040 respectively.

*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 2015 and Fiscal Year 2016, the University generated Other Operating Revenues of \$2,374,609 and \$3,418,923, respectively. See "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015" and "FINANCIAL INFORMATION REGARDING THE UNIVERSITY."

*Investment Income.* Investment Income included in Pledged Revenues includes all unrestricted investment income. For Fiscal Year 2015 and Fiscal Year 2016, Investment Income included in Pledged Revenues was \$396,947 and \$815,931, respectively. The University extended the duration of the portfolio from 128 days as of June 30, 2015 to 241 days as of June

**ATTACHMENT 7**

30, 2016 accounting for the increase in revenue. See “APPENDIX A—AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015.”

**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 2016. As described under “DEBT SERVICE REQUIREMENTS,” the University estimates that the maximum annual debt service on the Bonds upon the issuance of the 2017A Bonds will be approximately \$\_\_\_\_\_ million.

|                                                                                                                                     | <b>2012</b>          | <b>2013</b>          | <b>2014</b>          | <b>2015</b>             | <b>2016</b>                |
|-------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|-------------------------|----------------------------|
| Student Fees                                                                                                                        | \$119,972,905        | \$128,688,459        | \$132,216,608        | \$142,445,827           | \$149,997,777              |
| Sales and Services Revenues                                                                                                         | 58,904,473           | 62,331,015           | 61,529,742           | 65,566,466 <sup>1</sup> | 61,641,877                 |
| F&A Recovery Revenues                                                                                                               | 5,368,929            | 4,515,382            | 4,462,863            | 4,308,512               | 5,208,537                  |
| Other Operating Revenues                                                                                                            | 1,730,717            | 1,577,618            | 2,177,360            | 2,374,609               | 3,438,289                  |
| Investment Income                                                                                                                   | <u>483,682</u>       | <u>460,150</u>       | <u>308,146</u>       | <u>396,947</u>          | <u>822,078<sup>2</sup></u> |
| TOTAL                                                                                                                               | <u>\$186,460,706</u> | <u>\$197,572,624</u> | <u>\$200,694,719</u> | <u>\$215,896,400</u>    | <u>\$221,108,558</u>       |
| Less Operation and<br>Maintenance Expenses of<br>Auxiliary Enterprises                                                              | (65,802,427)         | (69,900,697)         | (69,339,102)         | (66,212,266)            | (68,802,556)               |
| Revenues Available for Debt<br>Service (Pledged Revenues<br>less Operation and<br>Maintenance Expenses of<br>Auxiliary Enterprises) | <u>\$120,658,279</u> | <u>\$127,671,927</u> | <u>\$131,355,617</u> | <u>\$149,684,134</u>    | <u>\$152,306,002</u>       |

<sup>1</sup> Change relates to the Fiesta Bowl and Mountain West Conference Championship in 2015 generating one-time football-related revenues of approximately \$3.7 million.

<sup>2</sup> Large increase due to a change in weighted average maturity selections.

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## 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 receive Board approval and must also 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 2017A Bonds or the Outstanding Bonds.

**REFUNDING PROJECT**

A portion of the proceeds of the 2017A Bonds will be used to currently refund a portion 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 "*Refunded Bonds*"). 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 2017A Bonds.

A portion of the proceeds of the 2017A 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 interest on the Refunded Bonds as the same falls due and the redemption price of, and accrued interest on, the Refunded Bonds on their redemption date. See "SOURCES AND USES OF FUNDS."

The 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 \_\_\_\_\_, at a redemption price of 100% of the principal amount thereof, plus accrued interest thereon:

| MATURITY DATE<br>(APRIL 1) | PRINCIPAL<br>AMOUNT | INTEREST<br>RATE |
|----------------------------|---------------------|------------------|
|----------------------------|---------------------|------------------|



\*Partial redemption of serial bond

\*\*Partial redemption of mandatory redemption amount due under term bond stated maturity

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.

### **SERIES 2017A PROJECT**

A portion of the proceeds of the 2017A Bonds will be used to pay costs of constructing the new Fine Arts Building to be located on the University's main campus in Boise, Idaho, on land currently owned by the University. This facility will be approximately 97,400 gross square feet and will house the art disciplines, studios, faculty and departmental offices, classrooms and critique areas, as well as the Arts and Humanities Institute, Visual Arts Center and the World Museum.

This investment in the fine arts programs at the University will not only provide consolidated and modern facilities for several fine arts degrees and programs, but will provide additional space for these programs. Enrollment in certain fine arts courses is currently limited due to lack of studio and classroom space. The Fine Arts Building is expected to cost approximately \$42,000,000. With State support, private donations and University reserves contributing approximately \$10,000,000, the remaining balance of approximately \$32,000,000 will be financed by a portion of the proceeds of the 2017A Bonds.

### **SOURCES AND USES OF FUNDS**

The sources and uses of funds with respect to the 2017A Bonds are estimated to be as follows:

#### **SOURCES:**

|                                                 |          |
|-------------------------------------------------|----------|
| Aggregate Principal Amount of 2017A Bonds ..... | \$ _____ |
| University Contribution .....                   | _____    |
| Original Issue Premium .....                    | _____    |
| TOTAL .....                                     | \$ _____ |

#### **USES:**

|                                                |          |
|------------------------------------------------|----------|
| Escrow Fund to Refund the Refunded Bonds ..... | \$ _____ |
| Series 2017A Project .....                     | _____    |
| Costs of Issuance* .....                       | _____    |
| TOTAL .....                                    | \$ _____ |

\* Includes legal, rating agency, trustee, paying and escrow agent, and verification agent fees and Underwriter's discount.

**DEBT SERVICE REQUIREMENTS**

The following table shows the debt service requirements for the 2017A Bonds.

| FISCAL<br>YEAR END<br><u>6/30</u> | OUTSTANDING<br>BONDS* | <u>NEW MONEY PORTION OF</u><br><u>2017A BONDS</u> |                 | <u>TOTAL</u> |
|-----------------------------------|-----------------------|---------------------------------------------------|-----------------|--------------|
|                                   |                       | <u>PRINCIPAL</u>                                  | <u>INTEREST</u> |              |
| 2017                              | \$17,830,443          | \$                                                |                 |              |
| 2018                              | 17,374,493            | \$190,000                                         |                 |              |
| 2019                              | 17,443,669            | 435,000                                           |                 |              |
| 2020                              | 17,571,526            | 455,000                                           |                 |              |
| 2021                              | 17,052,453            | 480,000                                           |                 |              |
| 2022                              | 16,714,407            | 500,000                                           |                 |              |
| 2023                              | 15,349,679            | 525,000                                           |                 |              |
| 2024                              | 13,276,007            | 550,000                                           |                 |              |
| 2025                              | 13,261,798            | 580,000                                           |                 |              |
| 2026                              | 13,266,390            | 610,000                                           |                 |              |
| 2027                              | 13,246,257            | 640,000                                           |                 |              |
| 2028                              | 13,230,799            | 670,000                                           |                 |              |
| 2029                              | 13,220,158            | 705,000                                           |                 |              |
| 2030                              | 13,235,534            | 740,000                                           |                 |              |
| 2031                              | 13,238,492            | 775,000                                           |                 |              |
| 2032                              | 13,209,077            | 815,000                                           |                 |              |
| 2033                              | 13,198,800            | 855,000                                           |                 |              |
| 2034                              | 13,233,033            | 900,000                                           |                 |              |
| 2035                              | 13,253,590            | 945,000                                           |                 |              |
| 2036                              | 13,243,525            | 990,000                                           |                 |              |
| 2037                              | 13,231,308            | 1,040,000                                         |                 |              |
| 2038                              | 3,643,223             | 1,095,000                                         |                 |              |
| 2039                              | 3,621,167             | 1,150,000                                         |                 |              |
| 2040                              | 1,828,907             | 1,205,000                                         |                 |              |
| 2041                              | 981,250               | 1,265,000                                         |                 |              |
| 2042                              | 981,750               | 1,330,000                                         |                 |              |
| 2043                              |                       | 1,395,000                                         |                 |              |
| 2044                              |                       | 1,465,000                                         |                 |              |
| 2045                              |                       | 1,540,000                                         |                 |              |
| 2046                              |                       | 1,615,000                                         |                 |              |
| 2047                              |                       | 1,695,000                                         |                 |              |
| TOTAL                             | <u>\$297,907,290</u>  | <u>\$27,155,000</u>                               | <u>\$</u>       | <u>\$</u>    |

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\*Does not reflect the refunding of the Refunded Bonds. Any refunding with proceeds of the 2017A Bonds will be undertaken solely to achieve debt service savings.

## THE UNIVERSITY

The main campus is located in Boise, Idaho, with convenient access to the governmental institutions and commercial and cultural amenities located in the capital city. The Boise City-Nampa metropolitan area has an estimated population of 676,000. Approximately 4,913 faculty and staff (including 1,520 student employees) were employed as of June 30, 2016.

The University administers baccalaureate, masters, and doctoral programs through seven academic colleges - Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, and Innovation and Design. More than 4,000 students graduated from Boise State University in academic year 2015-2016, representing a record number of graduates for an Idaho public university.

The University was officially classified a doctoral research institution by the Carnegie Classification of Institutions of Higher Education in 2016. The University is home to 29 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 13 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, western Oregon and northern Nevada on a network of 18 stations and translators.

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.

### 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 in Moscow, 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 Board also oversees aspects of the College of Western Idaho in Boise and North Idaho College in Coeur d'Alene, in concert with the respective Boards of these two institutions. 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.

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**BOARD OF TRUSTEES OF BOISE STATE UNIVERSITY  
AND STATE BOARD OF EDUCATION**

| NAME                           | RESIDENCE        | OCCUPATION                                        | TERM<br>EXPIRES |
|--------------------------------|------------------|---------------------------------------------------|-----------------|
| Emma Atchley (President)       | Ashton           | Community Leader                                  | 2020            |
| Linda Clark (Vice President)   | Meridian         | Retired Superintendent                            | 2020            |
| Debbie Critchfield (Secretary) | Oakley           | Community Education Leader                        | 2018            |
| David Hill                     | Boise            | Retired Deputy Director at ID National Laboratory | 2017            |
| Andrew Scoggin                 | Boise            | Executive VP for Albertsons Companies             | 2021            |
| Don Soltman                    | Twin Lakes       | Retired Hospital Executive                        | 2019            |
| Richard Westerberg             | Preston          | Retired Officer of PacifiCorp                     | 2019            |
| Sherri Ybarra *                | Mountain<br>Home | Superintendent of Public Instruction              | 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 27 member, full time professional staff headed by Matt Freeman, Executive Director. His appointment became effective in 2015.

*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 W. 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), Southern Illinois University (MA) and the University of Illinois (Ph.D.). 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 M. 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 National Association of College and University Business Officers (NACUBO). 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. Ms. Pearson has accepted a position of Vice President at Washington State University effective March 1, 2017. The University has initiated a national search for her replacement.

*Kevin D. Satterlee, J.D. – Chief Operating Officer, Vice President and Special Counsel.* Mr. Satterlee was named Chief Operating Officer, Vice President and Special Counsel in 2015. He previously served as the Vice President for Campus Operations and General Counsel from 2012-2015, as well as Vice President and General Counsel from 2011 to 2012, Associate Vice President and General Counsel from 2005 to 2011, and as Associate Vice President of Planning, prior to that. Before 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 and Economic Development.* 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.

*Leslie J. Webb, Ph.D. –Vice President for Student Affairs.* Dr. Webb was named Vice President of Student Affairs and Enrollment Management in February of 2016. Prior to this position, she served from 2009 to 2016 as both the Assistant and Associate Vice President for Student Affairs for the University. Before joining the University, Dr. Webb served as the Assistant Vice President for Strategic Planning and Assessment at Central Washington University. Dr. Webb earned her undergraduate degree in theatre arts from Central Washington University, her masters of science in college student personnel from Western Illinois University and her doctorate of philosophy in education from Colorado State University.

*Laura C. 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.

*Matt Wilde – General Counsel.* Mr. Wilde was named General Counsel in October of 2015. Prior to holding such position, Mr. Wilde served as Deputy General Counsel for the Office of General Counsel, managing the day to day operations of the Office of General Counsel and the legal affairs of the University. Prior to joining the University in January of 2013, Mr. Wilde served as Assistant City Attorney and Division Manager for the Boise City Council and Mayor's Office, the Department of Aviation and Public Transportation, including the Boise Airport, and the City's Department of Public Works. Mr. Wilde received his undergraduate degree in business administration from Pacific Lutheran University and his Juris Doctor from the University of Idaho.

#### CERTAIN UNIVERSITY FACILITIES

*General.* The University's Boise campus includes approximately 5.5 million gross square feet of facilities, with approximately 200 buildings. The Boise campus is approximately 220 acres including some parcels owned by university affiliate organizations such as the Boise State University Foundation, Inc. (the "Foundation").

*New Facilities.* The University recently purchased approximately 49,000 gross square feet of space in a mixed use facility in downtown Boise to house its Computer Science program. This mixed use facility is the result of a public private partnership and includes an expansion of the city of Boise's convention center, federally funded underground transit center, as well as retail and office spaces, anchored by a major technology company. The purchase was funded from University reserves, and no new debt was incurred. The University is also leasing 2,900 gross square feet for a bookstore and apparel shop.



In October 2016 the new Alumni and Friends Center opened. This facility provides 40,000 square feet of office and event spaces. This joint venture between the Alumni Association and the Foundation (both separate non-profit organizations) provides new and expanded spaces to engage with University alumni and donors. This \$12,000,000 facility was funded by private donations and the Foundation's issuance of approximately \$5,000,000 of debt. The University will lease office space in this building for ten years, at which time the debt matures and the building will transfer to University ownership for an amount of ten dollars (the "Alumni Agreement"). The Alumni Agreement requires the University to make lease payments to the Foundation sufficient to repay the Foundation's debt issued to finance the Alumni and Friends Center, plus additional rent to pay certain other expenses related to the construction and operation of the Alumni and Friends Center. Additionally, the University will manage and maintain the facility.

*Facilities Generating Sales and Service Revenue.* 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) eight residence halls, six of which are traditional-style buildings and two of which are suite-style buildings, (ii) four apartment complexes for sophomore and above housing and (iii) one townhome development, which provides 360 beds for sophomore and above students. Of the University's Fall 2016 headcount enrollment of approximately 23,900 students, roughly [2,600] live in University housing facilities, of which the current capacity is approximately [2,600] students.

*University Residence Halls.* The University's residence halls can accommodate approximately 2,180 students and 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 2014, 2015 and 2016, the average fall semester occupancy rates for the University's residence halls were 99%, 91% and 99%, respectively. The increase in occupancy in Fiscal Year 2016 is due to the University converting an apartment complex to first year housing, creating 300 additional first year student bed spaces.

*University Apartments.* The University apartment complexes are available for students, including those with families, and provide over 200 apartments ranging in size from one bEdRoom to three bEdRooms. For Fiscal Years 2014, 2015 and 2016, the average fall semester occupancy rates for the University's apartments were 90%, 98% and 100%, respectively.

*Future Housing Facilities.* The University is currently experiencing increased demand for on-campus housing. For the Fall 2016 semester, there were approximately 400 more applications for on-campus housing than the University had available beds. For the 2016-2017 academic year, the University partnered with private housing developments adjacent to its main campus to meet demand.

The University expects the new 644-bed residential Honors College will open in the Fall of 2017. The University participated in a public private partnership agreement with EDR Boise, LLC, a subsidiary of Educational Realty Trust (“EdR”), a publicly traded REIT, to finance, construct, and operate the facility in partnership with the University. The University leased its property across from the Student Union Building to EdR under a 50-year ground lease, commencing in Fall of 2017, on which EdR has commenced construction of the Honors facility. In addition to 302 beds of Honors student housing and 342 beds of traditional student housing, the project includes offices, classrooms and food service. The food service component, with an estimated cost of approximately \$5,500,000, will be financed and constructed by EdR and purchased by the University upon completion. The purchase will be funded with University reserves and a contribution from its food service contractor. The food service component will be owned and operated by the University, through its food service contractor. EdR will own the residential portion of Honors College and will pay rent to the University.

EdR has funded the balance of the cost of this approximately \$40,000,000 facility. Pursuant to the terms and conditions of the ground lease, EdR is not permitted to issue any debt secured by the property or its leasehold interest in the project, without University approval. EdR is required to pay the University an annual ground lease payment consisting of a guaranteed fixed amount, plus a percentage of the project’s gross revenues. The fixed payment will escalate with the consumer price index. The ground lease and food service income is expected to generate a positive net income for the University.

In conjunction with the opening of the Honors College, the University will convert the John B. Barnes towers (the “Towers”), a 300-bed student housing facility, for use only for overflow housing for Academic Year 2017-2018. For future years, depending on housing demand, the Towers may continue as overflow housing, be placed back online as a housing option, or repurposed into office space or another use.

*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 and Bronco Shop, 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.

*Albertsons Stadium.* 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 Bronco Shop, office space, and concessions facilities. The Gene Bleymaier Football Complex, which opened in 2013, is 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.

*Taco Bell Arena.* 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.

*The Recreation Center.* 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 added to the facility after 2001.

*The Morrison Center.* 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. The Morrison Center has been regularly ranked in the Top Five University Theatres in the Pacific Northwest by Venues Magazine; in 2014, it was ranked #1 in the nation.

*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 7,551 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 2016 enrollment was 23,866 students (based on headcount, with full-time equivalent enrollment of 15,973) as of the October 15, 2016 census date and the University's official Fall 2015 enrollment was 22,113 students (based on headcount, with full-time equivalent enrollment of 15,451) as of the October 15, 2015 census date. Fall 2016 enrollment reflects an increase from Fall 2015 of 1,773 students based on headcount, and 522 students based on full-time equivalent enrollment. Enrollment at the University is at an all-time high.

**ENROLLMENT AND GRADUATION STATISTICS**  
(Fall Semester)

|                                     | 2014      | 2015      | 2016      |
|-------------------------------------|-----------|-----------|-----------|
| ENROLLMENT                          |           |           |           |
| Headcount                           | 22,259    | 22,113    | 23,886    |
| Full Time Equivalents               | 15,643    | 15,451    | 15,973    |
| UNDERGRADUATE STUDENTS              |           |           |           |
| Full Time                           | 12,155    | 12,034    | 12,375    |
| Part Time                           | 7,196     | 7,088     | 7,834     |
| GRADUATE STUDENTS                   |           |           |           |
| Full Time                           | 883       | 903       | 936       |
| Part Time                           | 2,025     | 2,088     | 2,741     |
| STUDENTS FROM IDAHO                 | 74%       | 71%       | 76%       |
| FIRST YEAR UNDERGRADUATES/TRANSFERS |           |           |           |
| Applied                             | 10,712    | 10,838    | 11,193    |
| Admitted                            | 8,340     | 8,668     | 9,141     |
| Enrolled                            | 3,469     | 3,502     | 3,941     |
| ACT Mean Score                      | 22.94     | 23.26     | 23.00     |
|                                     |           |           |           |
|                                     | 2013-2014 | 2014-2015 | 2015-2016 |
| DEGREES CONFERRED                   |           |           |           |
| Associate                           | 137       | 166       | 141       |
| Bachelor                            | 2,797     | 2,971     | 2,998     |
| Master                              | 640       | 703       | 670       |
| Doctorate                           | 34        | 14        | 18        |
| Certificate*                        | 195       | 290       | 290       |

\* Includes undergraduate graduate certificates and post-undergraduate certificates.

#### EMPLOYEES

As of September 30, 2016, the University had 5,862 employees. Faculty and staff include 1,318 professional staff, 1,353 faculty and other academic appointments, and 1,041 classified employees. The University also employed 2,150 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 [UPDATE-- CAFR NOT AVAILABLE UNTIL DECEMBER]

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 State Senate, 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 system.

PERSI is the administrator of seven fiduciary funds, including three defined benefit retirement plans, the Public Employee Retirement Fund Base Plan (“*PERSI Base Plan*”), the Firefighters’ Retirement Fund (“*FRF*”), and the Judges’ Retirement Fund (“*JRF*”), of which, PERSI assumed administration effective July 1, 2014; 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.

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, 2015, PERSI had 67,008 active members, 29,827 inactive members (of whom 11,859 are entitled to vested benefits), and 42,657 annuitants. As of July 1, 2015, there were 766 participating employers in the PERSI Base Plan. Total membership in PERSI was 139,492.

The net position for all pension and other funds administered by PERSI increased \$262 million during Fiscal Year 2015 and increased over \$2 billion during the Fiscal Year 2014. The increase in the defined benefit plans reflects the total of contributions received and an investment return exceeding benefits paid and administrative expenses. All of the plans experienced investment gains in Fiscal Year 2015 as a result of positive market performance. Net investment income for all of the funds administered by PERSI for the Fiscal Years ended June 30, 2016 and 2015 was \$417 million and \$2.0 billion, respectively. The large discrepancy between net investment income for 2014 and 2015 is primarily due to a large gross investment return in 2014.

As of June 30, 2015 and 2014, the funding ratio (actuarial value of assets divided by actuarial accrued liability) for the unfunded actuarial liability for the PERSI Base Plan was 90.4% and 93.9%, respectively. The higher the funding ratio, the better the plan is funded. The amortization period (estimated time to payoff unfunded liability) for PERSI’s Base Plan as of June 30, 2015 and 2014 was 17.4 years and 5.5 years, respectively. The actuarial funding ratio for the PERSI Base Plan decreased from 2014 primarily because investment performance was less than the actuarial expected rate. The amortization period increased for the same reason.

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 PERSI 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 were cancelled. The contribution rates for the year ended June 30, 2015 follow:

**Contribution Rates**

|                     | <u>Member</u>               |                         | <u>Employer</u>             |                         |
|---------------------|-----------------------------|-------------------------|-----------------------------|-------------------------|
|                     | <u>General/<br/>Teacher</u> | <u>Fire/<br/>Police</u> | <u>General/<br/>Teacher</u> | <u>Fire/<br/>Police</u> |
| Contribution Rates: | 6.79%                       | 8.36%                   | 11.32%                      | 11.66%                  |

Source: Financial Statements June 30, 2015 Public Employee Retirement System of Idaho

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 2015 and 2016 were \$3,045,994 and \$3,138,685, respectively. Contribution requirements of PERSI and its members are established by the PERSI Board within limitations, as defined by state law.

Beginning in Fiscal Year 2015, 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. The University recorded a net pension liability as of June 30, 2016 of \$12,652,677 representing its proportionate share of liability under PERSI.

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](http://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). Much of the information in this section comes from the PERSI Financial Statements, June 30, 2015, and therefore the information is from a source not within the University's control.

*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 one time 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 2015 and 2016 was 9.26%.

For Fiscal Years 2014, 2015 and 2016, the University's required and paid contributions to ORP were \$9,245,096, \$9,957,020, and \$10,480,089 respectively. The employee contribution rate for Fiscal Years 2014 through 2016 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, 2016 AND 2015."

*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, which the University has continued to make on a timely basis: the University has not set aside any assets to pay future benefits under such plans. As of July 1, 2012, the University's proportionate share of the combined unfunded accrued actuarial liability 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, 2016 AND 2015."

#### 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 2017A BONDS."

#### STATE APPROPRIATIONS

Legislatively-approved State appropriations represent approximately 19.9% of the University's total annual revenues for Fiscal Year 2017. 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 2017. Although State appropriations are not included in Pledged Revenues, 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 Fiscal Years shown. Legislative appropriations reached a pre-recession high in 2009 of approximately \$285 million for all higher education, but declined sharply during the recession to an approximate low of \$209 million in 2012. Since the 2012 low, State appropriations have steadily climbed to approximately \$279 million in 2017.

STATE GENERAL FUND APPROPRIATIONS

|                                                                            | <u>FISCAL YEAR</u> |               |                           |               |
|----------------------------------------------------------------------------|--------------------|---------------|---------------------------|---------------|
|                                                                            | <u>2014</u>        | <u>2015</u>   | <u>2016</u>               | <u>2017*</u>  |
| All Higher Education                                                       | \$236,543,600      | \$251,223,200 | \$258,776,400             | \$279,546,500 |
| Boise State University                                                     | \$76,338,100       | \$80,391,900  | \$85,579,900 <sup>1</sup> | \$92,968,100  |
| Percentage Increase<br>(Decrease) over prior<br>year for the<br>University | 2.5%               | 5.3%          | 6.4%                      | 8.6%          |

<sup>1</sup> Audited.

\* Unaudited.

GRANTS AND CONTRACTS

Through various grant and contract programs, the United States government and various other public and private sponsoring agencies, 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 appropriated 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 2016, total grants and contracts totaled \$36,346,470, which amount includes the \$5,208,537 of F&A Recovery Revenues included in Pledged Revenues. The University also received \$24,169,872 in federal Pell Grants for the 2015-2016 academic year. The following table displays federally funded expenditures, which include Pell Grants and direct loan programs, for each the last four Fiscal Years:

**GRANTS AND CONTRACTS EXPENDITURES**  
(in 000s)\*

|                | FISCAL YEAR |             |             |             |
|----------------|-------------|-------------|-------------|-------------|
|                | <u>2013</u> | <u>2014</u> | <u>2015</u> | <u>2016</u> |
| Federal        | 30,584      | 25,993      | 25,988      | 28,815      |
| Non<br>Federal | 8,194       | 8,282       | 7,415       | 7,531       |
| Total          | 38,778      | 34,275      | 33,403      | 36,346      |

\*Excludes Federal financial aid.

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 2017A BONDS–Pledged Revenues–Facilities and Administrative Recovery Revenues” and “Historical Revenues Available for Debt Service” above.

Direct financial aid to students, primarily in the form of student loans, scholarships, grants, student employment, awards, and deferred payments, totaled approximately \$142,000,000 for Fiscal Year 2016. Of such amount, approximately \$70,000,000 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, 2016 AND 2015.” Moneys in Funds and Accounts established under the 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. See “APPENDIX A– AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015” for further information.

#### 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. 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 41 member board of directors manages the Foundation. Royanne Minskoff currently serves as Chairman of the board of directors of the Foundation.

Financial statements for the 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, 2016 AND 2015.” Net assets of the Foundation at June 30, 2016 were \$168,055,097.

In June 2011, the 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. In 2013, the Foundation began a campaign for scholarships with a goal of \$25 million. As of September 30, 2016, the campaign has raised over \$43 million and continues. The Foundation is also currently seeking funds for specific strategic initiatives including the Fine Arts Building and Materials Science Building described below.

#### 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, which the University merged with other facility fees in 2016 as part of the combined Capital Projects and Facilities Fee. The Capital Projects and Facilities Fee is a component of Student Fees which are included in Pledged Revenues. Revenues from the Capital Projects and Facilities 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.

## **ATTACHMENT 7**

In addition to the Fine Arts Building, the University currently anticipates that it may issue Additional Bonds or other debt to finance capital facilities within the next one to two years to finance a Materials Science Building, which is currently in the programming and design phase. The Materials Science Building is expected to cost approximately \$52,000,000, of which the Micron Foundation has already pledged \$25,000,000. The expected amount of Additional Bonds to be issued to finance construction of the Materials Science Building is the balance of \$27,000,000.

## OUTSTANDING DEBT

The University has the following debt outstanding as of January 1, 2017:

| <b>Outstanding Bonds</b>                                                         | <b>Original Issue Amount</b> | <b>Amount Outstanding</b> |
|----------------------------------------------------------------------------------|------------------------------|---------------------------|
| <i>General Revenue Bonds</i>                                                     |                              |                           |
| General Revenue and Refunding Bonds, Series 2007A *                              | \$96,365,000                 | \$45,155,000              |
| General Revenue Bonds, Series 2007B                                              | 25,860,000                   | 715,000                   |
| General Revenue and Refunding Bonds, Series 2009A                                | 42,595,000                   | 2,305,000                 |
| Taxable General Revenue Bonds, Series 2010B (Build America Bonds—Issuer Subsidy) | 12,895,000                   | 12,570,000                |
| General Revenue Project and Refunding Bonds, Series 2012A                        | 33,330,000                   | 28,525,000                |
| General Revenue Project and Refunding Bonds, Series 2013A                        | 14,195,000                   | 12,260,000                |
| General Revenue Project and Refunding Bonds, Series 2013B                        | 11,760,000                   | 9,870,000                 |
| General Revenue Project and Refunding Bonds, Series 2015A                        | 31,210,000                   | 29,380,000                |
| General Revenue Project and Refunding Bonds, Series 2016A                        | 66,145,000                   | 66,145,000                |
| <b>Total:</b>                                                                    | <b>\$334,355,000</b>         | <b>\$206,925,000</b>      |
| <i>Other Obligations</i>                                                         |                              |                           |
| Capital Leases for Building and Equipment                                        |                              |                           |
| Tech Lease                                                                       | 4,912,402                    | 371,798                   |
| Alumni and Friends Center                                                        | 5,000,000                    | 4,551,838                 |
| <b>Total:</b>                                                                    | <b>\$9,912,402</b>           | <b>\$4,923,635.71</b>     |

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\* Does not reflect the refunding of the Refunded Bonds. Any refunding with proceeds of the 2017A Bonds will be undertaken solely to achieve debt service savings.

For additional information regarding the University's outstanding debt, see Notes 7, 8 and 9 of "APPENDIX A— AUDITED FINANCIAL STATEMENTS OF THE UNIVERSITY FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015."

## FINANCIAL STATEMENTS

The financial statements of the University as of and for the Fiscal Years ended June 30, 2016 and 2015, 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

## 2017A BONDS

In the opinion of Bond Counsel, assuming continuous compliance with certain covenants described below: (i) interest on the 2017A Bonds is excluded from gross income pursuant to Section 103 of the Tax Code; (ii) interest on the 2017A 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 2017A 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 2017A 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 2017A Bonds. These requirements include: (a) limitations as to the use of proceeds of the 2017A Bonds; (b) limitations on the extent to which proceeds of the 2017A 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 2017A Bonds above the yield on the 2017A Bonds to be paid to the United States Treasury. The exclusion of interest on the 2017A Bonds from gross income for Idaho income tax purposes is dependent on the interest on the 2017A 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 2017A 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 2017A Bonds are delivered. Bond Counsel’s opinion as to the exclusion of interest on the 2017A 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 2017A 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 2017A Bonds.

The Tax Code contains numerous provisions which may affect an investor’s decision to purchase the 2017A Bonds. Owners of the 2017A 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 2017A 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 2017A Bonds sold at a premium, representing a difference between the original offering price of those 2017A 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 2017A 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 2017A Bonds. Owners of the 2017A 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 2017A 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 2017A Bonds, the exclusion of interest on the 2017A 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 2017A 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 2017A Bonds. Owners of the 2017A 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 2017A Bonds. If an audit is commenced, the market value of the 2017A Bonds may be adversely affected. Under current audit procedures the Service will treat the University as the taxpayer and the 2017A 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 2017A 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 Underwriter, or Bond Counsel is responsible for paying or reimbursing any 2017A Bond holder with respect to any audit or litigation costs relating to the 2017A Bonds.

*[Premium Bonds].* The initial public offering price of certain maturities of the 2017A Bonds (the “*Premium Bonds*”), as shown on the inside cover page, 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 Tax Code. As a result of requirements of the Tax Code relating to the amortization of bond premium, under certain circumstances an initial owner of a Premium 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 2017A Bonds are advised that they should consult with their own tax advisors with respect to the tax consequences of owning and disposing of 2017A Bonds, whether the disposition is pursuant to a sale of the 2017A Bonds or other transfer, or redemption.

*Original Issue Discount.* The initial public offering price of certain maturities of the 2017A Bonds (the “*Discount Bonds*”), as shown on the inside cover page hereof, is less than the amount payable on such 2017A 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 interest on the Refunded Bonds as the same falls due and the redemption price of, and interest on, the Refunded Bonds on the respective redemption dates, and the mathematical computations of the yield on the 2017A Bonds and the yield on the government obligations purchased with a portion of the proceeds of

the sale of the 2017A Bonds. Such verification shall be based in part upon information supplied by the Underwriter.

#### **UNDERWRITING**

The 2017A Bonds are being purchased by the Underwriter. The purchase contract provides that the Underwriter will purchase all of the 2017A Bonds, if any are purchased, at a price of \$\_\_\_\_\_, representing the principal amount of the 2017A Bonds, plus original issuance premium of \$\_\_\_\_\_, and less an Underwriter's discount of \$\_\_\_\_\_.

The Underwriter may offer and sell the 2017A Bonds to certain dealers (including dealers depositing the 2017A 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**

Moody's Investors Service has assigned its municipal rating of "\_\_\_\_" to the 2017A Bonds. S&P Global Ratings has assigned its municipal rating of "\_\_\_\_" to the 2017A Bonds.

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 2017A 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 2017A Bonds or in any way contesting or affecting the validity of, or having a material adverse effect on, the 2017A 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 2017A 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 2017A 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 2017A 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 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, although 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 2017A Bonds in the secondary market. Consequently, such a failure may adversely affect the transferability and liquidity of the 2017A 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, 2016 AND 2015**



**APPENDIX B**  
**SCHEDULE OF STUDENT FEES**

The following table sets forth the Student Fees of the University at the rates in effect for Fiscal Year 2016. The amounts shown as Annual Estimated Revenue reflect the University's estimates based on actual collections for Fall 2016 and estimated of collections for Spring 2017 and Summer 2017.

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. **[discuss deletion]**

**BOISE STATE UNIVERSITY**  
**ESTIMATED SCHEDULE OF STUDENT FEES**  
**FOR THE FISCAL YEAR ENDING JUNE 30, 2016<sup>(1)</sup>**

| FULL TIME FEES <sup>(2)</sup>                                    |                 |                | PART TIME FEES <sup>(2)</sup> |             |               |                |
|------------------------------------------------------------------|-----------------|----------------|-------------------------------|-------------|---------------|----------------|
|                                                                  | RATE            |                | RATE                          | RATE        |               |                |
|                                                                  | PER             | ANNUAL         | PER                           | PER         | ANNUAL        | TOTAL ANNUAL   |
|                                                                  | SEMESTER        | ESTIMATED      | CREDIT HOUR                   | CREDIT HOUR | ESTIMATED     | ESTIMATED      |
|                                                                  | Fall and Spring | REVENUE        | Fall and Spring               | Summer(3)   | REVENUE       | REVENUE        |
| <b>TUITION</b>                                                   | \$2,384.10      | \$ 55,746,540  | \$176.83                      | \$177.60    | \$ 14,488,693 | 70,235,232     |
| <b>FACILITY FEES</b>                                             |                 |                |                               |             |               |                |
| General Building Fee                                             | 144.00          | 3,367,099      | 13.50                         | 13.50       | 1,104,386     | 4,471,486      |
| Capital Expen Reserve Fee                                        | 5.00            | 116,913        |                               |             | -             | 116,913        |
| SUB Construction Fee                                             | 27.00           | 631,331        | 2.70                          | 2.70        | 220,877       | 852,208        |
| Residence Hall Construction Fee                                  | 57.00           | 1,332,810      | 5.70                          | 5.70        | 466,296       | 1,799,107      |
| Facilities Fees                                                  | 288.79          | 6,752,671      | 23.70                         | 22.50       | 1,903,172     | 8,655,844      |
| Health and Wellness Ctr. Facility Fee                            | 40.00           | 935,305        | 4.00                          | 4.00        | 327,226       | 1,262,531      |
| Subtotal Facility Fees                                           | 561.79          | 13,136,130     | 49.60                         | 48.40       | 4,021,958     | 17,158,088.46  |
| <b>TECHNOLOGY FEES</b>                                           |                 |                |                               |             |               |                |
| Information Technology Fee                                       | 108.84          | 2,544,966      | 9.65                          | 9.65        | 789,432       | 3,334,398      |
| Subtotal Technology Fees                                         | 108.84          | 2,544,966      | 9.65                          | 9.65        | 789,432       | 3,334,397.66   |
| <b>ACTIVITY FEES</b>                                             |                 |                |                               |             |               |                |
| Intercollegiate Athletics                                        | 114.80          | 2,684,326      | 11.12                         |             | 579,432       | 3,263,759      |
| Student Health Center                                            | 37.50           | 876,849        | 4.10                          | 4.10        | 335,406       | 1,212,255      |
| Student Union Operations                                         | 63.00           | 1,473,106      | 6.40                          | 6.90        | 538,411       | 2,011,517      |
| Student Life                                                     | 0.20            | 4,677          | 0.13                          | 0.13        | 10,635        | 15,311         |
| Finance Office                                                   | 3.25            | 75,994         | 0.38                          | 0.38        | 31,086        | 107,080        |
| Promotions & Marketing                                           | 6.87            | 160,639        | 0.67                          | 0.67        | 54,810        | 215,449        |
| Student Involvement & Leadership Cer                             | 19.68           | 460,170        | 2.02                          | 2.02        | 165,249       | 625,419        |
| Associated Student Body                                          | 12.00           | 280,592        | 1.65                          | 1.65        | 134,981       | 415,572        |
| University News                                                  | 8.00            | 187,061        | 0.40                          | 0.25        | 28,268        | 215,329        |
| Student Program Board                                            | 6.00            | 140,296        | 0.50                          | 0.50        | 40,903        | 181,199        |
| Campus Recreation                                                | 53.10           | 1,241,618      | 5.67                          | 6.00        | 473,643       | 1,715,261      |
| Theatre Arts                                                     | 2.00            | 46,765         | 0.20                          |             | 10,421        | 57,187         |
| Alumni Activities                                                | 3.25            | 75,994         | 0.30                          |             | 15,632        | 91,626         |
| Scholarships                                                     | 15.00           | 350,740        |                               |             | -             | 350,740        |
| Children's Center                                                | 7.00            | 163,678        | 0.70                          | 0.70        | 57,264        | 220,943        |
| Volunteer Services Board                                         | 1.90            | 44,427         | 0.10                          | 0.10        | 8,181         | 52,608         |
| Marching Band                                                    | 13.47           | 314,964        | 1.30                          |             | 67,739        | 382,703        |
| Student Diversity and Inclusion                                  | 3.00            | 70,148         | 0.30                          | 0.50        | 30,482        | 100,630        |
| International Student Serv                                       | 0.25            | 5,846          |                               |             | -             | 5,846          |
| Multicultural Student Services                                   | 0.50            | 11,691         | 0.05                          | 0.05        | 4,090         | 15,782         |
| MLK fee                                                          | 1.50            | 35,074         | 0.15                          | 0.15        | 12,271        | 47,345         |
| Career Center                                                    | 3.50            | 81,839         | 0.25                          | 0.25        | 20,452        | 102,291        |
| Spirit Squad                                                     | 6.50            | 151,987        | 0.50                          |             | 26,054        | 178,041        |
| Women's Center                                                   | 1.00            | 23,383         | 0.03                          |             | 1,563         | 24,946         |
|                                                                  | 383.27          | 8,961,862      | 36.92                         | 24.35       | 2,646,973     | 11,608,836     |
| <b>TOTAL BOARD APPROVED FEES</b>                                 | \$3,438.00      | \$ 80,389,499  | \$273.00                      | \$260.00    | \$ 21,947,056 | \$ 102,336,554 |
| <b>SUBJECT TO 10% ANNUAL INCREASE RESTRICTION <sup>(4)</sup></b> |                 |                |                               |             |               |                |
| <b>OTHER FEES / TUITION</b>                                      |                 |                |                               |             |               |                |
| Graduate / Professional                                          | 645.00          | 806,309        | 85.00                         | 67.00       | 572,461       | 1,378,770      |
| Non-resident Tuition (net of waivers)                            | 85.00           | 21,029,033     | 250.00                        | 67.00       | 593,390       | 21,622,423     |
| Western Undergraduate Exchange Fee                               | 1,750.00        | 3,360,783      |                               |             |               | 3,360,783      |
| In-Service                                                       |                 |                |                               | Varies      | 519,533       | 519,533        |
| Faculty Staff Fees                                               |                 | 17,189         |                               |             | 4,267         | 21,456         |
| Senior Citizen Fees                                              |                 | 5,259          |                               |             | 2,316         | 7,575          |
| Self Support Programs                                            | Varies          | 9,729,079      |                               |             | 2,208,272     | 11,937,352     |
| <b>OTHER BOARD APPROVED FEES</b>                                 |                 | 34,947,652     |                               |             | 3,900,240     | 38,847,892     |
| <b>OTHER CHARGES<sup>(5)</sup></b>                               | 177.00          | 617,319        |                               |             | 6,147,291     | 6,764,610      |
| <b>TOTAL PLEDGED STUDENT FEES</b>                                |                 | \$ 115,954,470 |                               |             | \$ 31,994,586 | \$ 147,949,056 |

(1) Includes actual fees and revenues for summer 2015 and the fall 2015 semester; and estimated fees and revenues for the spring 2016 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](http://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 thereof.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Planning and design approval for relocation of displaced facilities operations and central receiving into a new Campus Planning and Facilities building

**REFERENCE**

|              |                                                                                                              |
|--------------|--------------------------------------------------------------------------------------------------------------|
| October 2015 | Idaho State Board of Education (Board) approved Planning and Design of Center for Materials Science Research |
| August 2016  | Board approved Six-Year Capital Improvement Plan                                                             |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

**BACKGROUND/DISCUSSION**

The new Boise State University (BSU) Center for Materials Science Research will displace the current building and yard housing Facilities Operations and Maintenance (FOAM), Central Receiving, a hazardous waste facility, and a vehicular wash-down area. BSU has identified property (owned by the University), located on the northern portion of the block between Belmont and Beacon Streets and between Euclid and Manitou Avenues, as a suitable site for the relocated functions, which will be designated collectively as the “Campus Planning and Facilities (CPF)” Building.

The CPF Building will contain high-bay storage/receiving space, two floors of administrative offices, a loading bay, and an outdoor loading dock. The building is expected to house the FOAM/Central Receiving functions, while accommodating expansion and the future inclusion of additional campus planning and facilities groups and functions including a yard for parking, equipment storage and wash down area, and a hazardous waste structure.

BSU will use a design-build delivery approach for this project and will work with the Division of Public Works (DPW) to make a qualifications-based selection for the design-build team. A portion of the Materials Science Budget has been identified to fund relocation and consolidation of these functions.

**IMPACT**

Total project costs for the CPF building have been estimated at \$1.5 million, with design costs estimated between \$120,000 and \$150,000. BSU will return to the Board for approval to proceed with construction.

**ATTACHMENTS**

|                                               |        |
|-----------------------------------------------|--------|
| Attachment 1 – Project Budget                 | Page 3 |
| Attachment 2 – Capital Project Tracking Sheet | Page 4 |

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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**STAFF COMMENTS AND RECOMMENDATIONS**

The planning and design phase of the requested project, which is one element in BSU's Board-approved six-year capital plan, will be funded with institutional dollars, and BSU will coordinate their actions with DPW. Under the Design-Build approach, the architectural and engineering contractor and construction contractor team will be selected at the outset of the project (without a separate bid process prior to the construction phase). The project will enable the institution to collocate the displaced inter-related physical plant operations at a suitable new site. Upon completion of planning and design work, BSU will return to the Board to seek approval for the construction phase.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to proceed with planning and design of the Campus Planning and Facilities Building, under a Design-Build project approach, for a total cost not to exceed \$150,000.

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

**PRELIMINARY PLANNING BUDGET**

|                 |                                               |
|-----------------|-----------------------------------------------|
| Project Number: | TBD                                           |
| Project Title:  | Campus Planning and Facilities Building (CRB) |
| Date:           | December 2016                                 |

| <b>Category</b>                | <b>Design Budget</b> |
|--------------------------------|----------------------|
| Architectural Fees             | \$ 120,000           |
| Construction Costs             | -                    |
| Testing, Inspections and Misc. | \$ 10,400            |
| Construction Contingency       | -                    |
| <b>Subtotal</b>                | <b>\$ 142,400</b>    |

|                         |          |
|-------------------------|----------|
| University Costs        | \$ 7,600 |
| Project Contingency 10% | -        |

|                      |                   |
|----------------------|-------------------|
| <b>Total Project</b> | <b>\$ 150,000</b> |
|----------------------|-------------------|



|   |                             |                                                                                                                                      |                 |                                             |
|---|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------------------------------|
| 1 | <b>Institution/Agency:</b>  | Boise State University                                                                                                               | <b>Project:</b> | New Campus Planning and Facilities Building |
| 2 | <b>Project Description:</b> | New Campus Planning and Facilities Building and relocations in advance of Center of Materials Science Building construction project. |                 |                                             |
| 3 | <b>Project Use:</b>         | Administrative Offices, Central Receiving functions, storage, loading dock, outdoor yard, relocation of Hazardous Materials          |                 |                                             |
| 4 | <b>Project Size:</b>        |                                                                                                                                      |                 |                                             |

| History of Funding: |  | * Other Sources of Funds |      |                     |                 |       |             |               |
|---------------------|--|--------------------------|------|---------------------|-----------------|-------|-------------|---------------|
|                     |  | PBF                      | ISBA | Institutional Funds | Student Revenue | Other | Total Other | Total Funding |
| Dec-16              |  | \$ -                     | \$ - | \$ 150,000          |                 |       | \$ 150,000  | \$ 150,000    |
|                     |  |                          |      |                     |                 |       | \$ -        | \$ -          |
|                     |  |                          |      |                     |                 | -     | -           | -             |
| Total               |  | \$ -                     | \$ - | \$ 150,000          | \$ -            | \$ -  | \$ 150,000  | \$ 150,000    |

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Residential Honors College and Additional Student Housing Project – Dining Spaces and Faculty in Residence

**REFERENCE**

|               |                                                                                                                                                                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 2013    | Idaho State Board of Education (Board) approved purchase of 1801 University Drive                                                                                                                                                                              |
| February 2015 | Board informational item on Proposed Student Housing                                                                                                                                                                                                           |
| June 2015     | Update to Board on Proposed Student Housing                                                                                                                                                                                                                    |
| August 2015   | Board approved ground lease and operating agreement with EDR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP, including purchase of the rights to operate and control the dining spaces for a cost not to exceed \$3,490,458 |

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

In August 2015, the Board approved a ground lease (“Ground Lease”) and operating agreement (“Operating Agreement”) with EdR Boise LLC (“EdR”), which provides for the construction and operation of a new residential Honors College and additional student housing project on Boise State University’s (BSU) campus (the “Honors College”). The Honors College will include dining spaces, to be owned and operated by BSU, in accordance with the terms of the Ground Lease as approved by the Board in August 2015.

Dining Spaces

The Ground Lease provides for EdR to construct the dining spaces for \$3,490,458, of which \$883,200 will be used for improvements to the space beyond shell and core; such improvements will be specific to BSU’s design and intended food concept. The Ground Lease further provides that BSU may elect for EdR to complete the full buildout of the space, according to the specifications of BSU. BSU has revised the original specifications for the dining spaces, and elected for EdR to complete the full buildout, to include all furniture, fixtures and equipment. The additional cost of the full food service build-out is approximately \$2 million in addition to the existing \$3,490,458 already committed. The total estimated budget is approximately \$5.5 million. The attached Letter Agreement memorializes BSU’s election to have EdR complete the buildout. In accordance with the terms of the Ground Lease, BSU intends to purchase the dining spaces “turn-key” upon substantial completion of the construction for an amount not to exceed \$5.5 million.

The approximately 14,720 square foot dining space will focus on fresh food concepts, enhancing the quality of food provided to students on campus, and is currently anticipated to include: 1) Soup/Salad/Sandwich, 2) Oriental Grille Area, 3) Home Style Food. The concepts may change as a result of equipment bids and based on a market study of students. The space also will include a seating and dining area with bathrooms, the food services area and a closed kitchen. The seating/dining area has been designed to be open 24/7, if so desired, for studying or programming of events for the building.

BSU funds this project utilizing a \$2 million contribution from BSU's food service provider, and the remainder of the funds will come from BSU and auxiliary housing and dining reserves.

#### Letter Agreement

The Ground Lease and Operating Agreement provide for changes in the construction and design of the Honors College upon request and approval by BSU and at its expense. BSU has requested a change in the plans and specifications to replace twelve student beds with three 800 square foot units, each of which will include two-bedrooms, two bathrooms, a kitchen and living room, to provide apartments for faculty in residence or similar residence life staff for BSU's Residential College. There will be one faculty apartment on the fifth floor in the residential space for the Honors College students, and two faculty apartments in the freshman living community, one on the fourth floor and one on the fifth floor.

The attached Letter Agreement confirms that EdR is converting the space into faculty apartments, as requested, and that BSU will pay up to \$60,000 for such conversions, reflecting the actual cost to convert the student beds to faculty apartments. In addition, the proposed Letter Agreement confirms that BSU will pay the rental amount, representing the amount EdR would have collected for the twelve student beds, commencing at \$82,000 for academic year 2017-2018, and subject to increase on the same terms as other rental increases provided for in the Operating Agreement.

Finally, EdR has also requested several additional clarifications to provisions already in the Ground Lease, specifically including timing of payments owed by BSU under the Ground Lease. First, the proposed Letter Agreement confirms that BSU will pay up to \$500,000 for a system that provides for reclamation and retention of graywater, in accordance with Section 3.02(b) of the Ground Lease, which amount will be paid on the Rent Commencement Date. BSU expects the amount to be less than \$500,000, and it is currently expected to be around \$350,000, which provides some savings to BSU.

In addition, the Ground Lease requires BSU to be responsible for remediation of certain hazardous materials discovered during the development and construction of the project. BSU has previously agreed to repay EdR for certain remediation

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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conducted by EdR during construction in the amount of \$252,287.63 due to the remediation of an underground storage tank. The Letter Agreement confirms that BSU hereby agrees to pay this amount on the Rent Commencement Date.

Finally, the attached Letter Agreement clarifies that EdR will provide wireless service throughout the Honors College, including dining spaces, and BSU will pay for wireless service in the dining spaces only in the same manner as it will pay for other utilities in the dining space. BSU has requested EdR provide this in order to provide a seamless experience for users of the space and residents in particular.

**IMPACT**

The primary terms and conditions of the attached Letter Agreement are as described above:

- EdR will fund the development of the food service space, including a full build out and all furniture, fixtures and equipment, and, upon completion, BSU will purchase the space as contemplated by the Ground Lease. The existing commitment for core and shell is approximately \$3,500,000 with an additional payment of \$2,000,000 for the full building project, including furniture, fixtures, and equipment, for a total amount not to exceed \$5.5 million.
- EdR will convert 12 student beds into 3 faculty apartments, for a payment of up to \$60,000 from BSU for one-time development and construction costs, plus annual rent from BSU in the amount of \$82,000, subject to escalation as provided in the Operating Agreement.
- BSU will pay up to \$500,000 to EdR for the actual cost of a graywater system, payable on the Rent Commencement Date.
- BSU will pay \$252,287.63 to EdR for the actual cost of certain hazardous waste remediation, as required by the Ground Lease, payable on the Rent Commencement Date.
- EdR will provide wireless internet service to the entire Honors College Project, including the food service spaces. BSU will pay for the wireless service to the dining spaces only, in the same manner as utilities in accordance with the Ground Lease.

**ATTACHMENTS**

Attachment 1- Letter Agreement

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

In discussions with Board Staff, BSU confirmed that anticipated auxiliary operations revenues and auxiliary reserves are sufficient to cover the additional \$2 million cost of the complete facility buildout (including furniture, fixtures, and equipment) within the revised overall project cost of \$5.5 million.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**BOARD ACTION**

I move to approve the request by Boise State University to enter into the attached letter agreement with EdR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP, including purchase of the rights to operate and control the dining facility; and for the University to authorize EdR to complete the buildout of the facility, including furniture, fixtures, and equipment, for an estimated additional cost of \$2,000,000 with a total project cost not to exceed \$5,500,000; and to delegate authority to the Vice President for Finance and Administration to execute all relevant documents in substantial conformance with the terms herein.

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

[BSU LETTERHEAD]

December \_\_\_\_, 2016

Thomas Trubiana, President  
Education Realty Trust, Inc.  
999 South Shady Grove, Suite 600  
Memphis, Tennessee 38120

RE: Ground Lease Agreement between Boise State University (the "University" or "Boise State") and EDR Boise LLC ("EdR") dated October 15, 2015 (the "Ground Lease");  
Operating Agreement between Boise State University (the "University" or "Boise State") and EDR Boise LLC ("EdR") dated October 15, 2015 (the "Operating Agreement")

Dear Tom,

This letter serves to memorialize our understanding relating to certain provisions of the above-referenced agreements (each an "Agreement" and collectively, the "Agreements") between EdR and the University relating to the construction, development and operation of a residential honors college and freshman living learning community, with associated food service and other components located on Boise State's campus (the "Project"), including amendments to the Agreements, as reflected herein. All capitalized terms used but not defined herein shall have the meanings set forth in the respective Agreement. Except as otherwise expressly set forth herein, all terms of the Agreements shall remain in full force and effect.

Throughout the course of development and construction of the Project, Boise State has requested certain modifications to the Plans and Specifications and the Program Requirements set forth in the Ground Lease, requiring modifications or confirmations to the Ground Lease and Operation Agreement, as follows:

1. Dining Spaces. Section 4.02(b) of the Ground Lease provides that the University may elect for EdR to complete the buildout of the Dining Spaces. The University hereby confirms that EdR will complete the build out of the Dining Spaces, including all furnishings, fixtures and equipment, in accordance with University specifications and requirements. In accordance with Section 4.02(c), the University hereby confirms that it will pay EdR the amount of \$3,456,418, including an allowance for Tenant Improvements of \$883,000, reflecting EdR's commitment to construct the Dining Spaces in accordance with the Development Budget and Program Requirements. The Dining Spaces will require an additional amount of approximately \$2,043,582, reflecting the estimated amount necessary for the full build out of the Dining Space, including fixtures, furnishings and equipment, and the net amount of any change orders to the Plans or Program Requirements specified and approved by the University after providing credit for any savings due to such change orders. The University's aggregate financial



commitment for the Dining Spaces is capped at \$5,500,000. EdR will cooperate with University to assist University in its efforts to complete the Dining Spaces for the amount of \$5,500,000 or less, to include all fixtures, furnishings, and equipment.

2. Faculty in Residence Apartments. The University has requested a change in the Plans and Specifications to replace twelve student beds with three 800 square foot units, each of which will include two-bedrooms, two bathrooms, a kitchen and living room, to provide apartments for faculty in residence or similar residence life staff (the "Faculty Apartments"). There will be one Faculty Apartment on the fifth floor in the residential space for the Honors College students, and two Faculty Apartments in the freshman living community, one on the fourth floor and one on the fifth floor. EdR will design and construct the Faculty Apartments in accordance with Plans and Specifications approved by the University. The University hereby agrees to pay up to \$60,000 for the actual cost of converting the specified units into faculty apartments, to be paid to EdR on the Rent Commencement Date. In addition, the Operation Agreement is hereby amended to add a new sentence to Section 2.11 as follows: "In addition, the University will enter into a Permitted Residential Lease for the Faculty Apartments on the Premises with Tenant. The University shall pay rent in the amount of \$82,000 for all Faculty Apartments for 2017-2018, which rate may be increased annually in accordance with Section 2.05." This rental payment reflects the rental cost to replace the twelve student beds. The University reserves the right at any time in the future to alter its program and reconvert the rooms, at its expense. In such event, the University will no longer be required to pay rent for such rooms.

In addition, the Ground Lease, or modifications require certain payments to be made by Boise State in connection with construction of the Project. Boise State hereby agrees that the following payments will paid to EdR as follows:

1. Water System. Section 3.02(b) provides that the University will reimburse EdR an amount of up to \$500,000 for development of a system for the Project that provides for the reclamation and retention of greywater (to include household wastewater and excluding toilet systems) and retention of storm water on the Premises. The University hereby agrees to pay the actual costs expended by EdR for such system, up to \$500,000, to be paid to EdR on the Rent Commencement Date. The University, at its option, may elect to have this amount deducted from the \$2,000,000 payment due to the University from EdR on such date.

2. Environmental Remediation. Section 3.01(c) and 17.02 require the University to be responsible for remediation of certain Hazardous Materials discovered during the development and construction of the Project. The University has previously agreed to repay EdR for certain remediation conducted by EdR during construction in the amount of \$252,287.63. The University hereby agrees to pay this amount on the Rent Commencement Date. The University, at its option, may elect to have this amount deducted from the \$2,000,000 payment due to the University from EdR on such date.

3. Information Technology. The Parties have mutually agreed that, in order to provide a seamless experience to patrons of the Dining Spaces, EdR will provide wireless services throughout the Project, including for the University Areas and Dining Facility. EdR will provide wireless services throughout the Project, including University Areas at its expense, provided, that the University hereby

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**ATTACHMENT 1**

agrees to pay EdR for wireless service to the Dining Space in the same manner as utilities in accordance with Section 4.02.

If this letter accurately sets forth your understanding, please execute a copy of this letter in the space provided for below, representing EdR's agreement to the terms outlined herein.

---

Kevin Satterlee,  
Chief Operating Officer, Vice President and  
Special Counsel

Acknowledge and agreed:

EDUCATION REALTY TRUST, INC.,  
a Maryland corporation

By: \_\_\_\_\_  
Thomas Trubiana, President

BOISE STATE UNIVERSITY

By: \_\_\_\_\_  
Stacy Pearson,  
Vice President for Finance and Administration

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Approval of online program fee for an existing online undergraduate certificate in Design Ethnography

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.3.a.x.

**BACKGROUND/DISCUSSION**

Boise State University (BSU) is requesting approval of an online program fee for its recently-created undergraduate certificate in Design Ethnography. Approval of this the online fee will enable BSU to serve two different audiences with its new certificate: 1) Students enrolled at BSU who wish to add this certificate to enhance their qualifications/credentials for their chosen programs of study, who will be able to include the certificate courses as part of their overall 120 credits towards degree, and will pay the traditional tuition and fees paid by BSU students; 2) Individuals who are not enrolled in any other BSU program who will be able to will register for separate sections of the certificate courses that will be offered under the online program fee model.

Design ethnography is an adaptation of one sub-discipline of anthropology for purposes of applied research, mainly in the areas of user experience research, design research, and qualitative research. Design ethnography employs the systematic observation and description of attitudes, behaviors and social relations for informing decision making in private, for-profit industry, public-sphere planning and service, and non-profit organizations.

The certificate will provide marketable skills to graduates from a variety of majors, including anthropology, because it is both applicable and accessible to all fields that involve human relations, including business, engineering, psychology, sociology, design, and anthropology. A recent survey of LinkedIn job openings found over 5,000 jobs requiring “qualitative research skills and over 20,000 jobs requiring “research design skills.”

Currently, no other institution in Idaho offers an online or in-person undergraduate certificate in Design Ethnography.

**IMPACT**

The online mode of the certificate program will operate under the guidelines of Board Policy V.R as they pertain to wholly online programs. This policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the proposed online

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
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program fee will be \$497 per credit. The total cost of the 12 credits would be \$5,964.

**ATTACHMENTS**

Attachment 1 – Undergraduate certificate in Design Ethnography  
online program fee proposal

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

This request is for Board approval of an online fee structure for a new certificate program. The undergraduate certificate was processed through a notification letter to the Board office, in accordance with Board Policy III.G. This policy does not require submission and approval of a program proposal for academic certificates consisting of 30 credits or less.

BSU's online fee request would be applicable only to students in Design Ethnography online course sections, and would not apply to BSU students who are simultaneously enrolled in other BSU programs.

The Design Ethnography certificate program proposal has worked its way through the Council on Academic Affairs and Programs (CAAP)--which forwarded the proposal with a recommendation for approval on November 17, 2016; then to the Instruction, Research, and Student Affairs (IRSA) Committee on December 1, 2016; and to the Business Affairs and Human Resources (BAHR) committee on December 2, 2016.

Board Policy V.R.3.a.x. states *"an online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound."*

Staff believes that the proposed online fee for Design Ethnography is consistent with the letter of Board policy. As with other market-based pricing approaches, time will tell if the on-line program mode and price level will be successful and sustainable.

Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
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**BOARD ACTION**

I move to approve the request by Boise State University to designate an online program fee for the Boise State University undergraduate certificate in Design Ethnography in the amount of \$497 per credit in conformance with the program budget submitted in Attachment 1.

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



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# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

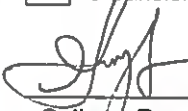
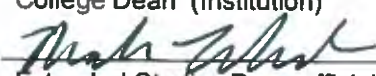
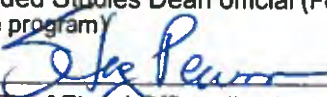


|                                       |                                                                      |
|---------------------------------------|----------------------------------------------------------------------|
| Date of Proposal Submission:          |                                                                      |
| Institution Submitting Proposal:      | Boise State University                                               |
| Name of College, School, or Division: | College of Arts and Sciences and<br>College of Innovation and Design |
| Name of Department(s) or Area(s):     | Anthropology                                                         |

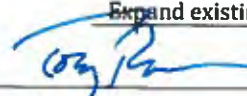
**Program Identification for Proposed New or Modified Program:**

|                                     |                                              |                               |           |                           |
|-------------------------------------|----------------------------------------------|-------------------------------|-----------|---------------------------|
| Program Title:                      | Design Ethnography Undergraduate Certificate |                               |           |                           |
| Degree:                             |                                              | Degree Designation            | X         | Undergraduate Certificate |
| Indicate if Online Program:         | X                                            | Yes (Using Online Fee Model)  |           | No                        |
| CIP code (consult IR /Registrar):   | 45.0299                                      |                               |           |                           |
| Proposed Starting Date:             | Spring 2017                                  |                               |           |                           |
| Geographical Delivery:              | Location(s)                                  | online                        | Region(s) |                           |
| Indicate (X) if the program is/has: | x                                            | Self-Support Online fee model |           | Professional Fee          |
| Indicate (X) if the program is:     | X                                            | Regional Responsibility       |           | Statewide Responsibility  |

**Indicate whether this request is either of the following:**

- |                                                                                   |                                                                                                                              |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> New Degree Program                                       | <input type="checkbox"/> Consolidation of Existing Program                                                                   |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program                                                                |
| <input type="checkbox"/> Expansion of Existing Program                            | <input checked="" type="checkbox"/> Other (i.e., Contract Program/Collaborative<br>Expand existing program to wholly online) |

 10/5/16  
 College Dean (Institution) Date  
 9/21/16  
 Extended Studies Dean official (For Online program) Date  
 10/7/16  
 FVP/Chief Fiscal Officer (Institution) Date  
 10/7/16  
 Provost/VP for Instruction (Institution) Date  
 10/7/16  
 President Date

 9/21/16  
 College Dean (Institution) Date  
 Academic Affairs Program Manager, OSBE Date  
 Chief Academic Officer, OSBE Date  
 SBOE/Executive Director Approval Date

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

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of an online undergraduate certificate in Design Ethnography (DEC). The new online Design Ethnography certificate will operate under the guidelines of the newly revised SBOE Policy V.R as they pertain to wholly online programs, and it will consist of 12 credits of upper division ethnography courses offered online (see Appendix A).

The proposed, wholly-online undergraduate certificate will operate in parallel with the recently approved in-person, undergraduate certificate in Design Ethnography. The recently approved, in-person certificate will continue to be available to students on campus.

Design ethnography employs the systematic observation and description of attitudes, behaviors and social relations for informing decision making in private, for-profit industry, public-sphere planning and service, and non-profit organizations. It is a dynamic application of anthropology that adapts ethnography for purposes of applied research, mainly in the areas of user experience research, design research, and qualitative research.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Despite growing demand for ethnographic insights, training in the field remains underdeveloped across the country. As a result, students graduating with anthropology degrees are entering the job market with a lack of marketable skills. The Design Ethnography Certificate will bring workforce relevance to anthropology students at Boise State, and will also help meet the broader national needs for professionally trained ethnographers. As a modular certificate, it is both applicable and accessible to all fields involving human relations, including business, engineering, psychology, sociology, design, and anthropology.

All courses used for the certificate will have an experiential learning element and will be team taught by Boise State faculty, graduate students, and professional practitioners of design ethnography. The proposed program will provide practical training in methods and techniques, emphasizing direct hands-on experience in proposing, conducting, analyzing, and presenting ethnographic research in and for professional spheres. As a dynamic applied field, design ethnography offers unique opportunities and challenges for student-driven pedagogy, such as iterative research design. Course content will integrate dialogues and engagement with professional practitioners.

The online format will allow Boise State University to reach potential students that live in communities that do not have access to in-person programs and/or are not able to attend face to face programs because of work and/or family responsibilities.

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

List the job titles for which this degree is relevant:

The following are specific job titles for which this certificate is relevant. However, these job titles do not map well to job titles listed in department of labor databases.

1. Ethnographer
2. Ethnographic Researcher
3. Design Ethnographer
4. Qualitative Market Researcher
5. User Experience Researcher
6. Organizational Ethnographer

In fact, students who complete the proposed certificate can work in a wide variety of fields; therefore, labor data can only provide the roughest of estimates of workforce need. To provide that rough estimate, we use numbers from the following job groups: Market Research Analysts and Marketing Specialists (SOC 13-1161), Software Developers, Applications (SOC 15-1132), Social Scientists and Related Workers (SOC 19-30000), Designer, all other (SOC 27-1029).

| Annual Job Openings  | State DOL data    | Federal DOL data | Other data source: (describe) |
|----------------------|-------------------|------------------|-------------------------------|
| Local (Service Area) | 96 (50% of state) |                  |                               |
| State                | 192               |                  |                               |
| Nation               |                   | 35,920           |                               |

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

| 2012-22 Idaho Long Term Employment Projections     |         | Base Employment and Projected Employment |       | Total Annual Openings |
|----------------------------------------------------|---------|------------------------------------------|-------|-----------------------|
|                                                    |         | 2012                                     | 2022  |                       |
| Market Research Analysts and Marketing Specialists | 13-1161 | 1,485                                    | 1,959 | 67                    |
| Software Developers, Applications                  | 15-1132 | 1,732                                    | 2,117 | 60                    |
| Social Scientists and Related Workers              | 19-3000 | 1,735                                    | 1,933 | 65                    |

| 2014 National Employment Matrix title and code     |         | Employment (1000's) |       | Job openings due to growth and replacement needs, 2014-24 (1000's) |
|----------------------------------------------------|---------|---------------------|-------|--------------------------------------------------------------------|
|                                                    |         | 2014                | 2024  |                                                                    |
| Market Research Analysts and Marketing Specialists | 13-1161 | 495.5               | 587.8 | 151.4                                                              |
| Software Developers, Applications                  | 15-1132 | 718.4               | 853.7 | 107.9                                                              |
| Social Scientists and Related Workers              | 19-3000 | 307.1               | 344.7 | 97.2                                                               |
| Designers, all other                               | 27-1029 | 8.9                 | 9.5   | 2.7                                                                |

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

In a demanding job market, recent college graduates need to be able to demonstrate the relevancy of their education to a future employer. The proposed program will provide students a marketable experiential education. Through course work that centers on field research in partnership with a company, non-profit, or public entity, students will gain true professional experience and will have access to professional networks. In addition, students will also have the opportunity to learn from professional practitioners who will be able to provide feedback and advice on future career options.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

The ways in which society utilizes new technology continue to expand. In the face of that expansion, private, for-profit, public-sphere and non-profit organizations all strive to advance and update the ways in which they provide services for their “consumers.” To do so successfully requires an understanding of the consumer. That is, what is the consumer’s schedule like? Is the consumer a parent or spouse? How much does the consumer earn? Where does the consumer live? How old is the consumer? How much technology does the consumer use in a day? What language(s) does the consumer speak? These are just a few of the numerous questions that businesses, non-profits, and local, state, and federal governments try to answer when designing their services, or creating an experience for their consumers. As such, there is a great need for future employees with skills and experience producing insights into underlying social and cultural constraints that make products or services more or less successful.

- d. Societal Need** Describe additional societal benefits and cultural benefits of the program.

To be successful in meeting the vast array of societal need requires trained professionals that are equipped to gather the qualitative and contextual information to answer the “why” questions raised in professional environments. For example, why do so few people show up to take advantage of free lunch offered to children and their families over the school break?

To answer such a question requires an understanding of who is targeted by the service, and an ability to discover other information about the target consumer. With that information, the service can be designed in such a way that increases the likelihood of consumers taking advantage of important public assistance or products offered in their community. Perhaps the solution was a simple one, such as, “make the free lunch location easily accessible on public transit as most consumers of this service do not have reliable transportation.”

Public assistance and public health efforts are littered with unsuccessful programs and campaigns caused by a lack of contextual understanding of the consumer. The proposed online certificate will produce students who can help answer questions like the one above for future employers and their communities.

**e. If Associate’s degree, transferability:** N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Although the proposed certificate will share some concepts with programs in anthropology, sociology, psychology, and marketing, the certificate will be quite distinct in content from any of those. Therefore we are not listing anthropology programs that might, at first blush, seem similar to the proposed program (e.g., at UI, ISU, and LCSC).

| <b>Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u></b> |                              |                                                        |
|---------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------|
| <b>Institution Name</b>                                                                                 | <b>Degree name and Level</b> | <b>Program Name and brief description if warranted</b> |
|                                                                                                         |                              |                                                        |
|                                                                                                         |                              |                                                        |
|                                                                                                         |                              |                                                        |

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Although all of the four year degree granting Idaho institutions offer degrees or focused study in Anthropology, none of the institutions offer a specialized certificate that incorporates ethnographical study and application to private, for-profit industry, public sphere planning and service, and non-profit organizations.



5. Describe how this request supports the institution's vision and/or strategic plan.

| Goals of Institution Strategic Plan                                                             | Proposed Program Plans to Achieve the Goal                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1: Create a signature, high-quality educational experience for all students                | Boise State's online program development process allowed us to create a cohesive, consistent, rigorous, and outcome-driven educational experience. The proposed certificate program helps students bridge the gaps between theory and practice. |
| Goal 2: Facilitate the timely attainment of educational goals of our diverse student population | The online delivery of this program will enable students with work, life, or other adult responsibilities to obtain a marketable undergraduate certificate.                                                                                     |
| Goal 4: Align university program and activities with community needs                            | The proposed certificate program is designed to meet the needs of private, for-profit industry, public sphere planning and service, and non-profit organizations in providing relevant and effective consumer services and products.            |

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

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: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support: The online DEC is one of several programs that are being created via the eCampus Initiative at Boise State University. Boise State's online program development process uses a facilitated 10-step program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, graphic designer, and web designer, works collaboratively with the faculty member. One master version of each course is developed for

consistent look and feel of courses across the program; the master course utilizes professional created common template aligned with nationally used Quality Matters course design standards.

**Student Authentication:** Because the proposed certificate 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 process, the university will confirm required official transcripts and other documentation required for admission into the program.
- 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 Boise State'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.

7. **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 B.**

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☐ No ☒

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**  
When did consideration of and planning for the new program begin?

Undergraduate certificates are not required to be listed on the 5-year plan.

- b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

N/A

**Criteria.** As appropriate, discuss the following:

- i.** How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

N/A

- ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

N/A

- iii.** Is there a contractual obligation or partnership opportunity to justify the program?

N/A

- iv.** Is the program request or program change in response to accreditation requirements or recommendations?

N/A

- v.** Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

N/A

## **Curriculum, Intended Learning Outcomes, and Assessment Plan**

### **10. Curriculum for the proposed program and its delivery.**

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| Credit hours in required courses offered by the department(s) offering the program: | 12 |
| Total credit hours required for certificate program:                                | 12 |

- b. Additional requirements.** 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.

The program requires one capstone course.

**ETHNO 459 Design Ethnography Capstone (3 cr.)** Learners propose and negotiate a research project, collect and analyze appropriate data, create a professional report, and present their findings to a real world stakeholder, receiving feedback from a working practitioner in design anthropology or qualitative research.

## 11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The certificate will focus on developing concrete skills: proposing a project, engaging in ethnography in varied contexts, analyzing findings, and presenting those findings.

### **Intended Learning Outcomes for the proposed program:**

At the end of the Design Ethnography Certificate, students will be able to:

- Explain the power and place of ethnography in contributing to human-centered design processes and in generating key insights for organizational decision-making
- Apply ethnographic methods in diverse professional settings
- Collaborate as a team member in a discovery, design, and testing process in a real-world professional context
- Document proficiency in application of ethnographic methods in a multi-media portfolio of applied work including a professional profile in a prominent business social network
- Practice research on human subjects with the strongest ethical consideration, cultural sensitivity, and awareness of diverse cultural norms.

## 12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The program will use required student Portfolios to map student work (Portfolio artifacts) to specific student learning outcomes. The Design Ethnography Assessment Committee will use a rubric to review a sampling of the artifacts to determine the degree to which student learning outcomes have been met and how curriculum might be altered in the future to improve student learning.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Data will be shared with the Advisory Committee and actions will be developed to address concerns that are raised.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

- Program assessment process described in Section 12a, that is, Portfolios that map student work (Portfolio artifacts) to specific student learning outcomes
- Faculty grades on specific assignments

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

The program will use a three-year assessment cycle. Three student learning outcomes will be assessed yearly, which will provide two complete cycles of data collection every six years.

**Enrollments and Graduates**

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| <b>Existing Similar Programs: Historical enrollments and graduate numbers</b> |                                             |         |         |                          |                                                                |         |         |                          |
|-------------------------------------------------------------------------------|---------------------------------------------|---------|---------|--------------------------|----------------------------------------------------------------|---------|---------|--------------------------|
| <b>Institution and Program Name</b>                                           | <b>Fall Headcount Enrollment in Program</b> |         |         |                          | <b>Number of Graduates From Program (Summer, Fall, Spring)</b> |         |         |                          |
|                                                                               | FY12-13                                     | FY13-14 | FY14-15 | FY15-16<br>(most recent) | FY12-13                                                        | FY13-14 | FY14-15 | FY15-16<br>(most recent) |
| <b>BSU</b>                                                                    |                                             |         |         |                          |                                                                |         |         |                          |
| <b>ISU</b>                                                                    |                                             |         |         |                          |                                                                |         |         |                          |
| <b>UI</b>                                                                     |                                             |         |         |                          |                                                                |         |         |                          |
| <b>LCSC</b>                                                                   |                                             |         |         |                          |                                                                |         |         |                          |

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| <b>Proposed Program: Projected Enrollments and Graduates First Five Years</b> |      |      |      |      |      |                                                          |      |      |      |      |      |
|-------------------------------------------------------------------------------|------|------|------|------|------|----------------------------------------------------------|------|------|------|------|------|
| <b>Program Name: Online Design Ethnography Certificate</b>                    |      |      |      |      |      |                                                          |      |      |      |      |      |
| <b>Projected Fall Term Headcount Enrollment in Program</b>                    |      |      |      |      |      | <b>Projected Annual Number of Graduates From Program</b> |      |      |      |      |      |
| FY17<br>(first year)                                                          | FY18 | FY19 | FY20 | FY21 | FY22 | FY17<br>(first year)                                     | FY18 | FY19 | FY20 | FY21 | FY22 |
| 10                                                                            | 30   | 60   | 80   | 82   | 82   | 0                                                        | 0    | 8    | 17   | 33   | 35   |

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program’s size will be scaled to demand for the program. We believe that there is a substantial market, however the actual size of the program will depend largely on our ability to successfully market it.

We surveyed LinkedIn job openings on June 3 and found 5,218 jobs requiring “qualitative research” skills, 20,646 jobs requiring “research design,” skills, 249 jobs requiring “ethnography”

skills, 52,025 jobs requiring “user experience (UX)” research skills. The DEC certificate will introduce and foster the development of these skills in concert with professional practitioners. Projected numbers were based on small percentages of the jobs available with increasing projections based on increased marketing (once funds become available) and reputation of the program.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Enrollments in the program will need to be sufficient to maintain at least break even of revenue vs. expenses. Given the expenses listed for the fourth year, the program will need to generate at least 360 SCH to break even. Note that our projection for that year is 480 SCH.

If enrollments are not sufficient to meet expenses as described herein, the program will be scaled back as feasible. However, if enrollments fall below the point at which we are able to offer a high quality program, the program will be discontinued.

### **Resources Required for Implementation – fiscal impact and budget**

**17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The available space and equipment is currently acceptable to operate a successful program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No impact.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

None.

**18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.



- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

## 19. Personnel resources

- a.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The proposed program will be offered using new instructional capacity that is funded by the fees generated by the program. That instructional capacity will consist of a combination of a lecturer, graduate assistants, and professional practitioners. We will scale the FTEs devoted to the program based on the demand for the program.

- d. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Because the resources devoted to the program will be funded wholly from the student fees generated by the program, we will be able to ensure that instructional capacity is scaled to meet student demand and that existing instructional program will be unaffected.

## 20. Revenue Sources

- a) Reallocation of funds:** 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?

There will be a shortfall, estimated at \$13,920, during the first year of the program as it gets up and running. The College of Innovation and Design will provide the necessary funding as part of its efforts to facilitate the launch of new programs of an innovative nature.

- b) New appropriation.** 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

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for our online program fee will be set at \$497 per credit.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

For the 12 credits required for completion of the certificate, students will pay an online program fee of \$497 per credit. The total cost of those 12 credits would be \$5,964. We project that by the fourth year of the program, it will generate 480 SCH, which will yield a total revenue of \$238,560.

**21.** Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

| I. PLANNED STUDENT ENROLLMENT |                                                    |                                                                                                                            | FY 2017    |                 | FY 2018    |                 | FY 2019    |                  | FY 2020    |                  |
|-------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------|-----------------|------------|-----------------|------------|------------------|------------|------------------|
|                               |                                                    |                                                                                                                            | FTE        | Headcount       | FTE        | Headcount       | FTE        | Headcount        | FTE        | Headcount        |
|                               | A. New enrollments                                 |                                                                                                                            | 1.0        | 10              | 6.0        | 30              | 12.0       | 60               | 16.0       | 80               |
|                               | B. Shifting enrollments                            |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | <b>Total Enrollment</b>                            |                                                                                                                            | 1.0        | 10              | 6.0        | 30              | 12.0       | 60               | 16.0       | 80               |
|                               | <b>Student Credit Hours Generated</b>              |                                                                                                                            | 30         |                 | 180        |                 | 360        |                  | 480        |                  |
|                               | <b>Headcount Start this year</b>                   |                                                                                                                            |            | 10              |            | 21              |            | 41               |            | 43               |
|                               | <b>Headcount persist from previous year</b>        |                                                                                                                            |            |                 |            | 9               |            | 19               |            | 37               |
|                               | <b>Headcount # Graduates</b>                       |                                                                                                                            |            |                 |            |                 |            | 8                |            | 17               |
|                               | Budget Notes:                                      |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | I.A, B.                                            | Calculation of FTE and headcount are for the online fee model enrollments and are as follows:                              |            |                 |            |                 |            |                  |            |                  |
|                               |                                                    | >1 FTE = 30 credits                                                                                                        |            |                 |            |                 |            |                  |            |                  |
|                               |                                                    | >Assume the average student takes 6 credits total per year. Therefore 1 headcount = 6 credits.                             |            |                 |            |                 |            |                  |            |                  |
|                               |                                                    | >Assume that 100% of the enrollments will be new enrollments                                                               |            |                 |            |                 |            |                  |            |                  |
|                               |                                                    | >Assume 90% persistence from one year to the next and that 90% of students enrolled in second year receive the certificate |            |                 |            |                 |            |                  |            |                  |
| II. REVENUE                   |                                                    |                                                                                                                            | FY 2017    |                 | FY 2018    |                 | FY 2019    |                  | FY 2020    |                  |
|                               |                                                    |                                                                                                                            | On-going   | One-time        | On-going   | One-time        | On-going   | One-time         | On-going   | One-time         |
|                               | 1. New Appropriated Funding Request                |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | 2. Institution Funds                               |                                                                                                                            |            | \$13,920        |            |                 |            |                  |            |                  |
|                               | 3. Federal                                         |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | 4. New Tuition Revenues from Increased Enrollments |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | 5. Student Fees                                    |                                                                                                                            |            | \$14,910        |            | \$89,460        |            | \$178,920        |            | \$238,560        |
|                               | 6. Other (i.e., Gifts)                             |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | <b>Total Revenue</b>                               |                                                                                                                            | <b>\$0</b> | <b>\$28,830</b> | <b>\$0</b> | <b>\$89,460</b> | <b>\$0</b> | <b>\$178,920</b> | <b>\$0</b> | <b>\$238,560</b> |
|                               | Budget Notes:                                      |                                                                                                                            |            |                 |            |                 |            |                  |            |                  |
|                               | II.2.                                              | Funds to cover the first year start-up will be covered by the College of Innovation and Design                             |            |                 |            |                 |            |                  |            |                  |
|                               | II.5.                                              | Student Fee revenue calculated as Student Credit Hours * \$497 per credit.                                                 |            |                 |            |                 |            |                  |            |                  |

| III. EXPENDITURES                   |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|
|                                     |                                                                                                                                                                                               | FY 2017    |                 | FY 2018    |                 | FY 2019    |                 | FY 2020    |                 |
|                                     |                                                                                                                                                                                               | On-going   | One-time        | On-going   | One-time        | On-going   | One-time        | On-going   | One-time        |
| <b>A. Personnel Costs</b>           |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
| 1. FTE                              |                                                                                                                                                                                               |            | 0.43            |            | 0.97            |            | 2.52            |            | 1.74            |
| 2. Faculty                          |                                                                                                                                                                                               |            | \$4,026         |            | \$13,773        |            | \$22,697        |            | \$52,568        |
| 3. Adjunct Faculty                  |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
| 4. Graduate/Undergrad Assistants    |                                                                                                                                                                                               |            | \$2,950         |            | \$6,078         |            | \$20,033        |            | \$5,803         |
| 5. Research Personnel               |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
| 6. Directors/Administrators         |                                                                                                                                                                                               |            | \$1,178         |            | \$2,426         |            | \$3,998         |            | \$4,633         |
| 7. Administrative Support Personnel |                                                                                                                                                                                               |            | \$328           |            | \$675           |            | \$1,112         |            | \$1,289         |
| 8. Fringe Benefits                  |                                                                                                                                                                                               |            | \$2,760         |            | \$8,302         |            | \$13,979        |            | \$27,599        |
| 9. Other:                           |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
| <b>Total Personnel and Costs</b>    |                                                                                                                                                                                               | <b>\$0</b> | <b>\$11,242</b> | <b>\$0</b> | <b>\$31,254</b> | <b>\$0</b> | <b>\$61,819</b> | <b>\$0</b> | <b>\$91,892</b> |
| Budget Notes (continued)            |                                                                                                                                                                                               |            |                 |            |                 |            |                 |            |                 |
| III.A                               | Personnel costs are calculated based on the proportion of total SCH that are projected to be generated by the Online Program Fee-funded students<br>FY17: 12.5% FY18: 25% FY19: 40% FY20: 45% |            |                 |            |                 |            |                 |            |                 |
| III.A.2                             | Faculty FTE: Calculated using 9 month faculty contract as 1 FTE; FTE varies from 0.1FTE in FY17 to 1.1 in FY20                                                                                |            |                 |            |                 |            |                 |            |                 |
| III.A.4                             | Graduate assistant FTE varies from 0.25FTE in FY17 to 1.6 FTE in FY19                                                                                                                         |            |                 |            |                 |            |                 |            |                 |
| III.A.6                             | Director: varies from 0.014 FTE in FY17 to 0.05 FTE in FY20                                                                                                                                   |            |                 |            |                 |            |                 |            |                 |
| III.A.7                             | Support Personnel: varies from 0.011 FTE in FY17 to 0.04 FTE in FY20                                                                                                                          |            |                 |            |                 |            |                 |            |                 |
| III.A.8                             | Benefits calculated at professional \$12,240+(annual wage*21.28%), classified \$12,240+(annual wage*21.58%)                                                                                   |            |                 |            |                 |            |                 |            |                 |

|  |         |                                                                                                                                                | FY       | 2017     | FY       | 2018     | FY       | 2019     | FY       | 2020     |
|--|---------|------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|
|  |         |                                                                                                                                                | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
|  |         | <b>B. Operating Expenditures</b>                                                                                                               |          |          |          |          |          |          |          |          |
|  |         | 1. Travel                                                                                                                                      |          | \$375    |          | \$1,500  |          | \$2,400  |          | \$0      |
|  |         | 2. Professional Services                                                                                                                       |          |          |          |          |          |          |          |          |
|  |         | 3. Other Services                                                                                                                              |          | \$6,883  |          | \$4,763  |          | \$9,666  |          | \$10,200 |
|  |         | 4. Communications                                                                                                                              |          |          |          |          |          |          |          |          |
|  |         | 5. Materials and Supplies                                                                                                                      |          | \$1,789  |          | \$2,803  |          | \$7,157  |          | \$12,167 |
|  |         | 6. Rentals                                                                                                                                     |          |          |          |          |          |          |          |          |
|  |         | 7. Materials & Goods for<br>Manufacture & Resale                                                                                               |          |          |          |          |          |          |          |          |
|  |         | 8. Miscellaneous - Computer<br>Hardware/Software                                                                                               |          | \$1,340  |          | \$1,340  |          | \$4,020  |          | \$4,023  |
|  |         | 9. Graduate Assistant Tuition and Insurance                                                                                                    |          | \$2,860  |          | \$5,892  |          | \$19,402 |          | \$5,396  |
|  |         |                                                                                                                                                |          |          |          |          |          |          |          |          |
|  |         |                                                                                                                                                |          |          |          |          |          |          |          |          |
|  |         |                                                                                                                                                |          |          |          |          |          |          |          |          |
|  |         | <b>Total Operating Expenditures</b>                                                                                                            | \$0      | \$13,247 | \$0      | \$16,297 | \$0      | \$42,645 | \$0      | \$31,785 |
|  |         |                                                                                                                                                |          |          |          |          |          |          |          |          |
|  |         | Budget Notes (continued):                                                                                                                      |          |          |          |          |          |          |          |          |
|  | III.B.3 | Other Services: Honoraria and associated expenses for Professional Anthropologists Porfolio Review (\$200/student) and for program development |          |          |          |          |          |          |          |          |
|  | III.B.5 | Materials & Supplies: Office supplies and materials                                                                                            |          |          |          |          |          |          |          |          |
|  | III.B.8 | Miscellaneous: Computer hardware/software                                                                                                      |          |          |          |          |          |          |          |          |
|  | III.B.9 | Proportion of Tuition and Insurance assignable to this program; \$8440 tuition and \$3000 insurance, increased by 3% per year.                 |          |          |          |          |          |          |          |          |

|                                                               |                                                                                                                                     | FY       | 2017     | FY       | 2018     | FY       | 2019      | FY       | 2020      |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|-----------|----------|-----------|
|                                                               |                                                                                                                                     | On-going | One-time | On-going | One-time | On-going | One-time  | On-going | One-time  |
| <b>C. Capital Outlay</b>                                      |                                                                                                                                     |          |          |          |          |          |           |          |           |
|                                                               | 1. Library Resources                                                                                                                |          |          |          |          |          |           |          |           |
|                                                               | 2. Equipment                                                                                                                        |          |          |          |          |          |           |          |           |
|                                                               | <b>Total Capital Outlay</b>                                                                                                         | \$0      | \$0      | \$0      | \$0      | \$0      | \$0       | \$0      | \$0       |
|                                                               |                                                                                                                                     | FY       | 2017     | FY       | 2018     | FY       | 2019      | FY       | 2020      |
|                                                               |                                                                                                                                     | On-going | One-time | On-going | One-time | On-going | One-time  | On-going | One-time  |
| <b>D. Capital Facilities Construction or Major Renovation</b> |                                                                                                                                     |          |          |          |          |          |           |          |           |
| <b>E. Other Costs</b>                                         |                                                                                                                                     |          |          |          |          |          |           |          |           |
|                                                               | 1. Scholarships                                                                                                                     |          | \$0      |          | \$1,250  |          | \$2,500   |          | \$5,000   |
|                                                               | 2. Boise State Central (18.44%)                                                                                                     |          | \$2,749  |          | \$16,496 |          | \$32,993  |          | \$43,990  |
|                                                               | 3. Boise State eCampus Center (7.24%)                                                                                               |          | \$1,079  |          | \$6,477  |          | \$12,954  |          | \$17,272  |
|                                                               | 4. Boise State Online Innovation Fund (3.26%)                                                                                       |          | \$486    |          | \$2,916  |          | \$5,833   |          | \$7,777   |
|                                                               | 5. Credit card fees                                                                                                                 |          | \$26     |          | \$157    |          | \$313     |          | \$417     |
|                                                               | Utilites                                                                                                                            |          |          |          |          |          |           |          |           |
|                                                               | Maintenance & Repairs                                                                                                               |          |          |          |          |          |           |          |           |
|                                                               | Other                                                                                                                               |          |          |          |          |          |           |          |           |
|                                                               | <b>Total Other Costs</b>                                                                                                            | \$0      | \$4,341  | \$0      | \$27,296 | \$0      | \$54,593  | \$0      | \$74,457  |
|                                                               | <b>TOTAL EXPENDITURES:</b>                                                                                                          | \$0      | \$28,830 | \$0      | \$74,847 | \$0      | \$159,057 | \$0      | \$198,134 |
|                                                               | <b>Net Income (Deficit)</b>                                                                                                         | \$0      | \$0      | \$0      | \$14,613 | \$0      | \$19,863  | \$0      | \$40,426  |
| Budget Notes (continued):                                     |                                                                                                                                     |          |          |          |          |          |           |          |           |
| III.E.1                                                       | Student Scholarships                                                                                                                |          |          |          |          |          |           |          |           |
| III.E.2                                                       | Boise State Central Services: A fund dedicated to funding support services for online students                                      |          |          |          |          |          |           |          |           |
| III.E.3                                                       | Boise State eCampus Center: Provide funding for initiative management, online course/program development and other support services |          |          |          |          |          |           |          |           |
| III.E.4                                                       | Boise State Online Innovation Fund: Seed funding for academic programs, initiative infrastructure, and eventually innovation grants |          |          |          |          |          |           |          |           |



**Appendix: CURRICULUM**

| <b>Online Design Ethnography Certification</b>           |                |
|----------------------------------------------------------|----------------|
| <i>Course Number and Title</i>                           | <i>Credits</i> |
| <b>ETHNOGR 450</b> Ethnography at the Speed of Industry  | 1              |
| <b>ETHNOGR 451</b> Ethnographer's Toolkit                | 2              |
| <b>ETHNOGR 452</b> Just Enough Research                  | 1              |
| <b>ETHNOGR 453</b> Ethics in the Practice of Ethnography | 1              |
| <b>ETHNOGR 454</b> Ethnographic Research Design          | 1              |
| <b>ETHNOGR 455</b> Empathy and Experimentation           | 1              |
| <b>ETHNOGR 456</b> Going Deeper with Theory              | 1              |
| <b>ETHNOGR 457</b> Lean and Rapid Reporting              | 1              |
| <b>ETHNOGR 459</b> Design Ethnography Capstone           | 3              |
| <i>Total</i>                                             | 12             |

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

---

**IDAHO STATE UNIVERSITY FOUNDATION**

**SUBJECT**

Release of easement rights on property in Idaho Falls, ID, owned by the Idaho State Board of Education, to the Idaho State University Foundation

**REFERENCE**

August 2016

Board approved sponsorship of Idaho National Laboratory Cybercore and Computational Collaboration Center expansion project

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education (Board) Governing Policies & Procedures,  
Section V.I.5.b.iii  
Section 58-335, Idaho Code

**BACKGROUND/DISCUSSION**

In Idaho Falls, ID, land was purchased by the Idaho State University (ISU) Foundation that included land use restrictions on the types of future activities that could be carried out in the event of future development of the property. This property has now been identified as a preferred location for the Board-sponsored Cybercore facility project in collaboration with the Idaho National Laboratory (INL). A deal has been negotiated with the original seller to lift the land use restrictions on the Foundation property. The arrangements to lift the land use restrictions include the transfer of a small section of Foundation-owned property to the sellers—this triangular half-acre parcel is contiguous to property already owned by the sellers, and, although it is in the same area as the intended Cybercore site, the half-acre parcel is not needed for the INL project (see map in Attachment 1). The Board holds an easement on the half-acre parcel. The ISU Foundation is requesting that the Board terminate its easement so the half-acre parcel of land can be transferred to the seller without the easement.

ISU has no need for and derives no benefit from the easement held by the Board.

**ATTACHMENTS**

|                                           |         |
|-------------------------------------------|---------|
| Attachment 1 – Map of easement location   | Page 3  |
| Attachment 2 – Termination of easement    | Page 5  |
| Attachment 3 – Quitclaim Deed of easement | Page 13 |

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board's release of its (unused) easement rights on the half-acre parcel in question—which is owned by the ISU Foundation—will enable the Foundation to transfer that parcel back to the original sellers of the Foundation property, which will improve the sellers' access to the rest of their contiguous property, with no detrimental impact to the ISU Foundation or the Board. In turn, the sellers will lift

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

---

the land-use restrictions which applied to the entirety of the Foundation's property which is planned to be conveyed to the Board/ISU as the site for the new INL-leased Cybercore facility. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the Idaho State University Foundation for the Board to release its easement on the half acre parcel owned by the Foundation, as more particularly described on the attached documents.

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

## State Board of Education Easement Location



June 23, 2016

OWNER

1:9,028

Bonneville\_County\_Parcel

Idaho State Board of Education

Sections

Idaho State University Foundation

Bonneville County Boundary

Easement Location

Bonneville County Mask

0 0.075 0.15 0.3 mi  
0 0.1 0.2 0.4 km

Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AEX, Getmapping, Aerogrid, IGN, IGP, swisstopo, and the GIS User Community  
Bonneville County, ID  
Bonneville County

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AFTER RECORDING MAIL TO:  
Idaho State University Foundation, Inc.  
921 S. 9<sup>th</sup> Ave., Stop 8050  
Pocatello, ID 83209

---

## TERMINATION OF EASEMENT

KNOW ALL MEN BY THESE PRESENTS that the **Idaho State Board of Education and the Board of Regents of the University of Idaho**, hereby terminates that certain easement described as:

**See Attached Exhibit A**

IN WITNESS HEREOF, These presents are signed and sealed this \_\_\_\_\_ day of \_\_\_\_\_, 2016.

**Idaho State Board of Education and the Board of Regents of the University of Idaho**

\_\_\_\_\_  
By:  
Title:

State of Idaho                                 }  
                                                              }  
County of \_\_\_\_\_                         } ss.

On this \_\_\_\_\_ day of \_\_\_\_\_, 2016, before me, a Notary Public in and for said state, personally appeared \_\_\_\_\_ known or identified to me to be the \_\_\_\_\_ of the **Idaho State Board of Education** and the \_\_\_\_\_ of the **Board of Regents of the University of Idaho** and acknowledged to me that he/she/they executed the same in said **Idaho State Board of Education and the Board of Regents of the University of Idaho** name.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

\_\_\_\_\_  
Notary Public for the State of Idaho  
Residing in:  
Commission Exp.:



INSTRUMENT NO. 1167  
 DATE 5-19-89  
 DIST. CODE 500  
 NAME NO. 2,00  
 (Section 12-4)  
 (Range 2130-4)  
 STATE OF IDAHO  
 COUNTY OF BONNEVILLE

UNITED STATES  
 DEPARTMENT OF THE INTERIOR  
 BUREAU OF LAND MANAGEMENT

Tract No.

---

I hereby certify that the within

**EXCLUSIVE ROAD EASEMENT**

I-25609

---

For and in consideration of the sum of \$ 500.00

County Recorder

By Simon S. Martin Simon S. Martin, Managing  
 Partner, Martin Brothers Land and Livestock Limited Partnership  
 hereinafter called Grantor, whether one or more, does hereby grant to the UNITED STATES OF AMERICA, and its  
 assigns, a perpetual exclusive easement to locate, construct, use, control, maintain, improve, relocate and repair a  
 road over and across the following-described real property situated in the County of Bonneville  
 State of Idaho , to wit:

A parcel of land lying in the Northwest Quarter of the Northeast Quarter (NW1/4NE1/4) (Lot 1) and in the Southwest Quarter of the Northeast Quarter (SW1/4NE1/4) (Lot 2) of Section 12, Township 2 North, Range 37 East, Boise Meridian, Bonneville County, Idaho. Being all that portion of said property contained in a strip of land 60 feet wide, being 30 feet on each side of the centerline described on Exhibit "A" attached hereto and made a part hereof.

The parcel of land to which the above description applies contains 0.3 acres, more or less.

A plat showing the easement described above is attached hereto as Exhibit A and made a part hereof.

The easement herein granted is for the full use of the above described property as a road by the UNITED STATES OF AMERICA, its licensees and permittees, including the right of access for the people of the United States generally to lands owned, administered, or controlled by the UNITED STATES OF AMERICA for all lawful and proper purposes subject to reasonable rules and regulations of the Secretary of the Interior. Grantor reserves the right of ingress and egress over and across the road for all lawful purposes: *Provided*, That such use shall not interfere with the easement granted herein: *Provided, further*, That the use of the roadway by grantor for any commercial use or any ancillary use thereto shall be subject to Title V of the Federal Land Policy and Management Act of 1976 (90 Stat. 2743-2794) and regulations issued thereunder.

The grant of easement herein made is subject to the effect of reservations and leases, if any, of oil, gas, and minerals in and under said land.

TO HAVE AND TO HOLD said easement unto the UNITED STATES OF AMERICA and its assigns forever.

Grantor covenants and warrants that he is lawfully seized and possessed of the land aforesaid and has the full right, power and authority to execute this conveyance, and that said land is free and clear of liens, claims or encumbrances, except as shown above, and that he will defend the title to the easement conveyed herein and quiet enjoyment thereof against the lawful claims and demands of all persons.

Accepted subject to approval of title  
 by the Department of Justice:

Dated this 25 day of April, 1989

[Signature]  
 (Signature of Authorized Officer)

[Signature]  
 SIMON S. MARTIN - MANAGING PARTNER  
 MARTIN BROTHERS LAND AND LIVESTOCK  
 LIMITED PARTNERSHIP

DISTRICT MANAGER  
 (Title)  
 (Acknowledgment on reverse)

BONNEVILLE COUNTY  
 RECORDER  
 89 MAY 19 PM 4:43

## INDIVIDUAL ACKNOWLEDGMENT

STATE OF IDAHCOUNTY OF BENNETT)  
) ss:  
)

On the 15 day of APRIL, 1989, personally came before me, a notary public in and for said County and State, the within-named SIMON J. MARRIN to me personally known to be the identical person described in and who executed the within and foregoing instrument and acknowledged to me that HE executed the same as HIS free and voluntary act and deed, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.



E. P. Pottmann  
Notary Public in and for the  
State of IDAH  
Residing at 2044 FALLS, IDAH

My commission expires: JAN. 17, 1994

## CORPORATE ACKNOWLEDGMENT

STATE OF

COUNTY OF

)  
) ss:  
)

On this \_\_\_\_\_ day of \_\_\_\_\_, 19\_\_\_\_, before me personally appeared \_\_\_\_\_ and \_\_\_\_\_ to me known to be the \_\_\_\_\_ of the corporation that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said corporation, for the uses and purposes therein mentioned, and on oath stated \_\_\_\_\_ authorized to execute said instrument and that the seal affixed is the corporate seal of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

[SEAL]

\_\_\_\_\_  
Notary Public in and for the  
State of \_\_\_\_\_  
Residing at \_\_\_\_\_

My commission expires: \_\_\_\_\_, 19\_\_\_\_

## DORNEVILLE COUNTY

STATE OF IDAHO  
PARCEL NO. 1 CONTAINS  
0.3 ACRES

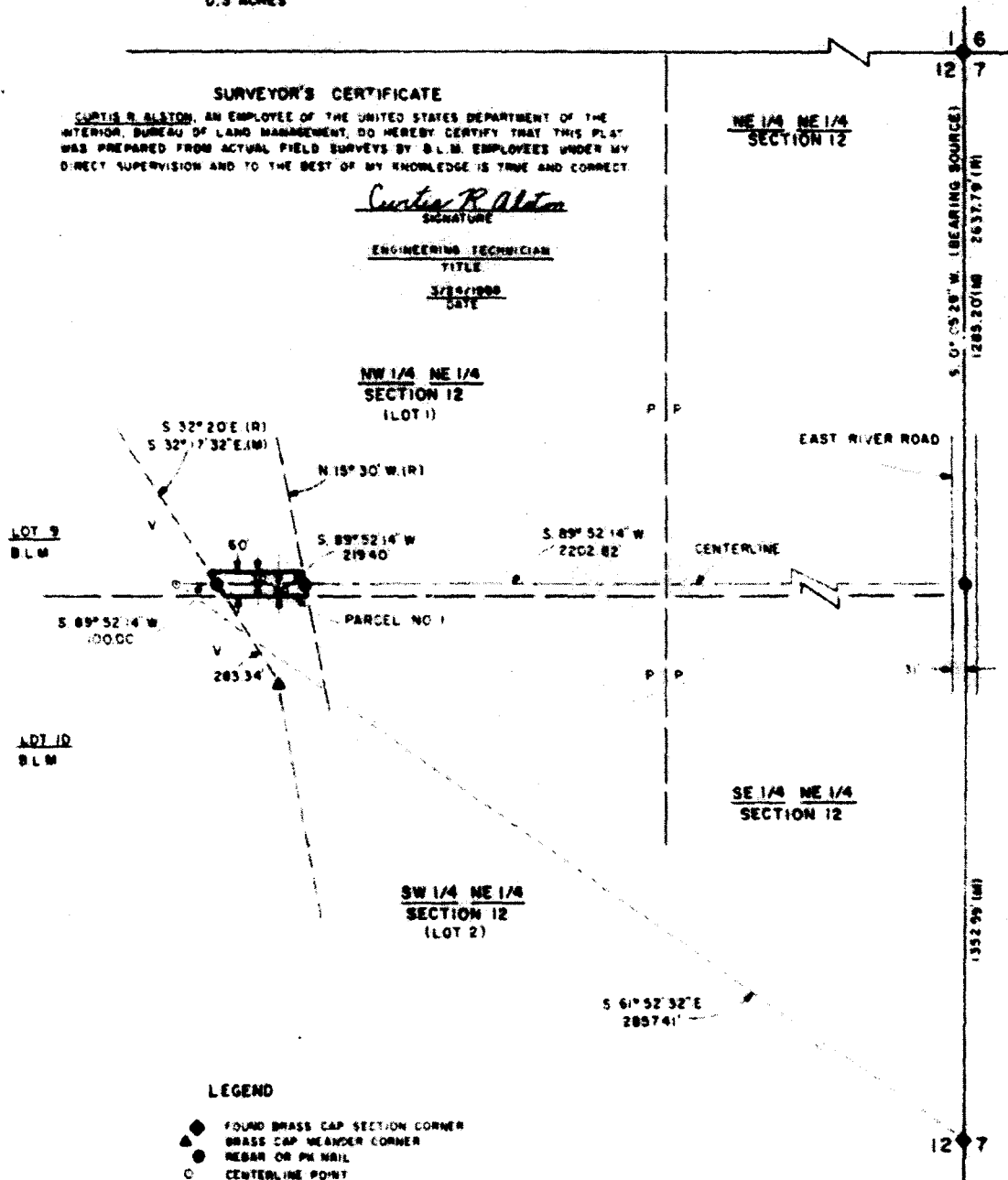
## SURVEYOR'S CERTIFICATE

CURTIS R. ALSTON, AN EMPLOYEE OF THE UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF LAND MANAGEMENT, DO HEREBY CERTIFY THAT THIS PLAT WAS PREPARED FROM ACTUAL FIELD SURVEYS BY B.L.M. EMPLOYEES UNDER MY DIRECT SUPERVISION AND TO THE BEST OF MY KNOWLEDGE IS TRUE AND CORRECT.

*Curtis R. Alston*  
SIGNATURE

ENGINEERING TECHNICIAN  
TITLE

3/23/1988  
DATE



## LEGEND

- FOUND BRASS CAP SECTION CORNER
- ▲ BRASS CAP MEANDER CORNER
- REBAR OR PIN NAIL
- CENTERLINE POINT
- PRIVATE PROPERTY
- V B.L.M.
- (M) MEASURED DISTANCE
- (N) RECORDED DISTANCE
- CENTERLINE
- BOUNDARY OF EASEMENT
- SECTION LINE
- SUBDIVISIONAL LINE (APPROXIMATE)
- PRIVATE PROPERTY LINE
- B.L.M. BOUNDARY LINE
- SECTION CORNER TIE

SCALE 1"=200'  
0 100 200 300

## EXHIBIT 'X'

|                                                                                                 |                        |
|-------------------------------------------------------------------------------------------------|------------------------|
| UNITED STATES DEPARTMENT OF THE INTERIOR<br>BUREAU OF LAND MANAGEMENT<br>DIVISION OF OPERATIONS |                        |
| MARTIN BROTHERS LAND & LIVESTOCK<br>ADMINISTRATION SITE EASEMENT<br>T.2N., R.37E., SEC.12, BL.  |                        |
| DESIGNED                                                                                        | CURTIS R. ALSTON, P.E. |
| REVIEWED                                                                                        | MARTIN BROTHERS, INC.  |
| APPROVED                                                                                        | MARTIN BROTHERS, INC.  |
| DRAWN                                                                                           | C.R. ALSTON            |
| CHECKED                                                                                         | F. J. [illegible]      |
| PLAT NO. 12-2-12-12-12                                                                          |                        |

955660

ASSIGNMENT OF EASEMENT DEED

KNOW ALL MEN BY THESE PRESENTS, That the UNITED STATES OF AMERICA, and its assigns, by these presents do assign, transfer and set over to the STATE OF IDAHO, all its right, title, interest and authority in and to a certain easement dated April 25, 1989, between SIMON S. MARTIN, MANAGING PARTNER OF MARTIN BROTHERS LAND AND LIVESTOCK LIMITED PARTNERSHIP as Grantors, and the UNITED STATES OF AMERICA, as Grantee, which easement is more specifically described in that certain instrument number 767511 on May 19, 1989 in the records of Bonneville County, Idaho, together with all rights and privileges therein contained in said easement deed, forever.

Dated this 13<sup>th</sup> day of November, 1997.

UNITED STATES OF AMERICA

BY: Elena C. Daly  
 for State Director  
 Bureau of Land Management  
 U.S. Department of the Interior

955660

BONNEVILLE COUNTY  
 RECORDER

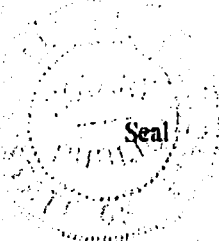
'97 NOV 20 PM 1 16

\*\*\*\*\*

## ACKNOWLEDGMENT

STATE OF Idaho )  
 ) ss:  
 COUNTY OF Ada )

On this 13<sup>th</sup> day of November, 1997, before me personally appeared Elena C. Daly who, being duly sworn, did say that she is the Assoc. State Director of the Bureau of Land Management and that she executed the foregoing instrument by authority of and in behalf of the United States of America, and she acknowledges said instrument to be the act and deed of the United States of America



IDI-25609

|                                                                                                                                                                                                         |  |                |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------|----------|
| Notary public in and for the                                                                                                                                                                            |  | INSTRUMENT NO. | 955660   |
| State of Idaho                                                                                                                                                                                          |  | DATE           | 11-20-97 |
| Residing at Boise                                                                                                                                                                                       |  | INST. CODE     | 820      |
| My commission expires: 4-11-1999                                                                                                                                                                        |  | FIGHE NO.      | 12728-64 |
|                                                                                                                                                                                                         |  |                | 3.00     |
| STATE OF IDAHO )<br>COUNTY OF BONNEVILLE ) ss<br>I hereby certify that the within<br>instrument was recorded.<br>Ronald Longmore,<br>County Recorder<br>By <u>Elena C. Daly</u> Deputy<br>Notary of BLM |  |                |          |

BONNEVILLE COUNTY RECORDER  
1084541 JUL26'02 PM11:25

1084541

## STATE OF IDAHO DEED

DEED NO. 13542  
(ISBE Land Exchange)

THIS INDENTURE made this 12th day of July, 2002 by and between STATE OF IDAHO, DEPARTMENT OF LANDS, acting by and through the State Board of Land Commissioners, party of the first part, hereinafter referred to as "Grantor", and the IDAHO STATE BOARD OF EDUCATION, P.O. Box 83720, Boise, Idaho 83720-0037, and the BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO, Moscow, Idaho 83844, parties of the second part, hereinafter referred to as "Grantees".

WITNESSETH, That the Grantor for and in consideration of the exchange of other lands in accordance with Section 58-138, Idaho Code, does bargain, sell, convey and confirm in fee unto the said Grantees, as tenants in common, and their assigns forever, all of the following described real property situate in Bonneville County, to-wit:

|                                                                                                    |              |
|----------------------------------------------------------------------------------------------------|--------------|
| <u>Township 2 North, Range 37 East, B.M.</u>                                                       | <u>Acres</u> |
| Section 12: Lot 9 (Pt. NW $\frac{1}{4}$ NE $\frac{1}{4}$ , Pt. NE $\frac{1}{4}$ NW $\frac{1}{4}$ ) | 6.40         |
| Lot 10 (Pt. SW $\frac{1}{4}$ NE $\frac{1}{4}$ , Pt. SE $\frac{1}{4}$ NW $\frac{1}{4}$ )            | <u>12.87</u> |
| TOTAL ACRES:                                                                                       | <u>19.27</u> |

and, in addition, all right title and interest to the following two easements which benefit the above described real property:

1. 60-foot wide road easement dated December 9, 1988 issued to BLM from Tommie & Geraldine Potter and Alvin & Mayme Hull. BLM assigned the easement to the State on November 13, 1997 as part of the Sage Junction Land Exchange. This easement was recorded in Bonneville County on February 13, 1989 as Instrument No. 762774. The easement assignment form was recorded in Bonneville County on November 20, 1997 as Instrument No. 955659. The easement was assigned State of Idaho Acquired Easement No. 479.
2. 60-foot wide road easement dated April 25, 1989 issued to BLM from Simon Martin, managing partner for Martin Brothers Land & Livestock Limited Partnership. BLM assigned the easement to the State on November 13, 1997 as part of the Sage Junction Land Exchange. This easement was recorded in Bonneville County on May 19, 1989 as

State of Idaho  
Deed No. 13542  
Page 2 of 3

Instrument No. 767511. The easement assignment form was recorded in Bonneville County on November 20, 1997 as Instrument No. 955660. The easement was assigned State of Idaho Easement No. 480.

**TO HAVE AND TO HOLD** the above-described premises and parcel of land and granted real property unto the Grantees, and their assigns forever, subject only to the following:

Rights-of-way thereon reserved to the United States for ditches and canals constructed by the authority of the United States (Act of August 30, 1890; 26 Stat. 391; U.S.C. 945) on all lands.

A reservation in U.S. Patent No. 11-98-0002 dated November 12, 1997 and recorded on November 21, 1997, in the records of Bonneville County, Idaho, as Instrument No. 955720, reserving to the United States a 50-foot wide easement over and across and parallel with the ordinary high water line along the left (east) bank of the Snake River through Lots 9 and 10 for recreational use of the public and for recreational facilities constructed by the authority of the United States.

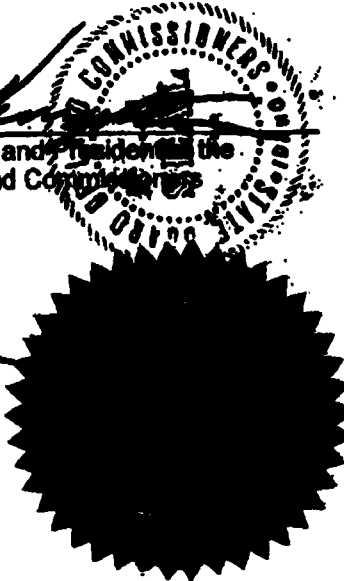
**IN WITNESS WHEREOF**, I, **DIRK KEMPTHORNE**, the Governor of the State of Idaho and President of the State Board of Land Commissioners, have hereunto signed my name and caused the Great Seal of the State of Idaho and the Seal of the State Board of Land Commissioners to be hereunto affixed, this 12<sup>th</sup> day of July, 2002.

  
Governor of Idaho and President of the  
State Board of Land Commissioners

COUNTERSIGNED:

  
Secretary of State

  
Director, Department of Lands

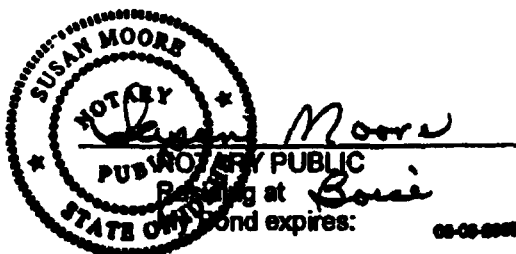




State of Idaho  
 Deed No. 13542  
 Page 3 of 3

STATE OF IDAHO     )  
                               ) ss.  
 County of Ada        )

On this 12<sup>th</sup> day of July, in the year 2002, before me a Notary Public in and for said State, personally appeared DIRK KEMPTHORNE, known to me to be the Governor of the State of Idaho and President of the State Board of Land Commissioners, and PETE T. CENARRUSA, known to me to be the Secretary of State of the State of Idaho, and WINSTON A WIGGINS, known to me to be the Director of the Department of Lands of the State of Idaho, who executed the said instrument and acknowledged to me that such State of Idaho executed the same.



|                                                           |               |
|-----------------------------------------------------------|---------------|
| INSTRUMENT NO.                                            | 1084541       |
| DATE                                                      | 7-26-02       |
| INST. CODE                                                | 260           |
| IMAGED PGS                                                | 3             |
| FEE                                                       | 7.00          |
| STATE OF IDAHO ) ss                                       |               |
| COUNTY OF BONNEVILLE )                                    |               |
| I hereby certify that the within instrument was recorded. |               |
| Ronald Longshore,<br>County Recorder                      |               |
| By                                                        | Deputy        |
| Request of                                                | America title |

AFTER RECORDING MAIL TO:

Idaho State University Foundation, Inc.  
921 S. 8th Ave., Stop 8050  
Pocatello, ID 83209

---

### QUITCLAIM DEED OF EASEMENT

File No.: **612819-IF (mlm)**

Date: **November 17, 2016**

For Value Received, **the Idaho State Board of Education and the Board of Regents of the University of Idaho**, Grantor, do(es) hereby convey, release, remise, and forever quit claim unto **Idaho State University Foundation, Inc.**, whose address is **921 S. 8th Ave., Stop 8050, Pocatello, ID 83209**, herein after called the Grantee, the following described easement, originally conveyed to the United States of America in Instrument No. 767511, and thereafter assigned to the State of Idaho in Instrument No. 955660, and lastly conveyed to the Idaho State Board of Education and the Board of Regents of the University of Idaho in Instrument No. 1084541, situated in **Bonneville** County, **Idaho**, to-wit:

**See Attached Exhibit A**

together with its appurtenances.

Dated: \_\_\_\_\_

Idaho State Board of Education and Board of Regents of  
the University of Idaho

By: \_\_\_\_\_

STATE OF Idaho )  
 )  
 ) ss.  
COUNTY OF \_\_\_\_\_ )

On this \_\_\_\_\_ day of **November, 2016**, before me, a Notary Public in and for said State, personally appeared \_\_\_\_\_, known or identified to me, to be the \_\_\_\_\_ of the Idaho State Board of Education and the \_\_\_\_\_ of the Board of Regents of the University of Idaho that executed the instrument or the person who executed the instrument on behalf of said Idaho State Board of Education and Board of Regents of the University of Idaho, and acknowledged to me that Idaho State Board of Education and Board of Regents of the University of Idaho executed the same.

\_\_\_\_\_  
Notary Public of Idaho  
Residing at:  
Commission Expires:

INSTRUMENT NO. 100-100000  
 DATE 5-19-89  
 DIST. CODE 500  
 INSTRUMENT NO. 500  
 COUNTY NO. 2130-0  
 STATE OF IDAHO  
 COUNTY OF BONNEVILLE

UNITED STATES  
 DEPARTMENT OF THE INTERIOR  
 BUREAU OF LAND MANAGEMENT

Tract No.

I hereby certify that the within  
 EXCLUSIVE ROAD EASEMENT I-25609

For and in consideration of the sum of \$ 500.00  
 County Recorder

By Simon S. Martin, Managing  
Partners of Martin Brothers Land and Livestock Limited Partnership  
 hereinafter called Grantor, whether one or more, does hereby grant to the UNITED STATES OF AMERICA, and its  
 assigns, a perpetual exclusive easement to locate, construct, use, control, maintain, improve, relocate and repair a  
 road over and across the following-described real property situated in the County of Bonneville  
 State of Idaho , to wit:

A parcel of land lying in the Northwest Quarter of the Northeast Quarter (NW1/4NE1/4) (Lot 1) and in the Southwest Quarter of the Northeast Quarter (SW1/4NE1/4) (Lot 2) of Section 12, Township 2 North, Range 37 East, Boise Meridian, Bonneville County, Idaho. Being all that portion of said property contained in a strip of land 60 feet wide, being 30 feet on each side of the centerline described on Exhibit "A" attached hereto and made a part hereof.

The parcel of land to which the above description applies contains 0.3 acres, more or less.

A plat showing the easement described above is attached hereto as Exhibit A and made a part hereof.

The easement herein granted is for the full use of the above described property as a road by the UNITED STATES OF AMERICA, its licensees and permittees, including the right of access for the people of the United States generally to lands owned, administered, or controlled by the UNITED STATES OF AMERICA for all lawful and proper purposes subject to reasonable rules and regulations of the Secretary of the Interior. Grantor reserves the right of ingress and egress over and across the road for all lawful purposes: *Provided*, That such use shall not interfere with the easement granted herein: *Provided, further*, That the use of the roadway by grantor for any commercial use or any ancillary use thereto shall be subject to Title V of the Federal Land Policy and Management Act of 1976 (90 Stat. 2743-2794) and regulations issued thereunder.

The grant of easement herein made is subject to the effect of reservations and leases, if any, of oil, gas, and minerals in and under said land.

TO HAVE AND TO HOLD said easement unto the UNITED STATES OF AMERICA and its assigns forever.

Grantor covenants and warrants that he is lawfully seized and possessed of the land aforesaid and has the full right, power and authority to execute this conveyance, and that said land is free and clear of liens, claims or encumbrances, except as shown above, and that he will defend the title to the easement conveyed herein and quiet enjoyment thereof against the lawful claims and demands of all persons.

Accepted subject to approval of title  
 by the Department of Justice:

Dated this 25 day of April, 1989

[Signature]  
 (Signature of Authorized Officer)

[Signature]  
 SIMON S. MARTIN - MANAGING PARTNER  
 MARTIN BROTHERS LAND AND LIVESTOCK  
 LIMITED PARTNERSHIP

DISTRICT MANAGER

(Title)

(Acknowledgment on reverse)

BONNEVILLE COUNTY  
 RECORDER  
 89 MAY 19 PM 4:45

## INDIVIDUAL ACKNOWLEDGMENT

STATE OF IDAHO )  
COUNTY OF BENNEVILLE ) ss:

On the 15 day of April, 1989, personally came before me, a notary public in and for said County and State, the within-named Simon J. Martin to me personally known to be the identical person described in and who executed the within and foregoing instrument and acknowledged to me that he executed the same as his free and voluntary act and deed, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.



*Ma E Potnam*  
Notary Public in and for the  
State of IDAHO  
Residing at IDAHO FALLS, IDAH

My commission expires: Jan. 17 , 19 94

## CORPORATE ACKNOWLEDGMENT

STATE OF )  
 ) ss:  
COUNTY OF )

On this       day of       , 19       , before me personally appeared       and       to me known to be the       and       of the corporation that executed the foregoing instrument, and acknowledged said instrument to be the free and voluntary act and deed of said corporation, for the uses and purposes therein mentioned, and on oath stated       authorized to execute said instrument and that the seal affixed is the corporate seal of said corporation.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public in and for the  
State of \_\_\_\_\_  
Residing at \_\_\_\_\_

My commission expires: . 19

**BOONEVILLE COUNTY**

STATE OF IDAHO  
PARCEL NO. 1 CONTAINS  
0.3 ACRES

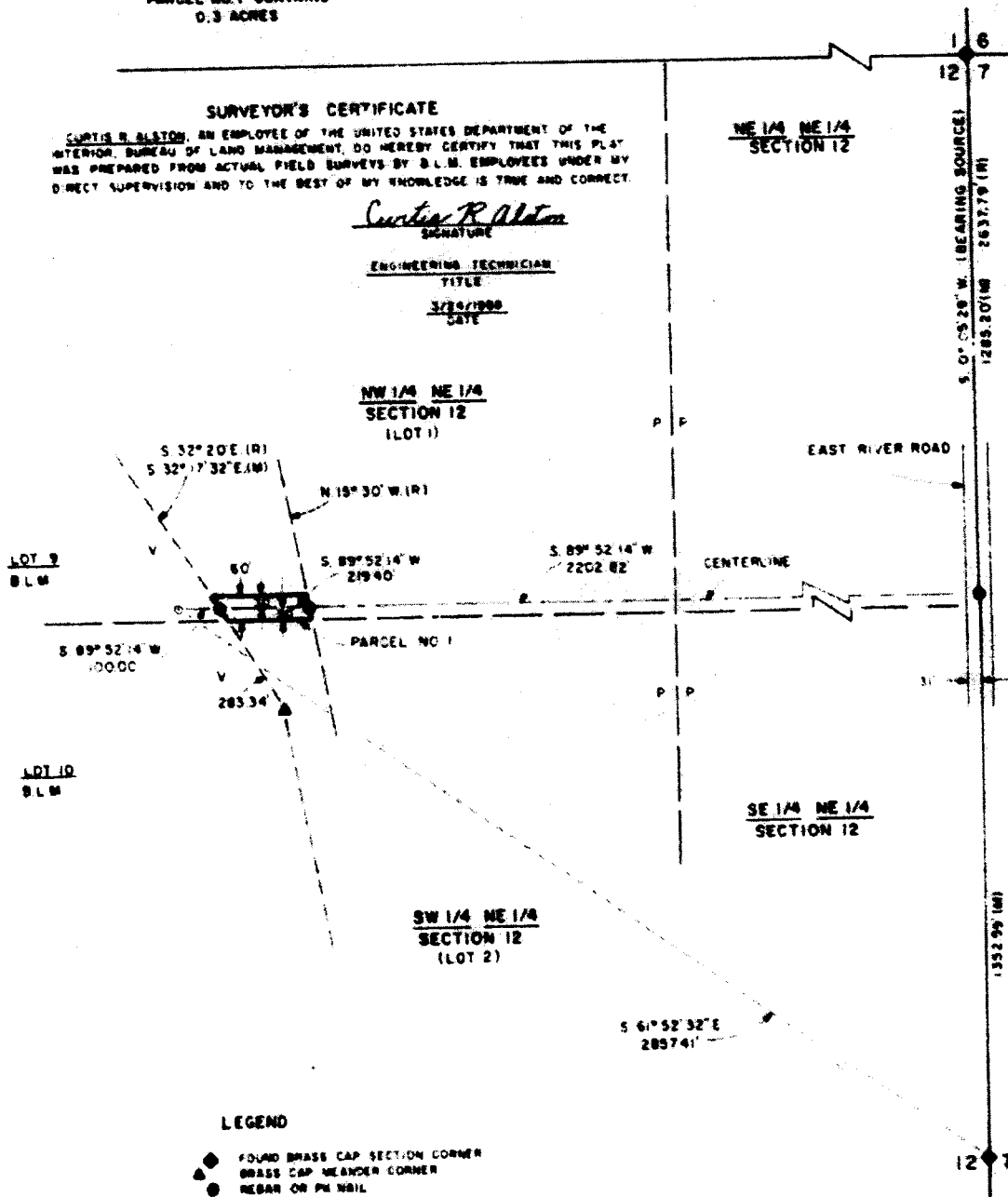
**SURVEYOR'S CERTIFICATE**

CURTIS R. ALSTON, AN EMPLOYEE OF THE UNITED STATES DEPARTMENT OF THE INTERIOR, BUREAU OF LAND MANAGEMENT, DO HEREBY CERTIFY THAT THIS PLAT WAS PREPARED FROM ACTUAL FIELD SURVEYS BY B.L.M. EMPLOYEES UNDER MY DIRECT SUPERVISION AND TO THE BEST OF MY KNOWLEDGE IS TRUE AND CORRECT.

*Curtis R. Alston*  
SIGNATURE

ENGINEERING TECHNICIAN  
TITLE

3/20/1998  
DATE

**LEGEND**

- FOUND BRASS CAP SECTION CORNER
- BRASS CAP MEANDER CORNER
- REBAR OR PIN NAIL
- CENTERLINE POINT
- PRIVATE PROPERTY
- V B.L.M.
- (M) MEASURED DISTANCE
- (R) RECORDED DISTANCE
- CENTERLINE
- BOUNDARY OF EASEMENT
- SECTION LINE
- SUBDIVISIONAL LINE (APPROXIMATE)
- PRIVATE PROPERTY LINE
- B.L.M. BOUNDARY LINE
- SECTION CORNER TIE

SCALE 1" = 200'  
0 100 200 300

**EXHIBIT 'X'**

|                                                                                                 |                        |
|-------------------------------------------------------------------------------------------------|------------------------|
| UNITED STATES DEPARTMENT OF THE INTERIOR<br>BUREAU OF LAND MANAGEMENT<br>DIVISION OF OPERATIONS |                        |
| MARTIN BROTHERS LAND & LIVESTOCK<br>ADMINISTRATION SITE EASEMENT<br>T.2N., R.37E., SEC.12, B.M. |                        |
| DESIGNED                                                                                        | CURTIS R. ALSTON, C.E. |
| REVIEWED                                                                                        | MARTIN BROTHERS, INC.  |
| APPROVED                                                                                        | MARTIN BROTHERS, INC.  |
| DRAWN                                                                                           | C.R. ALSTON            |
| DATE                                                                                            | 3/20/1998              |
| PROJECT NO. 98-0000-00                                                                          |                        |

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Updated Six-Year Capital Plan (FY18 – 23)

**REFERENCE**

August 2016

State Board of Education (Board) approved the University of Idaho's Six-Year Capital Plan for FY2018 through FY2023

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.K.2.a and b.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) is providing an updated Six-Year Capital Plan to reflect changes on two projects—upgrade of the University's extension center in Salmon, Idaho; and construction of a multi-purpose arena adjacent to the Kibbie Activity Center on the Moscow, Idaho campus.

The UI operates the Nancy M. Cummings Research, Extension, and Education Center in Salmon, Idaho. Research conducted there includes genetic improvement, reproduction, nutrition, irrigation, and environmental impact. Facilities at the site serve barn, shop, and storage needs, and include an aging classroom attached to the equipment shop with limited internet connection, and located far from the animals and main station. A long term goal has been to provide a classroom facility on site supporting greater connectivity to teaching on campus and better workshops for producers in keeping with the extension mission. The project is envisioned to include technology equipped classrooms, a large meeting space for gatherings, a small catering kitchen, outdoor learning spaces, and necessary restroom and mechanical support spaces, utility infrastructure, and site development. This is a project newly added to the six-year plan at this time.

The UI has had a long term vision to construct a multi-purpose arena adjacent to the Kibbie Dome to serve a variety of campus events and activities in an appropriately sized 4,000 – 5,000 seat venue. The Idaho Arena will include a multi-use events floor and a practice court, as well as office, concessions, and conference space. This is an update to the six-year plan, reflecting greater detail for the line item included since the FY14 plan, previously cited as the Basketball Arena, and prior to that, the Events Pavilion.



**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

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**IMPACT**

These two facilities are key to the success of the university's strategic plan, supporting Goal 2, Engage, and Goal 3, Transform, engaging the community and enriching the collegiate experiences and careers of the students of the UI.

**ATTACHMENTS**

Attachment 1 – Revised Six-Year Capital Plan

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.K.2.b. specifies that *“before any institution or agency under the governance of the Board solicits, accepts or commits a gift or grant in support of a specific major project, such project must first be included on the institution’s or agency’s Board-approved six-year plan.”* Board approval of the revised six-year plan will enable the University to begin fund-raising and continue with early concept and design work for the newly-listed projects. Staff recommends approval.

**BOARD ACTION**

I move to approve the proposed revision to the University of Idaho's six-year capital plan for FY2018 through FY2023, as submitted in Attachment 1.

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

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

**ATTACHMENT 1**

**SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)  
FY 2018 THROUGH FY 2023  
(\$ in 000's)**

**Institution: University of Idaho**

| Project Title                                                                     | Est.<br>Cost | Prev.<br>Fund. | FY 2018                               |       |       | FY 2019 |        |        | FY 2020 |       |       | FY 2021 |       |       | FY 2022 |       |       | FY 2023 |       |       |
|-----------------------------------------------------------------------------------|--------------|----------------|---------------------------------------|-------|-------|---------|--------|--------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                                                                                   |              |                | PBF                                   | Other | Total | PBF     | Other  | Total  | PBF     | Other | Total | PBF     | Other | Total | PBF     | Other | Total | PBF     | Other | Total |
| Education Building Renovation and Asbestos Remediation                            | 17,160       | 17,160         | In Punchlist Status as of 1 Aug 16    |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Integrated Research and Innovation Center                                         | 52,736       | 52,736         | In Construction Status as of 1 Aug 16 |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Wallace Residence Center Refresh                                                  | 5,000        | 5,000          | In Construction Status as of 1 Aug 16 |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Life Sciences South Standby & Emergency Generator (Life Safety)                   | 835          | 835            | In Construction Status as of 1 Jul 16 |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| McCall Outdoor Science School & Field Campus New Shower House & Restroom Facility | 825          | 825            | In Construction Status as of 1 Jul 16 |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Aquaculture Research Facility                                                     | 2,350        | 2,350          | In Award Status as of 1 Aug 16        |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Admin Bldg. Entry Foyer & Stair Life Safety Imp & Renovations                     | 948          | 948            | In Award Status as of 1 Aug 16        |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Agricultural Sciences East Entrance & ADA Improvements                            | 510          | 510            | In Design Status as of 1 Aug 16       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Buchanan Engineering Lab Life Safety Improvements, Phase 2                        | 902          | 902            | In Design Status as of 1 Aug 16       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Northern Idaho Collaborative Education Facility                                   | 9,728        | 9,728          | In Design Status as of 1 Aug 16       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Swim Center Replace Pool Gutters and Tile                                         | 960          | 960            | In Design Status as of 1 Aug 16       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Administration Building Exterior Envelope Repair                                  | 1,004        | 1,004          | In Design Status as of 1 Aug 16       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| University House                                                                  | 1,950        | 1,950          | In Planning Status as of 1 Aug 16     |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Renfrew Hall Classrooms 111 & 112 Improvements                                    | 1,000        | 400            |                                       | 600   | 600   |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| WWAMI Medical Education Building Improvements and Expansion                       | 2,400        | 0              | 2,400                                 |       | 2,400 |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Idaho Arena                                                                       | 30,000       | 0              |                                       | 5,000 | 5,000 |         | 25,000 | 25,000 |         |       |       |         |       |       |         |       |       |         |       |       |
| Library Special Collections and Archive Improvements                              | 5,640        | 0              | 2,800                                 |       | 2,800 | 2,840   |        | 2,840  |         |       |       |         |       |       |         |       |       |         |       |       |
| Research and Classroom Facility                                                   | 24,000       | 0              | 4,000                                 |       | 4,000 | 4,000   | 16,000 | 20,000 |         |       |       |         |       |       |         |       |       |         |       |       |
| Salmon Classroom Building                                                         | 1,000        | 0              |                                       | 500   | 500   |         | 500    | 500    |         |       |       |         |       |       |         |       |       |         |       |       |
| Western Initiative for Dairy Environment (WIDE)                                   | tbd          | 0              |                                       |       |       |         | tbd    | tbd    |         |       |       |         |       |       |         |       |       |         |       |       |
| Life Sciences South HVAC Upgrades, Phase 3                                        | 1,180        | 0              |                                       |       |       | 1,180   |        | 1,180  |         |       |       |         |       |       |         |       |       |         |       |       |
| Gibb Hall HVAC, Phase 2                                                           | 1,178        | 0              |                                       |       |       | 1,178   |        | 1,178  |         |       |       |         |       |       |         |       |       |         |       |       |
| Administration Building HVAC, Phase 2                                             | 1,237        | 0              |                                       |       |       |         |        |        | 1,237   |       | 1,237 |         |       |       |         |       |       |         |       |       |
| Janssen Engineering Building HVAC, Phase 4                                        | 619          | 0              |                                       |       |       |         |        |        |         |       |       | 619     |       | 619   |         |       |       |         |       |       |
| Gibb Hall HVAC, Phase 3                                                           | 1,237        | 0              |                                       |       |       |         |        |        |         |       |       | 1,237   |       | 1,237 |         |       |       |         |       |       |
| Idaho Avenue Extension Repairs and Repaving                                       | 887          | 0              |                                       |       |       |         |        |        |         |       |       | 887     |       | 887   |         |       |       |         |       |       |
| Domestic Water System Replace AC Mains, Phase 1                                   | 703          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       | 703     |       | 703   |         |       |       |
| Campus Drive / Administration Circle Repairs, Phase 1                             | 779          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       | 779     |       | 779   |         |       |       |
| Perimeter Drive Replace Paradise Creek Undercrossing                              | 893          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       | 893     |       | 893   |         |       |       |
| Steam Plant Emergency Generator                                                   | 974          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       |         |       |       | 974     |       | 974   |
| Nez Perce Drive Reconfiguration and Rebuild                                       | 773          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       |         |       |       | 773     |       | 773   |
| Domestic Water System Replace AC Mains, Phase 2                                   | 549          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       |         |       |       | 549     |       | 549   |
| Menard Law Building Replace Roof                                                  | 517          | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       |         |       |       | 517     |       | 517   |
| Coll. of Agricultural & Life Sciences New Meats Laboratory #                      | 7,220        | 0              |                                       |       |       |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

**ATTACHMENT 1**

**SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)  
FY 2018 THROUGH FY 2023  
(\$ in 000's)**

**Institution: University of Idaho**

| Project Title                                                         | Est.<br>Cost | Prev.<br>Fund. | FY 2018 |       |        | FY 2019 |        |        | FY 2020 |       |       | FY 2021 |       |       | FY 2022 |       |       | FY 2023 |       |       |
|-----------------------------------------------------------------------|--------------|----------------|---------|-------|--------|---------|--------|--------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
|                                                                       |              |                | PBF     | Other | Total  | PBF     | Other  | Total  | PBF     | Other | Total | PBF     | Other | Total | PBF     | Other | Total | PBF     | Other | Total |
| McCall Field Campus Improvements per the 2014 Master Plan #           | 7,000        | 0              |         |       |        |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Wallace Residence Center Dining Facility Improvements (Bob's Place) # | 1,000        | 0              |         |       |        |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| Pedestrian Walkway Improvements #                                     | 1,000        | 0              |         |       |        |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| New Undergraduate Housing, Phase 1 #                                  | 36,000       | 0              |         |       |        |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
| ROTC Facility #                                                       | 3,000        | 0              |         |       |        |         |        |        |         |       |       |         |       |       |         |       |       |         |       |       |
|                                                                       | 225,694      | 95,308         | 9,200   | 6,100 | 15,300 | 9,198   | 41,500 | 50,698 | 1,237   | 0     | 1,237 | 2,743   | 0     | 2,743 | 2,375   | 0     | 2,375 | 2,813   | 0     | 2,813 |

S:\Facilities\Capital\Planning\Capital Budget\FY 18 State Request\Six Year Plan (Set C)\FY 2018 Six Year Plan.\*

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Educational Association Agreement with Navitas

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) requests authorization to execute an educational association agreement to develop and implement the University of Idaho International Student Success Program. This will be a pathway program that will provide non-credit courses together with for-credit courses to international students in an initial year. After successful completion of their first year at UI, students will be eligible to matriculate as full-time non-resident students.

The UI sent out RFP Number 16-108M in May 2016 for Pathway Program for Recruiting International Students. Navitas North America (Navitas USA Holdings LLC) was the successful bidder. The parties have been negotiating the contract since August 2016 and are near a final agreement.

This agreement will provide UI with an average annual revenue stream over the initial five year term of the contract of approximately \$1.5 million per year, based on the projected number of students in the pathway program per year, which is projected to steadily grow, reaching approximately 1200 by year five. To the extent that the pathway students matriculate as full-time non-resident students, the UI also will realize the additional tuition revenue, less commission amounts to be paid to Navitas on a per student basis for the first year they are enrolled. Navitas will be responsible for the costs of providing the pathway program, UI is responsible for providing space on campus for the program.

With this contract, UI will be able to take advantage of the international presence and outreach of Navitas, as well as benefit from its expertise in on-campus pathway programs. The initial focus of the program will be international students; however, the contract allows for expansion of the program.

**IMPACT**

This contract will provide UI with a program that will benefit the campus by increasing the number of overall international students and, by extension, increasing the opportunities for all students to expand their international knowledge and experience. It also will provide a revenue source while, at the same time, allowing UI to take advantage of the economies of scale and marketing benefits created by associating with an entity with expertise in delivering pathway programs and with a significant international footprint.

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

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**ATTACHMENTS**

Attachment 1 – RFP 16-108M

Page 3

Attachment 2 –Navitas/Navitas Holdings Contract

Page 23

**STAFF COMMENTS AND RECOMMENDATIONS**

UI administration has been diligent in keeping the Board and Board Staff informed on the institution's strategy on international student recruitment. The desired end goal—a balanced mix of international students at a level of approximately 1,200 students within the overall student population—is indicative of the solid planning and preparation that has taken place. The proposed contract provides comprehensive support for all aspects of international student recruiting while generating positive annual net revenues to the university.

Staff recommends approval.

**BOARD ACTION**

I move to authorize the University of Idaho to execute the contract with Navitas Moscow, and Navitas Holdings, for a Pathway Program for Recruiting International Students, in substantially the same form as that attached hereto as Attachment 2.

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



Contracts & Purchasing Services  
Moscow, Idaho 83844

**REQUEST FOR PROPOSALS NO. 16-108M**

**FOR**

**PATHWAY PROGRAM FOR RECRUITING  
INTERNATIONAL STUDENTS**

Julia R. McIlroy, Director  
Phone (208) 885-6123  
Fax (208) 885-6060  
[juliam@uidaho.edu](mailto:juliam@uidaho.edu)  
[www.purchasing.uidaho.edu](http://www.purchasing.uidaho.edu)

Date Issued: May 5, 2016

Proposals Due: June 7, 2016

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 16-108M

PROPOSAL RESPONSE CERTIFICATION

\_\_\_\_\_  
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers \_\_\_\_ to \_\_\_\_ have been received and were examined as part of the RFP document.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Company

\_\_\_\_\_  
Street Address

\_\_\_\_\_  
City, State, Zip

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Cell Phone Number

\_\_\_\_\_  
E-mail Address

\_\_\_\_\_  
State of Incorporation

\_\_\_\_\_  
Tax ID Number

Business Classification Type (Please check mark if applicable):

|                                         |       |
|-----------------------------------------|-------|
| Minority Business Enterprise (MBE)      | _____ |
| Women Owned Business Enterprise (WBE)   | _____ |
| Small Business Enterprise (SBE)         | _____ |
| Veteran Business Enterprise (VBE)       | _____ |
| Disadvantaged Business Enterprise (DBE) | _____ |

*Business Classification Type is used for tracking purposes, not as criteria for award.*



**SECTION 1 - INSTRUCTIONS TO PROPOSERS**

**1-1 SCOPE OF WORK**

The University of Idaho (herein referred to as the University) is soliciting proposals for a Pathway Program for recruiting and retaining international students to the University.

Founded in 1889, the University of Idaho is the state's flagship university. It is Idaho's only land-grant institution and its principal graduate education and research university, bringing insight and innovation to the state, the nation and the world. University researchers attract nearly \$100 million in research grants and contracts each year.

The University of Idaho is classified by the prestigious Carnegie Foundation as high research activity. The student population of 12,000 includes first-generation college students and ethnically diverse scholars, who select from more than 130 degree options in the colleges of Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education; Engineering; Law; Letters, Arts and Social Sciences; Natural Resources; and Science. The university also is charged with the statewide mission for medical education through the WWAMI program. The university combines the strength of a large university with the intimacy of small learning communities and focuses on helping students to succeed and become leaders. For more information, visit [www.uidaho.edu](http://www.uidaho.edu).

**1-2 PROPOSAL SUBMISSION**

Proposal must be **SEALED and CLEARLY IDENTIFIED** with the Request for Proposals' number, due date and time, Proposer's name and address, and submitted no later than 5:00 p.m., on **June 7, 2016**.

**\*\*FedEx Express delivery is highly recommended. Packages should be addressed and/or delivered to:  
University of Idaho – Contracts & Purchasing Service 1028 West Sixth Street Moscow, Idaho 83844**

A facsimile response or an electronic response to this Request for Proposals does not meet the requirement of a sealed proposal and will not be accepted.

The proposal must be signed by such individual or individuals who have full authority from the Proposer to enter into a binding Agreement on behalf of the Proposer so that an Agreement may be established as a result of acceptance of the proposal submitted. By reference, the terms and conditions set forth in the Request for Proposals shall serve as the Agreement terms and conditions. In addition, the laws of the State of Idaho shall apply. No other terms and conditions will apply unless submitted as a part of the proposal response and accepted by the University.

Proposals received after the exact time specified for receipt will not be considered.

**1-3 REQUEST FOR PROPOSAL SCHEDULE**

|              |                              |
|--------------|------------------------------|
| May 5, 2016  | Request for Proposals Issued |
| May 20, 2016 | Inquiries Due                |
| June 7, 2016 | Proposals Due @ 5:00 p.m.    |

**1-4 INQUIRIES**

All inquiries concerning this request shall be submitted in writing and received by Contracts & Purchasing Services no later than **May 20, 2016** to:

Julia R. McIlroy, Director  
E-mail: [juliam@uidaho.edu](mailto:juliam@uidaho.edu)

Proposers should consider Contracts & Purchasing Services as the first and prime point of contact on all matters related to the procedures associated with this RFP. If additional information is needed from any source, Contracts & Purchasing Services will work with the Proposer and with the various offices of the University to gather that information.

**1-5 INTERPRETATION, CORRECTIONS, OR CHANGES IN RFP**

Any interpretation, correction, or change in the RFP will be made by addendum by the University. Interpretations, corrections, or changes to the RFP made in any other manner will not be binding, and no Proposer may rely upon any such interpretation, correction, or change.

**1-6 MODIFICATION OR WITHDRAWAL OF PROPOSALS**

A Proposer may modify or withdraw a proposal at any time prior to the specified time and date set for the proposal closing. Such a request for modification or withdrawal must be in writing, and executed by a person with authority as set forth under paragraph 1-2 above, or by facsimile notice subsequently confirmed in writing.

**1-7 ERASURES AND INTERLINEATIONS**

Erasures, interlineations, or other changes in the proposal must be initialed by the person(s) signing the proposal.

**1-8 ACKNOWLEDGMENT OF ADDENDUMS TO RFP**

Receipt of an addendum to this RFP must be acknowledged by a Proposer on the Proposal Response Certification (Attachment A).

**1-9 PROPOSAL COPIES**

**Six (6)** complete copies of the proposal shall be submitted to the University.

**1-10 OFFER ACCEPTANCE PERIOD**

A proposal shall constitute an offer to contract on the terms and conditions contained in this RFP and the proposal. Said proposal shall constitute an irrevocable offer for ninety (90) calendar days from the proposal opening date, even if the University makes one or more counter offers.

**1-11 REJECTION OF PROPOSALS**

The University in its sole discretion, expressly reserves the right to reject any or all proposals or portions thereof, to reissue a Request for Proposal, and to waive informalities, minor irregularities, discrepancies, and any other matter or shortcoming.

**1-12 FINANCIAL MODEL AND REVENUE SHARING MODEL**

The financial model and revenue sharing model submitted in the proposal shall include everything necessary for the prosecution and completion of the Agreement including, but not limited to, furnishing all materials and all management, supervision, labor and service, except as may be provided otherwise in the Agreement Documents.

The University will evaluate the total price for the basic requirements with any options(s) exercised at the time of award. Evaluation of options will not obligate the University to exercise the option(s).

The University may reject an offer if the financial model and revenue sharing model is unbalanced as to process for the basic requirements and the option quantities. An offer is unbalanced when it is based on prices significantly less than cost for some work and prices that are significantly overstated for other work.

**1-13 TERM OF AGREEMENT**

The initial term of this agreement shall be five (5) years commencing upon the date of execution by the university. The term of this agreement may, if mutually agreed upon in writing, be extended by five year increments, provided written notice of each extension is given to the bidder at least thirty (30) days prior to the expiration date of such term or extension. In the event funding approval is not obtained by the University, this Agreement shall become null and void effective the date of renewal. During extension periods, all terms and conditions of this Agreement shall remain in effect.

**1-14 AWARD OF AGREEMENT**

The University shall make the award to the responsible Proposer whose proposal will be most advantageous to the University with respect to price, conformance to the specifications, quality, and other factors as evaluated by the University. The University is not required or constrained to award the Agreement to the Proposer proposing the lowest price.

The University may award an Agreement on the basis of initial offers received, without discussion; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

**1-15 PUBLIC AGENCY**

The Contractor has agreed to extend contract usage to other public agencies, such as any city or political Subdivision of this state, including, but not limited to counties; school districts; highway districts; port authorities; instrumentalities of counties, cities or any political subdivision created under the laws of the State of Idaho; any agency of the state government; or any city or political subdivision of another state.

**1-16 PROPOSAL CONFIDENTIALITY**

Each Proposer agrees that the contents of each proposal submitted in response to this RFP is Confidential, proprietary, and constitutes trade secret information, as defined in Idaho Code 9-340D(1), as to all technical and financial data **LABELED CONFIDENTIAL BY THE PROPOSER**, and waives any right of access to such information, except as provided for by law. Except as determined by the University's Office of Purchasing Services, in its sole discretion, no information will be given regarding any proposals or evaluation progress until after an award is made, except as provided by law.

**1-17 F.A.R. REQUIREMENT**

All contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that supplier or its principals are presently debarred, suspended or proposed for debarment by the Federal Government.

**1-18 RECORD OF PURCHASES**

Contractor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

**1-19 APPEAL OF AWARD**

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the University Controller within five (5) business day of award. Proposers are responsible for tracking of award announcement.

**SECTION 2 - INSTRUCTIONS FOR PREPARING PROPOSALS**

**2-1 GENERAL**

To aid in the evaluation process, it is required that all responses comply with the items and sequence as presented in paragraph 2-2, RFP Response Outline. Paragraph 2-2 outlines the minimum requirements and packaging for the preparation and presentation of a response. Failure to comply may result in rejection of the response. The proposal should be specific and complete in every detail, prepared in a simple and straight-forward manner.

Proposers are expected to examine the entire Request for Proposals, including all specifications, standard provisions, and instructions. Failure to do so will be at the Proposer's risk. Each Proposer shall furnish the information required by the invitation. It is required that proposal entries be typewritten. Periods of time, stated in number of days, in this request or in the Proposer's response, shall be in calendar days. Propose your best financial model and revenue sharing model.

**2-2 RFP RESPONSE OUTLINE**

- A. Response Sheet: The proposal Response Certification shall be attached to the front of the proposal and shall contain the Proposer's certification of the submission. An official who has full authority to enter into an Agreement shall sign it.
- B. References: Provide a minimum of three (3) references including names of persons who may be contacted, title of person, addresses, phone numbers, and e-mail, where services similar in scope to the requirements of this RFP have been provided.
- C. Pathway Program Proposal: The proposal should include a capability statement; benefits to the University; a global marketing, international student recruitment and retention plan; how the proposed collaboration will contribute to the internationalization of the University and raise its global stature; biographies, roles and responsibilities of key personnel who will be engaged as a part of the proposed collaboration; the strategy for quality and assessment for program courses and activities; and proposed financial model and ten year financial projections.
- D. Proposer Exceptions: Describe any exceptions to the terms and conditions contained within this document.
- E. Appendices
  - I. Partnerships  
Provide a list of all pathway provider partnerships with which the company is currently engaged at institutions of higher education.
  - II. Facilities Requirements  
Provide details of the facilities requirements the company will have at the University as a part of pathway program collaboration.

**SECTION 3 – PATHWAY PROGRAM PROPOSAL**

**3.1 Capability Statement**

Describe the company, organization, officers or partners, number of employees, and operating policies that would affect this Agreement. State the number of years your organization has been continuously engaged in business. Describe Proposer's experience in performing the requested services. This section should include at least four examples where the company successfully collaborated with institutions of higher education as a pathway provider recruiting and retaining international students for those institutions. Include a graph detailing international student enrollment growth at the collaborating institutions over a five year period.

**3.2 Benefits to University**

The proposal should outline the benefits the University will receive as a result of the services provided by the company.

**3.3 Global Marketing Strategy and Recruitment/Retention of International Students**

The proposal should detail the company strategy to globally market the University academic programs, and recruit and retain quality international students, including details the company's global network of international student recruiters, regional offices and other resources the company plans to use. Outline different strategies (if any) the company plans to use to recruit and retain undergraduate students vs graduate students at the University, and students for the American Language and Culture Program (ALCP), an accredited intensive English program which is part of the International Programs Office. If managing ALCP is a desired option for the company, provide details of your management strategy for this program, and some examples of intensive English programs you currently manage (which include relevant information such as enrollment growth, retention/attrition percentages, and percentages of students who elect to enroll in degree programs at the pathway provider home institution).

**3.4 Internationalization of University**

The proposal should detail how the company's collaboration with the University will contribute to the internationalization of its campus and programs and raise the University's global profile.

**3.5. Key Personnel**

The proposal should include biographies of key personnel who will be engaged in the pathway program at the University and their roles and responsibilities they will be engaged in as a part of the program.

**3.6 Quality Assurance and Assessment**

The proposal shall include the company strategy for ensuring the academic integrity and quality of its pathway program course offerings. It should also include an assessment strategy for evaluating its University wide activities.

**3.7 Proposed Financial Model and Ten Year Financial Projections**

The proposal shall detail tuition percentages and fees (both one time and reoccurring) the company would require to develop and implement the pathway program and related activities. The proposal shall provide 10 year student enrollment and financial projections. Provide details on how the company plans to share revenues from pathway program with the University.

**SECTION 4 - PROCUREMENT PROCESS**

**4-1 PROPOSER LIST AND QUALIFICATION EVALUATION**

After the established date for receipt of proposals, a listing of Proposers submitting proposals will be prepared, and will be available for public inspection.

Qualifications and proposals submitted by interested Proposers will be reviewed and evaluated based on the evaluation factors set forth in the RFP.

**4-2 PROPOSAL CLASSIFICATION**

For the purpose of conducting discussions with individual offerers, if required, proposals will initially be classified as:

- A. Potentially Acceptable
- B. Unacceptable

Discussions may be conducted with any or all of the Proposers whose proposals are found acceptable or potentially acceptable. Offerers whose proposals are unacceptable will be notified promptly. The Manager of Purchasing will establish procedures and schedules for conducting oral and/or written discussions.

Proposers are advised that the University may award an Agreement on the basis of initial offers received, without discussions; therefore, each initial offer should contain the offerer's best terms from a cost and technical standpoint.

**4-3 PROPOSER INVESTIGATION**

The University will make such investigations as it considers necessary to obtain full information on the Proposers selected for discussions, and each Proposer shall cooperate fully in such investigations.

**4-4 FINAL OFFERS AND AWARD OF AGREEMENT**

Following any discussions with Proposers regarding their technical proposals, alternative approaches, or optional features, a number of the firms may be requested to submit best and final offers. The committee will rank the final Proposers for the project, giving due consideration to the established evaluation criteria. The committee will propose award to the proposal which is found to be most advantageous to the University, based on the factors set forth in the Request for Proposals.

**SECTION 5 - EVALUATION PROCESS**

The University reserves the right to reject any or all proposals, or portions thereof. The selection of a successful Proposer, if any, will be made based upon which proposal the University determines would best meet its requirements and needs.

**5-1     EVALUATION CRITERIA**

- Proven successful track record working with US institutions (adequate training, communication, curriculum development; co-curricular activities; significant and sustained international student enrollment gains; matriculation and retention of students into degree seeking programs)
- Demonstrates how collaborating with the provider will bring benefits to the University;
- Has the personnel and expertise to develop and deliver the program;
- Demonstrates they have a well thought out strategy for marketing University academic programs;
- Demonstrates they have a well thought out strategy for internationalizing and raising the stature of the University;
- Demonstrates they have a well thought out strategy for quality assurance and assessment;
- Proposed financial and revenue sharing models and ten year enrollment projections meet the expectation of the University;
- Facilities requirements requested by pathway program provider meet the expectation of University.



**SECTION 6 - GENERAL CONTRACTUAL TERMS AND CONDITIONS**

**6-1 AGREEMENT TERMS AND CONDITIONS**

The submission of a proposal herein constitutes the agreement of any Proposer that any Agreement to be drawn as the result of an award herein shall be prepared by the University and shall include at a minimum, all terms and conditions set forth in this RFP. The submission of a proposal shall further constitute the agreement of each Proposer that it will not insist on the use of standard contract agreements, documents, or forms, and that it waives any demand for the use of its standard agreements. The Agreement between the parties shall consist of, in order of precedence: the agreement document signed by the Parties subsequent to submission of the proposal, and any attachments thereto and incorporations therein, the terms and conditions in the RFP, and the Proposer's response to the RFP.

**6-2 ASSIGNMENT**

No assignment of this Agreement or of any right accruing under this Agreement shall be made, in part or in whole, by Contractor without the written consent of the University. Notwithstanding any assignment, Contractor shall remain fully liable on this Agreement and shall not be released from performing any of the terms, covenants, and conditions of this Agreement.

**6-3 TERMINATION FOR CONVENIENCE**

The University may terminate this Agreement, in whole or in part, at any time by written notice to the Contractor. The Contractor shall be paid its reasonable costs, including reasonable close-out costs and a reasonable profit on work performed up to the time of termination. The Contractor shall promptly submit its termination claim for payment. If the Contractor has any property in its possession belonging to the University, the Contractor will account for the same and dispose of it in the manner the University directs.

**6-4 TERMINATION FOR DEFAULT**

If the Contractor does not deliver the materials in accordance with the Contract delivery schedule, or if the Contract is for services and the Contractor fails to perform in the manner called for in the Contract, or if the Contractor fails to comply with any other provisions of the Contract, the University may terminate this Contract for default. Termination shall be effected by serving on the Contractor a notice of termination setting forth the manner in which the Contractor is in default. The Contractor will be paid a reasonable price for materials delivered and accepted, or services performed in accordance with the manner of performance set forth in the Contract.

**6-5 INDEMNIFICATION**

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

6-6 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

6-7 LAWS, REGULATIONS AND PERMITS

The Contractor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Contractor shall be liable for all violations of the law in connection with work furnished by the Contractor, including the Contractor's subcontractors.

6-8 GENERAL QUALITY

All of the Contractor's work shall be performed with the highest degree of skill and completed in accordance with the Agreement Documents.

6-9 PROOF OF COMPLIANCE WITH AGREEMENT

In order that the University may determine whether the Contractor has complied with the requirements of the Agreement Documents, the Contractor shall, at any time when requested, submit to the University properly authenticated documents or other satisfactory proofs as to compliance with such requirements.

6-10 PAYMENT AND ACCEPTANCE

Except as otherwise provided herein, payments shall be due and payable within (30) days after acceptance of such goods or services or after receipt of properly completed invoice, whichever is later. No advance payment shall be made for goods or services furnished pursuant to this Agreement.

6-11 CONTINUATION DURING DISPUTES

The Contractor agrees that notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

6-12 SEVERABILITY

If any term or condition of this Agreement or the application thereof to any person(s) or circumstances is held invalid, such invalidity shall not affect other terms, conditions or applications which can be given effect without the invalid term, condition or application; to this end the terms and conditions of this Agreement are declared severable.

6-13 INTEGRATION

This Agreement constitutes the entire Agreement between the parties. No change thereto shall be valid unless in writing communicated in the stipulated manner, and signed by the University and the Contractor.

6-14 BINDING EFFECT

This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties hereto and their respective heirs, legal representatives, successors, and assigns.

6-15 APPROPRIATIONS CLAUSE

If the term of this Agreement is longer than one year, the University's obligations and liabilities hereunder are subject to the appropriation of funds from the State of Idaho, which appropriation shall be in the State of Idaho's sole discretion, from revenues legally available to the University for the ensuing fiscal year for the purposes of this

Agreement. If the State of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall terminate and neither party shall have any further obligations hereunder.

**6-16 IRS SECTION 501(C)(3) AND SECTION 115 CONSIDERATIONS**

If any provision of this Agreement may cause the University to lose its status as an Internal Revenue Code Section 501(c)(3) corporation, this Agreement shall be voidable. In the alternative, at the sole option of the University, the offending provision(s) shall be modifiable such that the provision(s) will no longer cause the University to lose its status as a 501(c)(3) corporation. The terms of the modification shall be subject to agreement in writing by all parties.

**6-17 COMPLIANCE WITH GOVERNOR'S EXECUTIVE ORDER**

In the event any provision of this Agreement shall cause the University to be in violation of any of the Governor of Idaho's Executive Orders, then this Agreement shall be voidable at the sole option of the University.

**6-18 DEBARRED, SUSPENDED OR EXCLUDED**

All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Supplier warrants that neither supplier or its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

**6-19 NON-USE OF NAMES AND TRADEMARKS**

Contractor shall not use the name, trade name, trademark, or other designation of the University, or any contraction, abbreviation, or simulation any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

**6-20 RISK OF LOSS**

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor.

**6-21 CONTRACTOR REPRESENTATIONS**

Contractor represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations required hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; and (d) that it has visited the site of the project and familiarized itself with the local conditions under which this Agreement is to be performed.

**6-22 REGENTS' APPROVAL**

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

6-23 SURVIVAL OF TERMS

The terms and provisions hereof, and all documents being executed hereunder, if any, including, without limitation, the representations and warranties, shall survive this Agreement and shall remain in full force and effect thereafter.

6-24 HEADINGS

The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6-25 ADDITIONAL ACTS

Except as otherwise provided herein, in addition to the acts and deeds recited herein and contemplated to be performed, executed and/or delivered by the parties, the parties hereby agree to perform, execute and/or deliver or cause to be performed, executed and/or delivered any and all such further acts, deeds and assurances as any party hereto may reasonably require to consummate the transaction contemplated hereunder.

6-26 TIME OF ESSENCE

All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

6-27 WAIVER

No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term or condition shall not be deemed to be a waiver of any other covenant, term or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default of any such covenant, term or condition unless otherwise expressly agreed to by the first party in writing.

6-28 FORCE MAJEURE

Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

6-29 NO JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

6-30 INFORMATION TRUE AND CORRECT

All documents, agreements and other information provided to the University by Contractor or which Contractor has caused to be provided to the University are true and correct in all respects and do not omit to state any material fact or condition required to be stated, necessary to make the statement or information not misleading, and there are no other agreements or conditions with respect thereto.

6-31 EQUAL OPPORTUNITY

Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability,

ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

**6-32 PUBLIC RECORDS**

The University is a public agency. All documents in its possession are public records. Proposals are public records and will be available for inspection and copying by any person upon completion of the RFP process. If any Proposer claims any material to be exempt from disclosure under the Idaho Public Records Law, the Proposer will expressly agree to defend, indemnify and hold harmless the University from any claim or suit arising from the University's refusal to disclose any such material. No such claim of exemption will be valid or effective without such express agreement. The University will take reasonable efforts to protect any information marked "confidential" by the Proposer, to the extent permitted by the Idaho Public Records Law. Confidential information must be submitted in a separate envelope, sealed and marked "Confidential Information" and will be returned to the Proposer upon request after the award of the contract. It is understood, however, that the University will have no liability for disclosure of such information. Any proprietary or otherwise sensitive information contained in or with any Proposal is subject to potential disclosure.

**6-33 UNIVERSITY'S RULES, REGULATIONS, AND INSTRUCTIONS**

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

**SECTION 7 – INDEMNITY, RISKS OF LOSS, INSURANCE**

**7-1 RISK OF LOSS**

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Contractor and its subcontractors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Contractor. Contractors shall require its subcontractors of any tier to bear the same risk of loss.

**7-2 INDEMNIFICATION**

Contractor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Contractor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Contractor, or any of its agents, subcontractors, employees, invitees or guests. Contractor, upon notice from the University, shall defend the University at Contractor's expense by counsel reasonably satisfactory to the University. Contractor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

Contractor shall: (a) notify the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperate completely with the University and/or the University's insurers in the defense of such injury or claim; and (c) take no steps such as admission of liability which would prejudice the defense or otherwise prevent the University from protecting the University's interests.

**7-3 Insurance**

**7.3.1 General Requirements**

7.3.1.1 Contractor and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in this insurance clause, section 8.0, and to provide University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by the Contractor and provided to the University within seven (7) days of the signing of the contract by the Contractor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section 8.0. Exhibit A of this Agreement contains a Request for Certificate of Insurance which shall be given to the insurance broker or agent of the Contractor and its subcontractor(s) of any tier, upon award of bid to Contractor.

7.3.1.2 Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

7.3.1.3 All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

7.3.1.4 All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

7.3.1.5 Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Contractor and its subcontractor(s) of any tier to maintain such insurance.

7.3.1.6 No Representation of Coverage Adequacy. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Contractor and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Contractor and its subcontractor(s) of any tier under the indemnities granted to University in this Agreement.

8.1.7 Contractor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

**7.3.2 Required Insurance Coverage.**

Contractor and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

7.3.2.1 Commercial General and Umbrella / Excess Liability Insurance. Contractor and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

7.3.2.2 Commercial Auto Insurance. Contractor and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

7.3.2.3 Business Personal Property. Contractor and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Contractor and its subcontractor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Contractor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

7.3.2.4 Workers' Compensation. Contractor and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Contractor and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Contractor and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.

7.3.2.4 Professional Liability. If professional services are supplied to Institution, Contractor and its subcontractor(s) of any tier, Contractor and its subcontractor(s) of any tier shall maintain



Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

**UNIVERSITY OF IDAHO  
GENERAL TERMS AND CONDITIONS**

1. THIS ORDER EXPRESSLY LIMITS ACCEPTANCE TO THE TERMS AND CONDITIONS STATED HEREIN. ALL ADDITIONAL OR DIFFERENT TERMS PROPOSED BY CONTRACTOR ARE OBJECTED TO AND ARE HEREBY REJECTED, UNLESS OTHERWISE PROVIDED FOR IN WRITING BY THE PURCHASING MANAGER, UNIVERSITY OF IDAHO.
2. CHANGES: No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.
3. PACKING: No charges will be allowed for special handling, packing, wrapping, bags, containers, etc., unless otherwise specified.
4. DELIVERY: For any exceptions to the delivery date as specified on the order, Contractor shall give prior notification and obtain approval thereto from the University of Idaho Department of Purchasing Services. With respect to delivery under this order, time is of the essence and order is subject to termination for failure to deliver within the timeframe specified in this order.
5. SHIPPING INSTRUCTIONS: Unless otherwise instructed, all goods are to be shipped prepaid and allowed, FOB Destination.
6. ORDER NUMBERS: Agreement order numbers or purchase order numbers shall be clearly shown on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
7. REJECTION: All goods, materials, or services purchased herein are subject to approval by the University of Idaho. Any rejection of goods, materials, or services resulting from nonconformity to the terms, conditions or specifications of this order, whether the goods are held by the University of Idaho or returned, will be at Contractor's risk and expense.
8. QUALITY STANDARDS: Brand names, models, and specifications referenced in herein are meant to establish a minimum standard of quality, performance, or use required by the University. No substitutions will be permitted without written authorization of the University of Idaho Department of Purchasing Services.
9. WARRANTIES: Contractor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Contractor upon notification by the University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Contractor.
10. PAYMENT, CASH DISCOUNT: Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.
11. LIENS, CLAIMS AND ENCUMBRANCES: Contractor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.
12. TERMINATION: In the event of a breach by Contractor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Contractor. Contractor shall be liable for damages suffered by the University of Idaho resulting from Contractor's breach of Agreement.

13. **TRADEMARKS:** Contractor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.
14. **OSHA REGULATIONS:** Contractor guarantees all items, or services, meet or exceed those requirements and guidelines established by the Occupational Safety and Health Act.
15. **TAXES:** The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Contractor. If Contractor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Contractor is performing public works construction, it shall be responsible for payment of all sales and use taxes.
16. **BINDING EFFECT:** This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.
17. **ASSIGNMENTS:** No Agreement, order, or any interest therein shall be transferred by Contractor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the rescission of the transferred Agreement at the option of the University of Idaho.
18. **WAIVER:** No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.
19. **FORCE MAJEURE:** Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.
20. **NO JOINT VENTURE:** Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.
21. **PRICE WARRANTY FOR COMMERCIAL ITEMS:** Contractor warrants that prices charged to the University of Idaho are based on Contractor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Contractor to other customers purchasing the same item in like or comparable quantities.
22. **NONDISCRIMINATION:** Contractor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.
23. **UNIVERSITY REGULATIONS:** Contractor shall follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel.
24. **GOVERNING LAW:** This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Contractor agrees to submit to the jurisdiction of such courts.

UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

**Exhibit A – Request for Certificate of Insurance from Contractor\***

**\*If bid is awarded to Contractor**

**Page 1 of 2**

**Give this form to your insurance agent / broker**

**Agents/ Brokers: RETURN A COPY OF THESE INSTRUCTIONS WITH YOUR CERTIFICATE.**

**Certificates without a copy of these instructions will not be accepted.**

Contractor and its subcontractors of any tier (“Insured”) are required to carry the types and limits of insurance shown in this Request, and to provide University of Idaho (“Certificate Holder”) with a Certificate of Insurance within seven (7) days of the signing of this Contract.

- Certificate Holder shall read:  
  
State of Idaho and the Regents of the University of Idaho  
Attn: Risk Management  
P.O. Box 443162  
Moscow, ID 83844-3162
- Description area of certificate shall read: Attn: Contract for Services
- All certificates shall provide for thirty (30) days’ written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- All insurers shall have a Best’s rating of AV or better and be licensed and admitted in Idaho.
- All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.
- All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: The Regents of the University of Idaho, a public corporation, state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho.
- Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured’s obligation to maintain such insurance.
- Failure to maintain the required insurance may result in termination of this grant or contract at the Certificate Holder’s option.
- By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a

limitation on Insured's liability under the terms of the grant or contract.

- A copy of this certificate request must be sent with the Certificate.  
UNIVERSITY OF IDAHO - REQUEST FOR PROPOSAL

**Exhibit A – Request for Certificate of Insurance from Contractor\***

**\*If bid is awarded to Contractor**

**Page 2 of 2**

*Required Insurance Coverage.* Insured shall obtain insurance of the types and in the amounts described below.

- Commercial General and Umbrella Liability Insurance. Insured shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.
- Commercial Auto Insurance. Insured shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.
- Business Personal Property and/or Personal Property. Insured shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
- Workers' Compensation. Where required by law, Insured shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000.
- Professional Liability. If professional services are supplied to the Institution, Insured shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

*If you have additional questions, please contact:*

University of Idaho - Risk  
Phone: 208-885-7177  
Email: risk@uidaho.edu

**EDUCATIONAL ASSOCIATION AGREEMENT**

**For the University of Idaho International Student Success Program**

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**EDUCATIONAL ASSOCIATION AGREEMENT**

**For the University of Idaho International Student Success Programs**

This Educational Association Agreement (collectively with all schedules and exhibits hereto, as amended and/or restated from time to time, this “Agreement”) is made and entered into as of \_\_\_\_\_, 2016 (the “Effective Date”) by and among the Board of Regents of the University of Idaho of 875 Perimeter Driver, MS 3151, Moscow ID 83844-3151 (“University”), [Navitas Moscow] LLC of [insert address] (“Navitas”) and Navitas USA Holdings LLC of Corporation Trust Center, 1209 Orange Street, Wilmington, DE 19801 (“Navitas Holdings”) (collectively the “Parties” and each a “Party”). Unless otherwise indicated, capitalized words and phrases in this Agreement shall have the meanings set forth in the Glossary of Terms attached hereto as Exhibit A.

**Recitals**

WHEREAS, the University and Navitas have agreed to enter into a collaborative and cooperative arrangement pursuant to which Navitas will assist the University to develop, deliver and offer educational programs to international students on the Campus utilizing the University’s services and facilities made available under this Agreement and under the name University of Idaho International Student Success Programs (the “UI-ISSP”), or its successor in the event of a name change to be agreed between the parties from time to time.

WHEREAS, Navitas shall provide educational services to the University for the purpose of managing the UI-ISSP and Navitas be regarded as administering the UI-ISSP in association with the University due to the nature and extent of the collaborative arrangements between the Parties.

WHEREAS, the UI-ISSP will include specifically: (a) an Undergraduate International Student Success Program (“USP”), being a program of coursework primarily for international students consisting of a combination of non-credit and generally 30 credit hours of academic (credit-bearing) courses. Students who have Successfully Completed the USP shall be able to continue their study in the corresponding undergraduate programs offered by the University; and (b) a Graduate Success Program (“GSP”), being a program consisting of a combination of developmental (non-credit) and generally 9 to 12 credit hours of academic (credit bearing) courses. Students who have Successfully Completed the GSP may continue their study in the appropriate Master’s Degree program at the University, in each case provided such students meet the University’s requirements for continued enrollment and such additional specified admissions criteria, if any, as outlined in Exhibit G and Exhibit H, respectively.

WHEREAS, Navitas Holdings owns 100% of the membership interest in Navitas and has agreed to provide the University (or any nominee that it controls) with a right to acquire that membership interest in Navitas in certain circumstances.

WHEREAS the agreement of the Parties shall be effected in accordance with the terms and conditions specified in this Agreement.

**ARTICLE I  
AGREEMENT TERM**

1.1 Initial Term. This Agreement shall commence on the Effective Date and, subject to Section 1.2 and the provisions of this Agreement in relation to Termination set out in Article XI, shall expire at the end of the 5 year period ending on the 5<sup>th</sup> anniversary of the Effective Date (“Initial Term”).

1.2 Extension.

(a) Initial Term: Without limiting the provisions of this Agreement in relation to termination, the Agreement Term shall be automatically extended for an additional 5 year period at the end of the Initial Term provided that: (a) either the JSMB or the Independent Expert appointed under Section 1.3 has determined that the Extension Threshold has been met; and (b) the University has not given Navitas Holdings an Acquisition Notice in accordance with paragraph 3.1 of Exhibit K at least 6 months prior to the end of the Initial Term.

(b) Subsequent Terms: Following the first two 5 year terms, the Agreement Term shall be automatically extended for an additional 5 year period, unless either party gives written notice of intent for the Agreement to expire at least ninety (90) days in advance of the end of the then current term. There is no limit to the number of times the Agreement Term may be extended under this Section 1.2(b). In the event of expiration of the Agreement under this Section, the Parties’ obligations and duties under the Agreement shall cease, provided however that the provisions of Section 11.3 Teach-out Requirement, shall apply. For subsequent terms, the University retains a Buy-out Right and may exercise its Buy-out Right option by giving Navitas Holdings an Acquisition Notice in accordance with paragraph 3.1 of Exhibit K at any time between 6 and 12 months prior to the end of the then current Agreement Term.

1.3 Extension Threshold. The Parties shall insure that the JSMB, between twelve (12) and eleven (11) months prior to the expiration of the then-current Agreement Term, meets and issues an opinion to the Parties as to whether the Extension Threshold has been met. If the JSMB does not issue such an opinion by the time required by this Section 1.3, or a Party notifies the other Parties that it disputes that determination, the Parties must appoint an Independent Expert to determine and report to the Parties whether the Extension Threshold has been met no later than ten (10) months prior to the expiration of the then-current Agreement Term. The Parties shall cooperate and provide the Independent Expert with any information it reasonably requests. The determination of the Independent Expert delivered pursuant to this Section 1.3 shall be final and binding on the parties. Navitas and the University shall each pay one half of the costs and expenses of the Independent Expert.

1.4 Consultation. If the JSMB or the Independent Expert has determined that the Extension Threshold has not been met, the Parties shall, no later than 6 months prior to the expiration of the then-current Agreement Term, consult in good faith in relation to whether they nevertheless wish to extend the Agreement Term as they mutually agree in writing.

**ARTICLE II  
ASSOCIATION**

2.1 Association. The University and Navitas agree that, due to the nature and extent of the collaborative arrangements between them, the UI-ISSP shall be recognized as being operated

in association with the University for the Agreement Term. However, this shall not constitute a legal partnership or agency relationship between the Parties and shall not result in any Party incurring any liabilities or obligations on the part of the other Parties save as expressly set out in this Agreement.

**ARTICLE III  
OBLIGATIONS OF Navitas**

3.1 Conduct of UI-ISSP and fees payable to the University. In full consideration of the University providing the assistance, services, facilities and access to Navitas as provided for in this Agreement, Navitas shall: (a) conduct the UI-ISSP in accordance with the terms and conditions of this Agreement; and (b) collect and remit Program Tuition received from Students for the Courses in the UI-ISSP in accordance with Exhibit F.

3.2 Executive Director and administrative staff.

(a) Navitas, after consultation with University regarding finalists for the position, shall appoint an experienced Executive Director to lead the day-to-day operational management of the UI-ISSP. The Executive Director, together with support from Navitas and the JSMB, shall be responsible for building a team based at the Campus to run the day-to-day operations of the UI-ISSP.

(b) Navitas shall be entirely responsible for, and shall comply with Section 13.4 (Equal opportunity and non-discrimination) in relation to, the engagement, management and termination of all Navitas' employees.

3.3 Instructional staff. Navitas shall:

(a) engage a sufficient number of instructional staff to conduct the Ancillary Courses at Navitas' cost and ensure that all such staff shall meet the minimum requirements for appointment in a similar capacity at the University (where such a similar capacity exists);

(b) ensure that instructional staff for Courses eligible for Degree Credit are: (i) members of the University faculty, either full-time or part-time, or adjunct-faculty or qualified teaching or graduate assistants, whose costs are either borne by the University and reimbursed by Navitas in accordance with sub-paragraph (c) below or paid directly by Navitas; or (ii) other suitably qualified persons engaged by Navitas directly with the prior written approval of the University and whose costs are paid directly by Navitas, and in each case are credentialed to teach the Course in accordance with the criteria established by the University; and

(c) pay such staff directly at rates agreed between Navitas and the staff, or where the instructional staff costs for Courses eligible for Degree Credit are borne by the University for University employees, reimburse the University for that cost of instruction at the [employee's full rate of compensation from the University, inclusive of salary and monetary benefits, pro-rated where necessary to the percentage of time the employee spends on the Degree Credit Course(s) compared to their other University responsibilities. Upon request by Navitas, University will provide salary range information within a given department for positions from adjunct to full professor.

All appointments of instructional staff for Degree Credit Courses will be subject to the approval of the University. All instructional staff retained and paid directly by Navitas are

employees or contractors of Navitas, and subject to the direction and control of Navitas. All University employees who serve as instructional staff for Degree Credit Courses remain subject to the direction and control of the University. Each party shall provide a mechanism for the other party to provide feedback and input on the performance of its employees who are engaged in the UI-ISSP.

3.4 Strategic Navitas Group staff. Navitas shall ensure that Navitas Group's staff members it indicated in the RFP Response were to be assigned to assist with the UI-ISSP, or other appropriate qualified and experienced Navitas Group staff members, are available to provide strategic advice and assistance to Navitas on a non-exclusive basis to assist Navitas in its performance of this Agreement.

3.5 Courses. Navitas shall: (a) cooperate with the University with the selection and approval of Courses eligible for Degree Credit for the UI-ISSP, as further detailed in Exhibit B; and (b) provide the course content, curricula and syllabi for, and maintain and review, the Ancillary Courses.

3.6 Duration of programs. Navitas shall ensure that the program of study: (a) for the USP shall consist of a minimum of two Semesters of full-time study of Courses eligible for Degree Credit, but may be as long as five Semesters where Students need to do additional Ancillary Courses; and (b) for the GSP shall consist of a minimum of two Semesters of full-time study but may be as long as four Semesters where Students need to do additional Ancillary Courses.

3.7 Admission Criteria. Navitas shall ensure that entry criteria for the UI-ISSP shall be in accordance with the Admission Criteria requirements specified in Exhibit C, and that Students meet the applicable Admission Criteria at the time of their admission to the UI-ISSP. Navitas shall collect and maintain throughout a Student's Enrollment in the UI-ISSP documentation evidencing that Students' English proficiency and GPA (or equivalent) meets the Admission Criteria at the time of their admission and provide that documentation to the University. In accordance with 8 C.F.R. § 214.3(k)(3), the University reserves all rights and oversight over the final determination of decisions concerning whether a Student meets all Admission Criteria and may audit Navitas' assessment of whether the Admission Criteria has been satisfied in respect of any or all Students.

3.8 Referrals to ALCP. Navitas shall direct applicants who do not meet the English language requirements for the UI-ISSP and require full time English language classes to enroll in the ALCP as part of a combined or joint offer with the UI-ISSP. The University shall ensure that ALCP staff will act expeditiously to approve joint (ALCP and UI-ISSP) offer letters and letters of admission for such English courses (as part of a combined or joint offer with Navitas' offers and Letters of Admission to the relevant UI-ISSP) and enroll students in, such English courses. Students jointly admitted hereunder must satisfactorily pass the ALCP classes according to the University's then existing standards to proceed to full admission to the University. All ALCP courses shall remain in the University unless and until the Parties review and develop a different structure, memorialized as an amendment to this Agreement.

3.9 Contact hours. Navitas shall ensure that each Course eligible for Degree Credit prescribed as part of the UI-ISSP shall have the appropriate amount of student engagement, including the minimum required in-class contact hours per week for the equivalent University direct-entry course plus at least one additional in-class contact hour per week.

3.10 Prerequisites and prior learning. Navitas shall ensure that no Student shall be permitted to study a Course for which they have not met the prerequisites for that Course.

3.11 Students. All Students shall be students of the University upon their admission to the UI-ISSP. Navitas shall inform Students that they are students of the University and that, accordingly: (a) any access to and use of the University services and facilities shall be the same as for any other student of the University and shall be in accordance with the University Policies and Regulations; (b) any breaches of the University Policies and Regulations relating to academic matters, and any grade appeals from courses eligible for Degree Credit, shall be dealt with the relevant Student in accordance with University Policies and Regulations and in coordination with Navitas; and (c) any breaches of the University Policies and Regulations relating to non-academic matters shall be addressed by the University, at the University's absolute discretion. For the avoidance of doubt, the University shall apply all the University Policies and Regulations to Students on the same basis as for its students who are enrolled in mainstream degree programs.

3.12 Student appeals Ancillary Courses. Navitas shall provide a fair grade appeal process to Students enrolled in the Ancillary Courses that mirrors and is consistent with the appeal process applicable to students enrolled in the University's equivalent mainstream degree program.

3.13 Administration and Student payments. Subject to the provisions of this Agreement, Navitas is entirely responsible for the day-to-day management and the administration of the UI-ISSP including but not limited to: (a) the collection and maintenance of Students' records (which shall in no way substitute for any requirement for the University to maintain any such records); (b) the coordination of lectures, tutorials, laboratory classes and the like in consultation with the relevant departments of the University; (c) the collection, on behalf of the University, of Program Tuition, which Navitas shall remit in full to the University, and from which the University shall pay Navitas as provided in Exhibit F; (d) the collection, on behalf of the University, of Mandatory Fees; and (e) the provision of any required administrative equipment not included with the Premises.

3.14 Application processing. Navitas shall administer the processing of applications for admission and enrollment to the UI-ISSP, and ALCP when combined or jointly offered with an UI-ISSP, including: (a) answering applicant enquiries; (b) assisting applicants to complete and compile the Required Admission and Visa Documentation; (c) collecting and reviewing all Required Admission and Visa Documentation; (d) assessing student eligibility against the Admission Criteria; (e) administering and processing the preparation, issuance and delivery of Letters of Admission, confirmation of enrollment letters and rejection letters in accordance with Section 6.12, in all cases on behalf of the University, which retains final authority for admissions; (f) administering the invoicing of Program Tuition, Mandatory Fees and other fees generally charged to all Students in similar status at the University; (g) creating student database records within its database, which, to the extent possible are compatible with and transferable to the University's database; (h) notifying applicants of selection decisions; (i) delivering to Students, on the University's behalf, Forms I-20, housing information health forms and University brochures and information; and (j) providing details of all enrollments in the UI-ISSP, and the ALCP where applicable, to the University. The University shall make final admission decisions for all students, regardless of program.

3.15 Additional student support. Navitas shall provide student advice and counselling specific to the needs of international students enrolled in the UI-ISSP including to provide a dedicated student services team to assist Students with their day-to-day life including: (a) referring Students to airport pick-up and transfer providers; (b) providing integrated learning skills assistance and seminars; (c) providing and coordinating peer advising/mentoring programs, orientation programs, various social, recreational and sporting activities; (d) providing introductions to various colleges, departments and academic units via in-UI-ISSP presentations and seminars in



collaboration with the University; and (e) providing regular monitoring of Student attendance, progress and the timely submission of assignments.

3.16 Advertising. Navitas shall prepare advertising and promotional material for the UI-ISSP, provided that if any such material refers to the University or uses any marks or names of the University (including, but not limited to, use of the logo of the University), Navitas shall submit a request in writing to the University's Director of Trademarks and Licensing, or designee, for approval prior to the initial use of those references, marks names and logo(s) in publications, which approval shall not be unreasonably withheld or unduly delayed. Unless such approval is withdrawn by the University, it will apply to all future use of any marks or names of the University (including, but not limited to, use of the logo of the University) in the same and substantially similar manner, unless the University withdraws that approval. Navitas may only use the marks and logos of the University in the manner approved.

3.17 Marketing and Recruitment. Navitas shall:

(a) provide student recruitment and marketing services through the Navitas Group's global international student recruitment network, consisting of the Navitas Group's source country offices and network of professional recruiters and education counsellors to recruit students that meet the Admission Criteria for the UI-ISSP;

(b) collaborate with the University to develop a comprehensive marketing strategy, which Navitas shall deliver, once developed and agreed. The comprehensive marketing strategy will include, but not be limited to: (i) direct marketing to prospective Students through partnerships, school events, seminars, workshops and webinars; (ii) participation in various fairs and recruitment events; (iii) various e-marketing platforms including social media; and (iv) a website for the Program which is fed traffic from the Navitas Group website; and

(c) manage its professional recruiters and educational counsellors including administering standardized agreements with them, establishing and managing reward payments and reviewing recruiter and counsellor conduct and practices to ensure legal and ethical standards are adhered to.

3.18 Advice on action. Navitas shall: (a) promptly advise the University should any action be threatened, taken or brought to the attention of Navitas that action is proposed to be taken or any event occurs that could reasonably give rise to any action under state or federal laws in relation to the UI-ISSP regardless of the reason for any such action and including (but not limited to) financial matters or audits; and (b) provide to the University as and when reasonably required to do so (and in any event on a confidential basis) all documentation as may be requested by the University from time to time which has been prepared for the purposes referred to in sub-paragraph (a). In addition to the notice requirements in Section 13.1, notice and advice hereunder also shall be made in writing to the University's General Counsel: Office of General Counsel, University of Idaho, 875 Perimeter Drive, MS 3158, Moscow, ID 83844-3158, Phone: 208-885-6125; Fax: 208-885-8931; counsel@uidaho.edu.

3.19 Alterations. Navitas shall not make any alterations or improvements to buildings or property of the University on the Campus without the prior written approval of the University in accordance with University policies, which decision shall not be unreasonably withheld or unduly delayed. Any such Navitas request will be made in time to allow for sufficient campus planning, architectural, engineering, code, and contract review and approval by the University, and its Board

of Regents, as required, prior to the planned start of any alterations or improvements. Navitas agrees to follow all University and federal procedures, rules, requirements, and codes regarding the alteration or improvement of any University building or property.

3.20 Monitoring. Navitas shall permit representatives of the University to attend any Course at any time for the purpose of monitoring content and quality of instruction.

3.21 Responsibility for conduct. Navitas and Navitas Holding are responsible for the conduct of all of their employees, agents, invitees (exclusive of University employees and students), and contractors who enter upon the Campus for the purposes of the provisions contained in this Agreement, and shall ensure that such persons are made aware of all applicable University Policies and Regulations. Notwithstanding the foregoing, the University (and not Navitas) is responsible for the conduct of all members of the University faculty, whether full-time or part-time, adjunct-faculty or qualified teaching or graduate assistants, who, while employees of the University, serve as instructional staff for the Courses Eligible for Degree Credit as contemplated by Section 3.3. Upon the request of the University, Navitas shall provide the University with a complete list of all University employees who perform services for or otherwise materially contribute to the UI-ISSP.

3.22 Health insurance. Navitas shall inform Students that they are required to obtain health insurance coverage equal to or greater than the University's student health insurance plan or enroll in the University's student health insurance plan prior to attending their first Course.

3.23 Immunization. Navitas shall insure that Students have provided satisfactory written proof that they have received all immunizations as required by the University Policies and Regulations prior to attending their first Course.

3.24 Accurate books and records. Navitas shall maintain such accurate books and records as are reasonably required to substantiate claims for or calculation of payments under this Agreement ("Relevant Books and Records") and provide the University with the right to inspect and audit the Relevant Books and Records upon reasonable request and permit representatives of the University to audit and examine the Relevant Books and Records at such reasonable times and places as may be designated. Navitas shall maintain the Relevant Books and Records for at least five years after the end of the academic year to which they relate.

## **ARTICLE IV INSURANCE**

### **4.1 General Requirements.**

(a) Insurances required. Navitas and its subcontractor(s) of any tier are required to carry the types and limits of insurance shown in Section 4.2, and to provide the University with a Certificate of Insurance ("certificate"). All certificates shall be coordinated by Navitas and provided to the University within seven (7) days of the signing of the contract by Navitas. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. Navitas shall provide thirty (30) days' written notice to the University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail.

(b) Certified copies of policies. Additionally and at its option, the University may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

(c) Insurance rating. All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of A or better and be licensed and admitted in Idaho, although in respect of any insurance required under Sections 4.2(a) and 4.2(e), it shall satisfy this requirement for Navitas to maintain that insurance with an insurance carrier licensed to do business in Idaho in respect of at least the initial \$3,000,000 of coverage (in respect of commercial general liability insurance) or \$1,000,000 (in respect of professional liability) with the balance of the required coverage placed with Chubb Insurance Company of Australia Limited or any other insurance company with Best rating of A or better. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage the University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at the University's option.

(d) Additional Insured for Workers Compensation. All policies except Workers Compensation and Professional Liability shall name the University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, P.O. Box 443162, Moscow, ID 83844-3162.

(e) No waiver. Failure of the University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of the University to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Navitas and its subcontractor(s) of any tier to maintain such insurance.

(f) No Representation of Coverage Adequacy. By requiring insurance herein, the University does not represent that coverage and limits will necessarily be adequate to protect Navitas and its subcontractor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of Navitas and its subcontractor(s) of any tier under the indemnities granted to the University in this Agreement.

(g) Claims. Navitas is responsible for coordinating the reporting of claims and for the following: (a) notifying the University in writing as soon as practicable after notice of an injury or a claim is received; (b) cooperating completely with the University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

4.2 Required Insurance Coverage. Navitas and its subcontractor(s) of any tier shall at its own expense obtain and maintain:

(a) Commercial General and Umbrella / Excess Liability Insurance. Navitas and its subcontractor(s) of any tier shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than \$2,000,000 each occurrence and \$6,000,000 in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury, sexual molestation and advertising injury, and liability assumed under a contract including the tort liability of another assumed in a business contract. If insured is responsible for subcontractors, ISO form CG 20380413 shall be used. Waiver of subrogation language shall be included. If necessary to provide

the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

(b) Commercial Auto Insurance. To the extent that Navitas owns, leases, hires or uses any automobile in connection with the Agreement or services provided under it, Navitas and its subcontractor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$5,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$20,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

(c) Business Personal Property. Navitas and its subcontractor(s) of any tier shall purchase insurance to cover Business Personal Property of Navitas and its subcontractor(s) of any tier. In no event shall the University be liable for any damage to or loss of personal property sustained by Navitas, even if such loss is caused by the negligence of the University, its employees, officers or agents. Waiver of subrogation language shall be included.

(d) Workers' Compensation. Navitas and its subcontractor(s) of any tier shall maintain all coverage statutorily required of the Navitas and its subcontractor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Navitas and its subcontractor(s) of any tier shall maintain Employer's Liability with limits of not less than \$1,000,000.

(e) Professional Liability. If professional services are supplied to the University, Navitas and its subcontractor(s) of any tier, Navitas and its subcontractor(s) of any tier shall maintain Miscellaneous Professional Liability insurance (which notes the relevant services are "educational services") on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than two million dollars (\$2,000,000).

## **ARTICLE V INDEMNITIES**

5.1 Indemnity by Navitas. Navitas shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities to the extent caused by or arising from: (a) any breach or default in the performance of any obligation on Navitas' part to be performed under the terms of this Agreement; or (b) any act or failure to act of negligence or willful misconduct by Navitas or Navitas Holdings, or any of their agents, invitees (exclusive of University employees and students), subcontractors or employees, provided, however, that the obligation to indemnify, defend and hold harmless under this Section shall not apply to the portion of any claim, loss or damage arising to the extent that it is due to the negligent act or negligent failure to act or breach of the Agreement by the University, its officers, employees or agents. Navitas, upon notice from the University, shall defend the University at Navitas' expense by counsel reasonably satisfactory to the University. Navitas, as a material part of the consideration of the University, hereby waives all claims in respect of the Navitas' obligations under this clause against the University.

**ARTICLE VI  
OBLIGATIONS OF UNIVERSITY**

6.1 Designated staff. The University shall ensure that the following functions are covered throughout the Agreement Term, either by new or current employees, as determined by the University: (a) a designated project manager/liaison who shall be an appropriately qualified and senior employee of the University and shall act as a project manager to assist the University in fulfilling its obligations under this Agreement and as a liaison between the University and Navitas; and (b) an academic liaison, who shall be an appropriately qualified and senior academic member of the University's faculty and shall provide academic quality assurance including collaboration on the matters outlined in Section 6.2 and act as the University's nominated joint chair of the Academic Advisory Committee.

6.2 Participation in development and academic oversight of the UI-ISSP. The University shall collaborate with Navitas in the design, academic development and oversight process for Courses eligible for Degree Credit, including to: (a) provide oversight of course outlines, final examination papers, grading systems and end-of-semester grade distribution; (b) provide academic course content, curricula and syllabi (including textbook lists) at least one Semester in advance of the term for which they are required; and (c) ensure that assessments and learning outcomes are equivalent to the assessments and learning outcomes of the same or similar courses offered to students in the University's equivalent direct-entry degree programs.

6.3 Provision of Course coordinators. The University shall ensure that for each Course eligible for Degree Credit included in the USP or GSP there is a course coordinator provided by the University who shall be a full-time University faculty member and shall act as liaison to Navitas with regard to that Course. Navitas' staff and instructors may consult the relevant course coordinator on the matters set out in Exhibit E with regard to the relevant Course on a reasonable basis at the cost of the University.

6.4 Coordination with faculty. The University shall provide access to and coordination of the University faculty and/or adjuncts to teach Courses eligible for Degree Credit within the UI-ISSP (with the cost of instruction to be reimbursed by Navitas to the University in accordance with Section 3.3(c)). Subject to any instructors directly engaged by Navitas with the University's prior approval under Section 3.3(b), instructors of Courses eligible for Degree Credit shall be members of the University faculty, either full-time or part-time, adjunct-faculty or qualified teaching or graduate assistants and shall be credentialed to teach the Course in accordance with the criteria established by the University. The University will consider any request by Navitas to appoint non-faculty members to the University's adjunct-faculty for the purposes of qualifying them to conduct for-Degree Credit Courses, provided such appointment will be subject to the approval and credentialing of such persons by the University. If the University determines, in consultation with Navitas, that an instructional staff member is not suitable for teaching international students, then the University shall cooperate with Navitas to find an alternative instructional staff member to teach the relevant Courses.

6.5 Counselling. The University shall make available to Navitas an adviser(s) who shall be available to advise Students enrolled in the UI-ISSP, on the same basis as for regularly enrolled University students, on programs of study made available by the University and the applicability of Degree Credit. Provision of premises, facilities and equipment. To enable Navitas to fulfill its obligations under this Agreement, the University shall provide to Navitas a facility(ies) on the main Campus in accordance with Exhibit J. For the avoidance of doubt, the provision of the Premises shall be the sole responsibility of the University and Navitas shall not be charged rent for

any of the facilities provided by the University. Should for any reason all or any part of the Premises at any time cease to be available for delivery of the UI-ISSP during the Agreement Term, the University shall promptly provide or make available for use such alternative premises, of at least a size and standard materially equivalent to those that ceased to be available.

6.7 Admission Criteria. The University shall accept students into the ALCP, UI-ISSP and as Direct Entry Students in accordance with the relevant Admission Criteria specified in Exhibit C.

6.8 Referrals. The University shall provide full details of all students (together with supporting materials) who apply to the University for direct entry to the University's programs but do not meet the University's direct entry criteria, but who would meet the Admission Criteria for a Course offered under the UI-ISSP, to Navitas to facilitate Navitas issuing them a Letter of Admission to the relevant UI-ISSP in accordance with Section 6.12. To the extent required, the University shall disclose in its international student application forms for its direct entry programs that it may provide the applicant's information to Navitas for this purpose.

6.9 Provision of services. The University shall provide reasonable access for Students and Navitas' staff and instructors to the facilities of the University library and other University services as set forth in Exhibit D. Subject to Section 13.3, and to the extent allowed under applicable law and policies, the University shall allow Navitas' employees to access recreational and on-Campus services made available to the University's employees including the ability to attend athletic events, utilize the transportation systems, bookstores, access the University library, food services and receive the same discounts and/or rates that the University staff would be entitled.

6.10 Signage for Premises. The University shall allow Navitas to include appropriate signage, branding and decoration, consistent with the colors and themes used by the University, on the accommodation for the UI-ISSP at the Campus to identify Navitas' affiliation with the University subject to that signage, branding and decoration first being approved by the University, such approval not to be unreasonably withheld or delayed.

6.11 Collaboration with Advertising and Marketing. The University shall collaborate with, and provide all reasonably requested assistance to, Navitas and Navitas Holdings in relation to their advertising and marketing of the UI-ISSP under Sections 3.16 and 3.17, including to respond to requests for approval within reasonable timeframes. The University shall ensure that information about the UI-ISSP is displayed prominently on the University's website and any international marketing collateral the University produces, and will work collaboratively with Navitas' recruitment staff to ensure full utilization of scheduled recruitment activities by the parties for the promotion of the University and the UI-ISSP. Where advertising or publications of the University refer to Navitas or the UI-ISSP, approval shall be obtained from Navitas prior to publication or distribution, which approval shall not be unreasonably withheld or delayed. Unless such approval is withdrawn by Navitas, it will apply to all future use of that material in the same and similar manner unless Navitas withdraws that approval

6.12 Letters of Admission.

(a) The University authorizes Navitas throughout the Agreement Term to, on behalf of the University and under its oversight and approval, issue and provide to each prospective Student that meets the Admission Criteria to the UI-ISSP a letter of admission ("Letter of Admission") indicating: (i) such Student's admission to the University and the relevant UI-ISSP (and the ALCP where applicable); and (ii) that upon successful completion of the USP or GSP and subject to

meeting the progression requirements set out in Exhibit G or H (as the case may be) and the University's generally applicable requirements for continued enrollment, such Student will be eligible to continue as an undergraduate student at the University or in a Master's degree program.

(b) Subject to Navitas providing the University with all Required Admission and Visa Documentation supporting the issuance of a Letter of Admission, the University shall promptly take all and any required actions to ratify and confirm any Letter of Admission issued by Navitas on behalf of the University under sub-paragraph (a) above upon Navitas' request, and whenever required to satisfy applicable regulatory requirements.

6.13 Visas.

(a) The University acknowledges that Students will require a Form I-20 issued by the University to attend the UI-ISSP. Accordingly, the University shall ensure that it maintains certification with the Student and Exchange Visitor Program ("SEVP") and its Form I-17 "Petition for Approval of School for Attendance by Nonimmigrant Student" permits the University to issue Forms I-20 to prospective Students in the UI-ISSP throughout the Agreement Term. If and whenever required, the University will file with the SEVP such amendments to its Form I-17 as may be required from time to time to permit the University to comply with its obligations under this Section 6.13. The University shall promptly provide a copy of any such applications and amendments to Navitas. The Parties recognize that an updated I-17 is required for the UI-ISSP. The updated I-17 shall be a condition precedent to the Parties being required to perform any operational obligations and to the start of the program. In the event the updated I-17 is not obtained, this Agreement may be terminated by either party, and each party will be responsible for any costs it has incurred to that date for the UI-ISSP.

(b) The University shall upon presentation of the Required Admission and Visa Documentation, issue to prospective Students a Form I-20 and any other necessary student visa documentation required by the United States Federal government and its agencies, and update that Form I-20 as and when required, to enable such Students to obtain the necessary student visas to enter the United States for the purposes of enrolling in and completing the relevant UI-ISSP (and ALCP when applicable) and continuing as matriculated students at the University. The University shall also provide such reasonable assistance and written confirmations as any Student or Navitas may request in order to assist in confirming the status of any Student in support of such Student's visa entry and immigration requirements.

(c) The University will set the "Student Report Date" on the Form I-20 at a date no earlier than the first day of the relevant Semester that the Student will commence his or her first Course (or of the ALCP where applicable), although it is acknowledged that this may be extended to a date no later than the end of the add/drop period for that Semester in exceptional circumstances.

(d) Because the timely issuance by the University of Forms I-20 to prospective Students is critical to both parties for the success of the UI-ISSP, the University shall, upon receipt of a complete package of information, use its best efforts to issue the relevant Form I-20 and any other necessary student visa documentation referred to in sub-paragraph (a) above to each prospective Student in two (2) Business Days from the date that the Required Admission and Visa Documentation is received by the University, and in all cases within four (4) Business Days. The University shall maintain adequate levels of sufficiently trained staff (including arranging appropriate coverage when relevant staff are on leave) to meet the requirements and timeframes of



this Section 6.13, which shall apply year round, including during the University semester breaks. If the University can provide Forms I-20 earlier than the timeframes stipulated, it will do so.

(e) If, following receipt of documentation purporting to be the Required Admission and Visa Documentation for a prospective Student, the University believes that any document comprised in the Required Admission and Visa Documentation is missing or incomplete, the University shall use its best efforts to inform Navitas within two (2) Business Days and Navitas shall promptly request the missing or corrected document from the prospective Student.

(f) The University will issue Form I-20s to prospective Students to be enrolled in the USP and GSP, respectively (plus the expected length of duration of any Courses undertaken in the ALCP where applicable), for the length of program or as otherwise required by law. In the event that the University is unable to legally issue Form I-20s to prospective Students to be enrolled in the USP and GSP, respectively, then the University and Navitas will discuss and pursue other possible solutions in good faith or if the parties cannot agree an alternate solution, either Party may terminate this Agreement as provided in Section 11.1.

(g) Subject to any requirements under applicable laws and regulations, the University shall certify to external bodies (including the offices of the Department of Homeland Security) the status of Students enrolled in the UI-ISSP, and will provide third party confirmation in connection with student visa applications and identifying the University as the main location of study for Students as required on a case-by-case basis.

6.14 ALCP accreditation. The University has and shall use its reasonable endeavors to maintain accreditation for the ALCP as a SEVP certified program throughout the Agreement Term in accordance with the Accreditation of English Language Training Programs Act. The University shall keep Navitas informed of any circumstances materially affecting the status of that accreditation.

6.15 Administrative staffing. The University shall provide one dedicated Designated School Official (“DSO”) to be located within the Premises to issue Forms I-20 to prospective Students per 250 enrolled students at the UI-ISSP or part thereof. The University shall ensure that such DSOs attend regular team meetings during working hours with relevant Navitas recruitment staff. The provision, or the availability from time to time, of this dedicated staff member will not affect the University’s obligations under Sections 6.12 and 6.13. Navitas’ Executive Director will provide feedback regarding the performance of this dedicated staff member to the University for inclusion in their performance reviews conducted by the University.

6.16 Facilitation of on-Campus housing and food. The University shall: (a) facilitate the provision of on-Campus housing for Students enrolled in the UI-ISSP, the charges for which will be set on the same basis and terms and conditions (including in relation to fees and charges) as Direct Entry Students enrolled in the University’s equivalent degree programs; and (b) where reasonably practicable, ensure a minimum on-Campus housing allocation is made available for Students in the UI-ISSP each Semester as agreed with Navitas from time to time; and (c) endeavour to provide appropriate food for Students staying in on-Campus housing having regard to Students’ religious and dietary requirements at all times during UI-ISSP Semesters.

6.17 Academic Tracking. The University shall support the evaluation of Students both during and after their enrollment in the UI-ISSP by conducting “academic tracking studies” in accordance with the University Policies and Regulations, these studies being designed to show the academic performance by grade and course of the Students during their academic life on Campus

in comparison to other international students that entered a University program directly. The University shall conduct these academic tracking studies once per semester and provide the results to Navitas within 60 days after the end of each semester.

6.18 Progression of Students. Subject to the Student continuing to meet the University's generally applicable requirements for continued enrollment, the University shall permit Students who successfully complete an UI-ISSP to continue as matriculated University's Students with standing equivalent to the number of Degree Credits the Student has earned through the UI-ISSP on the basis outlined in Exhibits G and H (as the case may be).

6.19 Facilitation of transfer of Degree Credit. The University shall facilitate any application by Students to transfer Degree Credit earned through the UI-ISSP to other campuses of in the state of Idaho or other states in the United States of America on the same basis, and subject to the same conditions, as students who are enrolled in the University's mainstream degree programs. Navitas acknowledges that this does not guarantee a Student the ability to enter into any program at another campus and such Students would need to apply to that other campus on the same basis as any other student wishing to transfer.

6.20 Transcripts. The University shall issue academic transcripts to Students reflecting the Courses undertaken in the UI-ISSP upon request and in accordance, so far as practical, with its processes for issuing transcripts to students enrolled in its mainstream degree programs.

6.21 Applications for enrollment in direct entry University programs. The University authorizes Navitas (on a non-exclusive basis) to, and Navitas may, promote the University's direct entry degree programs and seek and facilitate applications from Direct Entry Students to the University for admission to those programs, in which case: (a) Navitas will provide the University with details of each prospective Direct Entry Student including a copy of the relevant prospective student's applications and all relevant supporting materials; and (b) the University may (but is not required to) admit and enroll that Direct Entry Student into a direct entry degree program. The Parties acknowledge that they each may have relationships with the same agents in foreign countries. If such an agent sends a student directly to the University for direct entry and not through Navitas, that student shall be considered a University direct entry student and University shall owe the agent commission or fee, but in no case shall the University also owe Navitas a commission or fee in respect of that student. If such an agent sends a student to the USP or GSP, that student shall be considered a UI-ISSP Student and Navitas shall owe the agent commission or fee in accordance with the applicable agent commission or fee rates for the USP or GSP.

## **ARTICLE VII PAYMENTS**

7.1 Amounts payable by the University. The University shall pay to Navitas the amounts specified in Exhibit F.

## **ARTICLE VIII MUTUAL COVENANTS OF UNIVERSITY AND NAVITAS**

8.1 Cooperation and collaboration. Without detracting from the Parties' obligations under this Agreement, the Parties acknowledge that each Party will benefit from the success of the UI-ISSP, and that it is critical that Navitas and the University each cooperate and collaborate in

good faith with each other in relation to the establishment and operation of the UI-ISSP in order to ensure that success.

8.2 Evaluation. Navitas and the University shall perform their respective obligations to ensure that Students are evaluated in the Courses eligible for Degree Credit in a manner and requiring a level of achievement that is consistent with that required by the University for its students in equivalent mainstream degree courses.

8.3 Orientation. Navitas and the University shall work together to develop and deliver an appropriate joint orientation program each Semester designed to meet the unique needs of the Students.

8.4 Non-disparagement. The Parties shall act reasonably and in good faith to avoid disparaging each other, and no Party through its actions or those of its employees or agents shall cause public embarrassment or adverse publicity to any other Party. However, nothing in this Section 8.4 shall preclude a Party from: (a) pursuing its rights and remedies under this Agreement or under any other agreement entered into by any of the Parties; or (b) engaging in genuine debate about the merits of collaborating with organizations such as Navitas for the provision of programs such as the UI-ISSP. This paragraph does not apply to instances where a party has engaged in an act(s) of moral turpitude.

8.5 Compliance with laws, policies and regulations. Each party shall, in the exercise of its rights and the performance of its obligations under this Agreement, comply at all times with all applicable state and federal laws and with all applicable University Policies and Regulations.

## **ARTICLE IX GOVERNANCE**

### **9.1 Joint Strategic Management Board ("JSMB").**

(a) The UI-ISSP is a key strategic initiative for the Parties and therefore, in the best interests of the Parties, requires a formalized approach to their management.

(b) The Joint Strategic Management Board ("JSMB") is an advisory board vested with the responsibility for strategic direction of the UI-ISSP. It is critical that the membership be such that a strategic intent underpins all of its deliberations and activities. The membership is drawn from the senior level of Navitas and the senior level of the University.

(c) The parties shall establish the JSMB which shall be comprised of: (i) the Provost or nominee; (ii) the Vice President for Finance, or nominee; (iii) the Executive Director of International Engagement and Programs; (iv) Navitas Group's President of University Programs North America (or his or her nominee); (v) Navitas Group's relevant Executive Vice President Operations and Academic Affairs; and (vi) Navitas' Executive Director.

(d) Each party may nominate one of its representative members to act as co-chair of the JSMB.

(e) The JSMB shall: (a) review the overall performance of the UI-ISSP for the prior period and identify any challenges restricting the UI-ISSP from achieving its goals and objectives, determine and implement solutions to impediments, develop solutions to improve

effectiveness and efficiency and identify opportunities for growth and expansion of the partnership and UI-ISSP; (b) review and decide on recommendations related to broad strategic matters from the AAC and OC established pursuant to Sections 9.2 and 9.3; (c) periodically review enrollment in the UI-ISSP, including development of, and agreement to, annual enrollment targets; (d) ensure the Parties are adhering to and delivering on the terms and conditions of this Agreement; (e) communicate the key outcomes and decisions of the JSMB to the relevant stakeholders of the Parties and ensure action is taken if and when necessary; (f) ensure academic standards are maintained in accordance with agreed benchmarks; (g) determine whether the Extension Threshold has been met for the purposes of Article I; (h) appoint an Independent Expert as and when required for the purposes of Exhibit K; (i) ensure the interaction between the Parties' management processes is effective, efficient and of benefit to the Business; (j) resolve any areas of conflict between the University and Navitas; (k) ensure compliance with relevant laws, regulations and policies; (l) implement effective risk management of all issues to minimize or eliminate risks, threats and potential barriers to success of the UI-ISSP.

(f) Regular meetings of the JSMB shall take place not less often than three times per year at or nearby the University. Special meetings of the JSMB may be requested by any of the co-chairs on an as-needed basis.

(g) As an advisory board, the JSMB has no independent authority over the Parties. The JSMB's recommendations shall be reviewed by each Party. Each Party is responsible for its actions taken in response to the JSMB's recommendations.

9.2 Academic Advisory Committee ("AAC").

(a) Navitas shall establish the AAC which shall comprise such number of members nominated by the University and Navitas including: (i) the [Assistant and Associate Deans or their designees of the relevant academic divisions or departments]; and (ii) other relevant academic staff nominated by the University, and such number of members nominated by Navitas including: (iii) Navitas' Executive Director; (iv) Navitas Group's relevant Executive Vice President Operations and Academic Affairs; and (v) other relevant academic staff of Navitas.

(b) The AAC shall be responsible for reviewing the UI-ISSP's progress towards its academic goals and objectives, and assisting by: (i) providing academic advice and counsel to Navitas and the University regarding the academic effectiveness of UI-ISSP; (ii) periodically reviewing the pedagogical design and structure of the UI-ISSP to identify any recommended changes or enhancements ; and (iii) periodically reviewing Student academic performance to identify any issues or areas for improvement in design, delivery and support of the UI-ISSP.

(c) The AAC shall decide on the manner in which reports are referred to the JSMB, and the frequency with which it meets. The AAC acts in an advisory manner and has no decision making or management authority over the Parties.

9.3 Operations Committee ("OC").

(a) Navitas shall establish the OC which shall be comprised of three (3) members nominated by the University, with its initial nominations being: (i) the Director of International Marketing and Recruitment (IPO), (ii) the Director of Undergraduate Admissions (or their nominee), and the Director of Graduate Admissions and (b) three (3) three members nominated by Navitas, with its initial nominations being: (i) Navitas Group's Vice President Marketing and

Recruitment North America (or his or her nominee); (ii) Navitas' Executive Director; and (iii) Navitas' Marketing Director.

(b) Each of Navitas and the University may nominate one of its representative members to act as joint chair of the OC.

(c) The OC shall provide direction on the implementation of strategy and tactics for the UI-ISSP in order to achieve enrollment goals and will: (i) seek to ensure that the preparations for Student intakes are carefully planned and executed; (ii) monitor admissions, focusing on the enrolment targets agreed by the JSMB and the diversity of Students (in terms of country of permanent residence); (iii) monitor the progression of Students who complete the UI-ISSP; (iv) review the suitability and appropriateness of the Admission Requirements and progression requirements of the UI-ISSP; (v) review the competitive positioning of the UI-ISSP vis-à-vis other market options for international students; (vi) review the effectiveness and efficiency of the admissions processes and coordination between Navitas and the University; (vii) review and identify opportunities for coordination of joint marketing and recruitment activities; and (viii) identify opportunities for improvement of marketing and recruitment strategy and tactics.

(d) The OC will decide on the manner in which reports are referred to the JSMB, and the frequency with which it meets. The OC acts in an advisory manner and has no decision making or management authority over the Parties.

## **ARTICLE X INTELLECTUAL PROPERTY RIGHTS**

10.1 University License. The University grants Navitas: (a) a non-exclusive, non-transferable, royalty-free license, for the Agreement Term, to use the University's names, logos and marks for the purposes contemplated by and expressly subject to the conditions set forth in this Agreement and the University's guidelines, as they may be amended from time to time by the University, including to refer and market the UI-ISSP as "the University of Idaho International Student Success Programs"; and (b) a non-exclusive, non-transferable, royalty-free license for the Agreement Term to use the University's Intellectual Property in the Courses eligible for Degree Credit, and to use University Intellectual Property produced or created under this Agreement in the performance of this Agreement, in accordance with and subject to the University ownership of such works as established by University Policies and Regulations, as they may be amended from time to time by the University.

10.2 University Intellectual Property. The ownership of Intellectual Property that authors have produced or created for or by the University or its employees in the performance of this Agreement shall vest in the University. Navitas Licence. Navitas grants the University: (a) non-exclusive, non-transferable, royalty-free license, for the Agreement Term, to use the Navitas' names, logos and marks for the purposes contemplated by and expressly subject to the conditions set forth in this Agreement; and (b) a non-exclusive, non-transferable, royalty-free license, for the Agreement Term, to use any of Navitas' Intellectual Property for the purposes contemplated by this Agreement.

10.4 Navitas Intellectual Property. Subject to Section 10.2, the ownership of Intellectual Property in any Course materials, work projects, manuals, reports other like documentation and original works of authorship produced or created for or by Navitas or its employees in the performance of its obligations under this Agreement shall vest in the relevant

member of the Navitas Group. University shall have the non-exclusive right to utilize all such Course materials, works projects, manuals, reports, and other like documentation produced in accordance with this Agreement for the purposes of this Agreement during the Agreement Term.

**ARTICLE XI  
TERMINATION**

11.1 Termination events. Without affecting any other provision of this Agreement, either Navitas or the University (the “Terminating Party”) may terminate this Agreement by prior written notice to the other Parties upon the happening of any one or more of the following events:

(a) Payment default. The other Party does not pay at or before the due time on the due date and in the manner specified any money required to be paid to the Terminating Party pursuant to this Agreement and such failure to pay remains un-remedied for 30 days after a notice from the Terminating Party requiring payment to be made is given to the other Parties.

(b) Other default. The other Party defaults in the performance of any provision of this Agreement where that default has a material adverse effect on the Terminating Party or the UI-ISSP and that other Party fails to correct the same within 60 days after having received notice from the Terminating Party specifying the nature of such default.

(c) Bankruptcy. Upon adjudication of one of the other Party as bankrupt or the appointment of or application for the appointment of a receiver of its property, or similar officer or like appointment is made in relation to the assets of that other Party.

(d) Performance unlawful. At any time it is unlawful for a Party to perform any of its material obligations under this Agreement and the Parties have consulted in good faith and not been able to agree to an alternate and lawful arrangement by which the objectives of this Agreement may be met within 60 days after having received notice from the Terminating Party specifying the nature of the relevant obligation(s) said to be unlawful.

(e) Failure to comply with laws. The other Party fails to duly and punctually comply with any state or federal law binding on it for the purposes of the rights and obligations specified in this Agreement where that failure has a material adverse effect on the Terminating Party or the UI-ISSP and the other Party fails to correct the same within 60 days after having received notice from the Terminating Party specifying the nature of such default, or if such default is of a nature that it cannot be completely cured within 60 days, the other Party does not commence a cure within such 30-day period and thereafter diligently pursue it to completion.

(f) Cessation of business. The other Party ceases or threatens to cease to carry on the business customarily carried on by it.

(g) Acts of moral turpitude. The other Party or any of its employees engages in one or more crimes (whether felony or misdemeanor) involving acts of moral turpitude that has or will have the effect of materially prejudicing the UI-ISSP’s or the Terminating Party’s brand and reputation and, to the extent that those effects can be mitigated, the other Party has not implemented all reasonable steps to mitigate those effects within a reasonable timeframe of becoming aware of the relevant crime.

(h) Navitas' right to terminate. In addition, Navitas may also terminate this Agreement by written notice to the University if the University reduces its minimum academic or English language direct entry admissions criteria below the levels that apply at the date of this Agreement, or in the circumstances contemplated by Section 6.13(f).

(i) Mutual consent. In addition, the Parties may also terminate this Agreement by mutual written consent.

11.2 Effect of termination. Subject to Section 11.3, Termination of this Agreement for any reason shall not extinguish, prejudice or affect any antecedent rights that may have accrued to a Party prior to the date of termination, or prevent the operation of any provisions that are stated to survive termination, or be deemed to release a Party from any liability for any breach by such Party of the terms of this Agreement prior to such termination.

11.3 Teach-out Requirement. The Parties agree that notwithstanding the termination or expiration of this Agreement, Navitas and the University will use all reasonable endeavors to ensure that any Students who have already been enrolled in the Courses at the date of termination or expiration of this Agreement shall be given a reasonable opportunity (not exceeding twelve (12) months) to complete their Courses ("Teach-out Requirement"). Without limiting what else might be required to meet the Teach-out Requirement, this may involve: (i) the provision by Navitas and the University of continued Premises access, academic support and student management or other systems on the terms of this Agreement for a period of up to 12 months from the date of expiry or termination to allow the orderly teach-out of such Students (in which case the financial terms of this Agreement shall continue to apply for that period); (ii) if the University alone rather than Navitas undertakes the Teach-out Requirements, a pro-rata adjustment to any amounts payable by the University under Exhibit F, or (iii) assistance with the transition of students to alternate education providers if that is consistent with the interests of the students and the maintenance of the reputation of the Parties. Notwithstanding the termination or expiry of this Agreement, the terms of this Agreement shall continue to apply to govern the relationship of the Parties and their obligations to Students until Navitas has ceased to deliver Courses at the Campus for the purposes of meeting the Teach-out Requirement under this Section 11.3.

## **ARTICLE XII**

### **EXCLUSIVITY**

12.1 Exclusivity. During the Agreement Term, and for one (1) year following the expiration of the Agreement Term or valid termination of this Agreement, the University shall not contract or agree with or otherwise authorize or allow any entity other than Navitas to manage, carry on, promote, conduct, deliver or otherwise be interested in or provided support to, a business or operation providing UI-ISSP or any similar pathway program substantially similar to them except as contemplated by this Agreement; provided, however, that this Section 12.1 shall terminate and be of no further force and effect in the event that the University (or any nominee that it controls) acquires all of Navitas Holdings' ownership interest in Navitas pursuant to the buy-out right in Exhibit K. The University acknowledges and agrees that Navitas has entered into this Agreement in reliance on the University's assurance and commitment as to exclusivity, and that Navitas would be irreparably harmed if the UI-ISSP were not the sole and exclusive foundation and pathway courses for International Students recognized and approved by the University during the Agreement Term. Nothing herein shall prevent the University from continuing to recruit and



enroll international students, including students for English language programs, in the event of termination or expiration of this Agreement.

12.2 Post-Termination Right to Enforce. The provisions of this Article XIII are intended to be for the benefit of, and will be enforceable by, Navitas, which will be entitled to enforce its rights hereunder even in the event of termination of this Agreement.

### **ARTICLE XIII MISCELLANEOUS**

13.1 Notices. In addition to any notice required by a specific Section herein, any notice, payment, demand, or communication required or permitted to be given by any provision of this Agreement shall be in writing and shall be delivered personally to the Person or to an officer of the Person to whom the same is directed, or sent by registered or certified mail, nationally or internationally recognized courier service or facsimile, addressed to the address or facsimile number as set forth on the execution pages to this Agreement, or to such other address as may be specified from time to time by notice to the other Parties. Any such notice shall be deemed to be delivered, given, and received for all purposes as of the date and time of actual receipt.

13.2 Relationship. Nothing in this Agreement constitutes the relationship of a legal partnership, employer and employee or principal and agent and no such relationship may be construed or implied from the terms and conditions of this Agreement. Except as otherwise permitted by this Agreement, Navitas shall not hold itself out as having any relationship with the University other than as an associated educational provider as provided in this Agreement and any holding out by Navitas in that regard shall cease immediately upon the expiration or earlier termination of this Agreement. This Agreement shall not be construed to contain any authority, express or implied, enabling any Party to make decisions, direct employees, or incur any expense on behalf of another Party, unless otherwise expressly authorized under this Agreement.

13.3 Employees. No employee of Navitas is an employee of the University or entitled to receive from the University any benefits beyond those that the University may choose to allow. Except as specified in Section 6.9, Navitas agrees that its employees are not entitled to the rights and benefits afforded to the University's employees, including, but not limited to, participation in any of the University's group insurance, retirement or pension plans, vacation pay, overtime pay, termination pay or severance pay. The University will not pay for or maintain any employee benefits including, but not limited to, workers compensation, retirement, pension or employment insurance and other similar insurance plan, package or benefit to or for any person employed by Navitas pursuant to this Agreement or otherwise. Navitas is solely responsible for making all such contributions, premium payments and income tax remittances in accordance with any applicable state or federal statutory requirements. For the avoidance of doubt, the University faculty who are employees of the University and are engaged to teach Courses eligible for Degree Credit are not employees of Navitas, and subject to Navitas' obligation to reimburse the University under Section 3.3(c), the University remains responsible to pay for and maintain any employee benefits including, but not limited to, workers compensation, retirement, pension or employment insurance and other similar insurance plan, package or benefit to or for its employees who are members of the University faculty. Persons directly engaged by Navitas to teach courses in the USP or GSP, whether on a contract or employment basis are an employee or contractor of Navitas, even in cases where they are granted status as an adjunct or other guest faculty member under University policies.

13.4 Equal Opportunity and non-discrimination. Navitas represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, colour, religion, national origin, disability, ancestry, sexual orientation or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this Section 13.4 may be regarded as a material breach of this Agreement.

13.5 Responsibility for Taxes. Each Party is solely responsible for Taxes imposed on it under any applicable United States Federal or State Laws and/or the laws of any other jurisdiction. Navitas warrants that it is in compliance with all tax filing and similar requirements imposed on independent contractors, and acknowledges that it is solely responsible for paying income taxes, FICA taxes, and other taxes and assessments which arise from receipt of payments by it from the University under this Agreement.

13.6 Confidentiality. Each Party ("Recipient Party") covenants and agrees that: (a) it will not disclose or make use of any Confidential Information of any other Party ("Disclosing Party") other than as necessary in connection with the performance of its obligations under this Agreement; and (b) it shall not, directly or indirectly, transmit or disclose any Confidential Information of a Disclosing Party to any person (other than the Receiving Party's advisers or relevant State bodies) and shall not make use of any such Confidential Information, directly or indirectly, for, as applicable, it or others, without the prior written consent of the Disclosing Party, except for a disclosure that is required by any law, order, legal process or rules of a securities exchange, in which case it shall to the extent practicable provide the Disclosing Party prior written notice of such requirement as promptly as practicable so that the Disclosing Party may contest such disclosure. To the extent that such information is a "trade secret" as that term is defined under a state or federal law, this subparagraph is not intended to, and does not, limit the Disclosing Party's rights or remedies thereunder and the time period for prohibition on disclosure or use of such information is until such information becomes generally known to the public through the act of one who has the right to disclose such information without violating a legal right of the Disclosing Party.

13.7 FERPA. All Student contact information obtained by Navitas shall be considered confidential information and shall be used only for the purposes stated in this Agreement. The student contact information and the data collected by Navitas may be protected by the Federal Educational Rights and Privacy Act ("FERPA") and are being disclosed to Navitas as a contractor to whom the University has outsourced institutional services or functions, pursuant to the authority of 34 CFR 99.31(a)(1)(i). Navitas shall maintain the confidentiality of the student contact information and agree not to share or disclose these data with any third party outside of Navitas Holdings, unless required to do so by law. In such event that Navitas is required by law to disclose the data, Navitas shall provide the University as much advance notice as is reasonable and practical so that the University may seek a protective order. For the Agreement Term, and if Navitas shall thereafter retain any data in any format, it shall take all reasonable steps to ensure that the information and data are secure and access to the student data is limited to those employees who have a legitimate business need to access the information.

13.8 Gramm-Leach-Bliley Act. Pursuant to the Gramm-Leach-Bliley Act (P.L. 106-102) ("GLB Act") and the Federal Trade Commission's Safeguards Rule (16 CFR Part 314), Navitas shall implement and maintain a written Information Security Program in order to protect any non-public personal information of Students and students of the University or the ALCP that Navitas receives, maintains, processes or is otherwise permitted access to through the services that Navitas has agreed to provide the University under this Agreement. The safeguards that Navitas

implements under the Information Security Program must comply with the elements set forth and must achieve the objectives enunciated in the GLB Act, namely to: (a) insure the security and confidentiality of student and/or campus customer records and information; (b) protect against any anticipated threats or hazards to the security or integrity of such records; and (c) protect against unauthorized access to or use of such records or information which could result in substantial harm or inconvenience to any Student. If Navitas sub-contracts with a third party for any of the services that it is required to undertake in furtherance of this Agreement, Navitas shall ensure that such third parties implement practices, which protect non-public personal information of students and or Campus customers with which they receive, maintain, process or otherwise are permitted access.

13.9 Force majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the Party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such Party for a period equal to any such prevention, delay or stoppage. Dates or times of performance shall be extended to the extent of delays excused by this section, provided that the Party whose performance is affected notifies the other promptly of the existence and nature of such delay.

13.10 Further acts. Each Party shall promptly do and perform all further acts and execute or deliver all further documents required by law or reasonably requested by any other Party to establish, maintain and protect the respective rights and remedies of the other Parties and to carry out and give effect to the intent and purpose of this Agreement.

13.11 Expenses. Each Party shall bear its own costs in relation to the preparation and execution, and except as expressly provided otherwise, the performance, of this Agreement.

13.12 Representations and reliance. Each Party acknowledges and represents to each other Party that: (a) it has full legal power and capacity, and has obtained, or will obtain prior to initiation of the Program, all approvals that are necessary or desirable to authorize it, to enter into and perform its obligations under this Agreement and to carry out the transactions contemplated by this Agreement; (b) its obligations under this Agreement are valid and binding and enforceable against it in accordance with their terms; (c) it has relied on its own inquiries and due diligence and the nature and extent of the relationship contemplated by this Agreement; (d) in relation to the University, it has obtained all funding approvals required to make payments under this contract in order to be bound by and perform this Agreement; and (e) it has not entered into this Agreement in reliance on or as a result of any representation, promise, statement, conduct or inducement other than what is contained in this Agreement. In addition, Navitas represents and warrants to the University that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and its services required under this Agreement, and has or will obtain all licenses and permits required by law.

13.13 Construction. No provision of this Agreement is to be interpreted as a penalty upon, or a forfeiture by, any party to this Agreement. The parties acknowledge that each party to this Agreement, together with such party's legal counsel, has shared equally in the drafting and construction of this Agreement and, accordingly, no court construing this Agreement shall construe it more strictly against one party hereto than the other.

13.14 Headings; Interpretation. The table of contents and section and other headings contained in this Agreement are for reference purposes only and are not intended to describe,

interpret, define, or limit the scope, extent, or intent of this Agreement or any provision hereof. All references to days or months shall be deemed references to calendar days or months unless otherwise stated. All references to "\$" shall be deemed references to United States dollars. Unless the context otherwise requires, any reference to a "Section", "Schedule" or "Exhibit" shall be deemed to refer to a section of this Agreement or Schedule or Exhibit to this Agreement, as applicable. The words "hereof," "herein" and "hereunder" and words of similar import referring to this Agreement refer to this Agreement as a whole and not to any particular provision of this Agreement. Whenever the words "include", "includes" or "including" are used in this Agreement, they will be deemed to be followed by the words "without limitation." Any agreement, instrument or statute defined or referred to herein, means such agreement, instrument or statute as from time to time amended, modified or supplemented, including (in the case of agreements or instruments) by waiver or consent and (in the case of statutes) by succession of comparable successor statutes and references to all attachments thereto and instruments incorporated therein. References to a Person are also to its permitted successors and assigns.

13.15 Inconsistency of documents. If there is conflict between the provisions of the Contract Documents then, unless otherwise expressly agreed in writing by the Parties, they rank in order of precedence as follows: (a) first, the provisions of this Agreement; [(b) second, the RFP Response; and (d) third, Request for Proposal.

13.16 Severability. Every provision of this Agreement is intended to be severable. If any term or provision hereof is illegal or invalid for any reason whatsoever, then (a) such illegality or invalidity shall not affect the validity or legality of the remainder of this Agreement and (b) the parties agree to negotiate in good faith to draft a new legal and enforceable provision that to the maximum extent possible under applicable law comports with the original intent of the parties and maintains the economic and other terms to which the parties originally agreed.

13.17 Variation of Pronouns. All pronouns and any variations thereof shall be deemed to refer to masculine, feminine, or neuter, singular or plural, as the identity of the Person or Persons may require.

13.18 Governing Law. The laws of the State of Idaho shall govern the validity of this Agreement, the construction and interpretation of its terms. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Navitas agrees to submit to the jurisdiction of the courts.

13.19 Dispute Resolution.

(a) The Parties desire to seek to resolve disputes arising out of this Agreement without litigation. Accordingly, except in the case of temporary or preliminary injunctive relief for which any Party may proceed in court without following the process outlined in this Section 13.19 for the limited purpose of avoiding immediate and irreparable harm, the Parties agree to use the dispute resolution procedures set forth in this Section 13.19 as their means of resolving any controversy or claim arising out of or relating to this Agreement.

(b) A Party claiming that a dispute arising out of or relating to this Agreement has arisen shall first give each party to the dispute a notice setting out details of the dispute ("Dispute Notice"). Each party to the dispute ("Disputant") shall use its best efforts to resolve the dispute within 20 days after the Dispute Notice is given (or any longer period agreed by the Disputants) ("Initial Period"). If the Disputants cannot resolve the dispute within the Initial Period, the dispute must be referred to each Disputant's President or Chief Executive Officer (or

equivalent) or his or her nominee who must use their best efforts to resolve the dispute within fourteen (14) days after the Dispute is referred to them.

(c) Except as provided below, any dispute arising out of or relating to this Agreement that has not been resolved to the satisfaction of each of the Parties under the processes in this Section 13.19 within 40 days after a Dispute Notice relating to that dispute is given shall proceed to mediation, with a mutually agreed upon Independent Expert mediator, for whom the Parties shall share the cost. The mediation shall take place in Idaho.

(d) Each Party covenants and agrees that it will participate in any dispute resolution process and mediation in good faith. This Section 13.19(d) applies equally to requests for temporary, preliminary or permanent injunctive relief, except that in the case of temporary or preliminary injunctive relief any party may proceed in court without prior mediation for the limited purpose of avoiding immediate and irreparable harm. In the event mediation fails, the Parties may pursue their claims in court in accordance with Section 13.18.

13.20 Waiver. No waiver by any Party is binding on the Parties unless it is in writing. No waiver of one breach of any term or conditions of this Agreement will operate as a waiver of another breach of the same or any other term or condition of this Agreement.

13.21 Assignments. No Party may assign any of its rights or obligations under this Agreement without the prior written consent of the other Parties. Notwithstanding the foregoing, Navitas may perform its obligations under this Agreement utilizing services of other members of the Navitas Group, but this shall not relieve Navitas from, and Navitas remains wholly responsible for, its duties, obligations under this Agreement.

13.22 Amendments. This Agreement may not be modified, amended or otherwise varied except by a document in writing signed by or on behalf of each of the Parties. During the course of this Agreement there may be matters or events, such as changes in state or federal regulations (including in relation to Student and Exchange Visitor Program of Immigration and Customs Enforcement guidance) that may affect the relationships between the Parties or require the Parties to amend their respective obligations under this Agreement. In the event of such circumstances arising the Parties agree to convene to discuss the matter(s) promptly and seek agreement with regard to a course of action, including but not limited to an amendment to this Agreement.

13.23 Forward-looking statements in RFP Response. The University acknowledges and agrees that, consistent with the RFP Response: (a) neither Navitas nor Navitas Holdings, nor any of its affiliates, officers or employees, has made or makes any representation or warranty that the financial modelling, projections, forecasts and other forward-looking statements included in the RFP Response will eventuate or be achieved; and (b) it is not entering into this Agreement in reliance on, and it may not rely on, and it may not bring any claim against the persons mentioned in sub-section (a) above in relation to, any financial modelling, projections, forecasts and other forward-looking statements included in the RFP Response.

13.24 Counterpart Execution; Facsimile Execution. This Agreement may be executed in any number of counterparts with the same effect as if all of the Parties had signed the same document. Such executions may be transmitted to Navitas and/or the other Parties by facsimile or other electronic transmission and such facsimile or other electronic execution shall have the full force and effect of an original signature. All fully executed counterparts, whether original

executions or facsimile executions, electronic executions or a combination of the foregoing, shall be construed together and shall constitute one and the same agreement.

*Signatures Appear On Following Page(s)*

IN WITNESS WHEREOF, the Parties have executed this Agreement on the following execution pages, to be effective as of the Effective Date.

**UNIVERSITY OF IDAHO**

By: \_\_\_\_\_

Name:

Title:

Address:

[ADDRESS FOR NOTICES]

Facsimile No.:

[FAX NO.]

Attn: [●]

**[NAVITAS MOSCOW] LLC**

By: \_\_\_\_\_

Name:

Title:

Address:

[ADDRESS FOR NOTICES]

Facsimile No.:

[FAX NO.]

Attn: [●]



**NAVITAS USA HOLDINGS LLC**

By: \_\_\_\_\_

Name: Rodney Malcolm Jones

Title: Chief Executive Officer

Address:

Corporation Trust Center, 1209 Orange Street,  
Wilmington, DE 19801

Facsimile No.:

+1 [insert number]

Attn: Company Secretary

**EXHIBIT A  
Glossary of Terms**

Capitalized words and phrases used in this Agreement are defined below.

“Academic Advisory Committee” or “AAC” shall mean the advisory committee established by Section 9.2.

“Acquisition Notice” means the notice referred to in paragraph 3.1 of Exhibit K.

“Admission Criteria” means the admission requirements for the UI-ISSP adopted by the University and specified in Exhibit C, as such requirements may be amended from time to time by the agreement of Navitas and the University, and further provided that, so far as is practical, the University shall give Navitas at least twelve (12) months’ notice prior to any change to the Admission Criteria taking effect.

“ALCP” or “American Language and Culture Program” means the English language program conducted by the University designed to seamlessly transition Students into the USP or GSP once they have reached the required English criteria necessary to satisfy, and otherwise met, the Admission Criteria for the USP or GSP.

“Agreement” shall have the meaning set forth in the introductory paragraph hereto.

“Agreement Term” shall mean the Initial Term and any extension of the Initial Term pursuant to Article I.

“Ancillary Courses” means non-degree credit Courses included in the UI-ISSP.

“Bachelor’s Degree” means a bachelor’s degree awarded by the University.

“Business Day” shall mean a day (other than a Saturday, Sunday or federal, state, or University holiday) on which either the University or banks are open for general business in Moscow, Idaho.

“Campus” means the University’s main campus at 875 Perimeter Drive, Moscow, Idaho or such other site as may be agreed in writing between the University and Navitas.

“Confidential Information” shall mean all information regarding a Party, that Party’s activities, business, clients, customers and recruiters and education counsellors that is not generally known to persons not employed by the Party and that is not generally disclosed by the Party’s practice or authority to persons not employed by Party, and that is marked “Confidential” or otherwise identified as confidential; it shall include, but is not limited to, sales and marketing techniques and plans, business methods, purchase information, prices, billing information, financial plans and data concerning that Party’s clients, customers, recruiters and education counsellors (including, but not limited to client, customer or recruiter and education counsellor lists), and management planning information. “Confidential Information” shall not include information that (i) has become generally available to the public by the act of one who has the right to disclose such information without violating any legal right or contractual right of Navitas or (ii) otherwise becomes available to a third-party and such third-party has no knowledge that such disclosure violated any Navitas right of confidentiality; or (iii) such information that was received by the

Receiving Party without breach of this Agreement from a third party without restriction as to use and disclosure of the information; or (iv) was independently developed by the Receiving Party without the use of the information.

“Contract Documents” means: (a) this Agreement; (b) the Request for Proposal; and (c) the RFP Response.

“Courses” means the individual courses and curriculum offered through the UI-ISSP and other such courses as approved by the University and agreed to by Navitas from time to time, and may include other courses at any level (including the Ancillary Courses).

“Degree Credit” means the degree credit, measured in terms of hours earned and grade quality points, granted by the University towards a Bachelor’s Degree or Master’s Degree program for the successful completion of for-degree credit Courses offered as part of the UI-ISSP.

“Department” means an academic department of the University.

“Direct Entry Students” means a student who meets the admission requirements of the University for direct entry into a mainstream University degree program.

“Effective Date” has the meaning given on page A-5 of this Agreement.

“Eligible Direct Entry International Student” means a Direct Entry Student who is an International Student.

“Extension Threshold” shall mean: (a) at least xx% of Students who have successfully completed a USP or GSP in the 9 Semesters immediately prior to the Semesters in the Penultimate Year and are eligible to progress to the University’s mainstream degree programs have in fact enrolled in one of those mainstream degree programs by the end of the Penultimate Year; and (b) at least xxxx Students are or have been enrolled in a Course in the UI-ISSP for at least one Semester in the Penultimate Year. “GSP” or “Graduate Success Program” shall mean a program consisting of a combination of introductory Courses eligible for Degree Credit and non-credit introductory Ancillary Courses such as academic English, mathematics and acculturation support intended to prepare Students for the University’s graduate programs, further details of which are set out in Exhibit H. *(Numbers to be completed by parties prior to finalizing)*.

“Independent Expert” means: (a) in the case of an appointment under Section 2.1 of Exhibit K, an independent qualified appraisal or valuation firm, with experience in valuing entities comparable to Navitas, that is not affiliated with any Party and that is mutually selected by the Parties; or (b) for all other matters under this Agreement, including for the purposes of Section 1.3 of this Agreement, an independent professional firm, such as a chartered accounting firm, that is not affiliated with any Party and that is mutually selected by the Parties; provided, however, that, if the Parties fail to agree upon an Independent Expert, each Party shall select a suitable candidate and instruct their respective candidates to jointly agree upon a third candidate, which third candidate shall serve as the Independent Expert.

“Intellectual Property” means intellectual property rights throughout the world for the full term of the rights concerned (including any renewal of them), whether or not registered, including copyright, copyrightable material including course materials, works, projects, manuals, reports, other like documentation and original works, domain names, trademarks (including business and brand names, devices and logos).

“International Student” means a person who: (a) ordinarily resides in a foreign country, or who is only in the United States on the basis of a temporary visa; and (b) is enrolled in a degree program as an F-1 student (within the meaning of 8 CFR 214.2); and (c) who is not otherwise eligible to receive Federal student assistance. “Initial Term” shall have the meaning set forth in Section 1.1.

“JSMB” shall have the meaning set forth in Section 9.1.

“Letter of Admission” means the letter of admission referred to in Section 6.12.

“Mandatory Fees” means those fees owed by students to the University at the time of enrollment (other than the Program Tuition), such as but not limited to SEVIS fees, special course fees, and any future mandatory fees that are generally applicable to international students of the University.

“Master’s Degree” means a Master’s degree awarded by the University.

“Navitas Group” means Navitas Limited (a company incorporated in Australia with Australian Company Number 109 613 309 and listed on the Australian Securities Exchange) and each of its wholly owned subsidiaries.

“Operations Committee” or “OC” means the advisory committee established by Section 9.3.

“Person” shall mean any natural person, partnership, trust, estate, association, limited liability company, corporation, custodian, nominee, governmental instrumentality or agency, body politic or any other entity in its own or any representative capacity.

“Party” shall mean a party to this Agreement.

“Penultimate Year” means the penultimate year of complete Semesters of the UI-ISSP prior to the end of the Agreement Term, being for the Initial Term the *(insert the three relevant Semesters – eg, this would be Spring 2021, Summer 2021 and Fall 2021 if the Agreement is signed December 2016)*.

“Premises” means contiguous premises and facilities on the Campus sufficient for the conduct of the UI-ISSP as outlined in Exhibit K and to be made available for Navitas’ use during the Agreement Term under Section 6.6.

“Program Tuition” means the tuition charged to Students for enrollment in the UI-ISSP for Courses, which shall be set by the University in consultation with Navitas at a rate at least equal to the University’s non-resident rate of tuition applicable to non-degree students taking an equivalent number of Courses eligible for Degree Credit, but subject to any reduction arising from a scholarship granted by Navitas in respect of any particular Student.

“Required Admission and Visa Documentation” means, in respect of a prospective Student, copies of the documentation required by the University for Navitas to issue Letter of Admission, and for the University to issue a Form I-20 in accordance with Section 6.13, being the documentation set out in Exhibit I, as may be amended: (a) from time to time by agreement the agreement of the University and Navitas in writing; or (b) by the University unilaterally to the extent required to comply with changes in law, provided that, so far as practical, the University

shall give to Navitas at least 12 months' notice before any change to the Required Admission and Visa Documentation is to take effect.

"Request for Proposal" means the document titled "Request for Proposals No. 16-108M for Pathway Program for Recruiting International Students" issued by the University dated May 5, 2016.

"RFP Response" means the response to the Request for Proposal marked "Request for Proposal No. 16-108M Pathway Program for Recruiting International Students" issued by Navitas Holdings on behalf of Navitas dated June 1, 2016.

"Semester" means an academic term for the UI-ISSP. Each academic year for the UI-ISSP shall comprise three Semesters (fall, spring and summer) as determined by Navitas, the dates and duration of which may differ from the University's academic terms.

"SEVP" mean the Student and Exchange Visitor Program division of U.S. Immigration and Customs Enforcement.

"Students" mean students of the University who are enrolled in the UI-ISSP.

"Successfully Completed" means, in respect to a Student enrolled in the USP or GSP, that such Student has completed that program and satisfied the progression requirements for progression in the relevant University degree program specified in Exhibit G or H (as the case may be).

"Tax" means a tax, levy, duty, charge, deduction or withholding, however it is described, that is imposed by U.S. Federal Law and/or individual State Tax Law or by any other governmental agency, together with any related interest, penalty, fine or other charge.

"University Policies and Regulations" means all or any of the policies, procedures and regulations (including academic and quality assurance procedures) of general application approved by the University from time to time and which relate directly or indirectly to the UI-ISSP or Students.

"USP" or "Undergraduate Success Program" shall mean an undergraduate program consisting of a combination of introductory courses eligible for Degree Credit and Ancillary Courses such as academic English, mathematics and acculturation support which prepare Students to proceed into a second year of study at the University, details of which are set out in Exhibit G.

"UI-ISSP" or "University of Idaho International Student Success Programs" shall mean the USP and GSP collectively and any other programs that the parties agree in writing are to form part of the UI-ISSP for the purposes of this Agreement.

**EXHIBIT B  
UI-ISSP Guidelines**

1. The University of Idaho International Student Success Programs (UI-ISSP) to be managed by Navitas shall comprise the USP and GSP and any other programs that the parties agree in writing are to form part of the UI-ISSP for the purposes of this Agreement.
2. As at the date of this Agreement: (a) the names of the programs comprised in the UI-ISSP are the USP (the Undergraduate International Student Success Program) and the GSP (the Graduate Success Program); and (b) the structure and content of those programs shall be as set out in Exhibits G and H, respectively. The names and structure of the programs may be updated or varied from time to time by agreement of the University and Navitas in writing.
3. The USP shall generally comprise 30 credit hours of Courses eligible for Degree Credit from a schedule of courses provided by the University, and introductory non-credit Courses. These Courses may be changed from time to time, with the prior written approval of the University, to better prepare Students for the University's Bachelor Degree programs of study. The GSP shall generally comprise of a mix of at least 6 to 12 credit hours of Courses eligible for Degree Credit and non-Degree Credit courses designed to prepare Students for graduate level study.
4. The rules for the operation of the UI-ISSP shall generally reflect those of the University programs with respect to prerequisites, co requisites, progression, preclusions and exemptions. Navitas shall maintain liaison with the relevant University staff in order to monitor changes to the University's practices. The University, through its course coordinators and other designees, shall advise Navitas of actual or impending changes to its academic rules that might have an impact on the operation of the UI-ISSP. The course coordinators will provide academic oversight of the USP and GSP Courses eligible for Degree Credit.
5. Students who have successfully completed the ALCP shall be entitled to progress to the USP and GSP if they satisfy the relevant Admission Criteria for those programs at completion of their ALCP.
6. Students who have successfully completed the USP will receive Degree Credit in the appropriate Bachelor's Degree programs, and Students who have successfully completed the GSP will be eligible for entry into the appropriate Master's Degree program and receive Degree Credit in that program, provided in each case that they meet the progression requirements outlined in Exhibits G and H, respectively, and the University's generally applicable requirements for continued enrollment applicable to all students applying to the relevant program and such additional prerequisites as outlined in Exhibits G or H (as the case may be).
7. Students who have successfully completed the USP may progress to other programs, or gain entry to restricted-entry programs on the same basis as the University students who have completed equivalent courses with the University.
8. Students who are ineligible or unable to satisfy or attain the necessary academic requirements (including attaining the minimum required GPA level) to progress to a University's degree program after completing the USP or GSP may be permitted to repeat or take additional Courses eligible for Degree Credit, as appropriate and agreed between Navitas and the University.

9. While the UI-ISSP are initially intended for eligible international students, the Parties agree that they may in the future be made available for enrollment by US resident students generally or on a case by case basis with the prior written agreement of the Parties. The enrollment of US resident students in UI-ISSP will be subject to any varied procedures and requirements agreed by the Parties in writing.



**EXHIBIT C**  
**Admission Criteria**

**General**

1. Navitas shall ensure that prospective students it recruits for admission to the UI-ISSP shall satisfy the Admission Criteria specified for the relevant program and other entry criteria specified in this Exhibit.
2. All Students admitted to a USP or GSP must display English competency as evidenced by the required TOEFL, IELTS or Navitas Pearson Versant Test score specified for the relevant UI-ISSP below. Other acceptable tests of language proficiency may be added over time as agreed by Navitas and the University.
3. Students who have completed GCE "O" levels, who have completed a year of study in secondary school for which the instruction was in English or who have completed an undergraduate degree for which the instruction was in English, shall not be required to provide evidence of English competency in order to meet the Admission Criteria.
4. Navitas may vary the criteria for entry to a UI-ISSP upon being reasonably satisfied that, in the particular circumstances of the case, the prospective Student has alternate qualifications, prior learning or experience sufficient to enable the prospective Student to progress satisfactorily in that UI-ISSP, as the case may be, and provided that the change in criteria is consistent with the University Policies and Regulations, and, to the extent needed, has received any necessary additional approvals.
5. The University and Navitas shall review the criteria specified in this Exhibit in consultation with each other on an annual basis during the Agreement Term. The Admission Criteria may be updated or varied from time to time by the agreement of Navitas and the University. So far as is practical, the University shall give Navitas at least 12 months' notice prior to any change to the Admission Criteria taking effect. Navitas shall not unreasonably withhold or delay its agreement to any change to the Admission Criteria to the extent a change required to comply with changes in law or the requirements of the University's accrediting bodies.

**USP**

1. Prospective Students shall be recruited by Navitas and admitted by the University to the USP only where they have completed study at the secondary level applicable to the country in which they completed their secondary level study or its equivalent. SAT/ACT scores are not required for admission to the USP or admission to a Bachelor's Degree program.
2. For clarity and to ensure that undergraduate students are referred to the appropriate entry point of the UI-ISSP, the below table sets out the minimum Admission Criteria for the USP.

|                                           | <b>USP: 3 Semesters</b>                                                                           | <b>USP: 2 Semesters</b>                                                                            |
|-------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Academic Requirements<br/>(US GPA)</b> | Average US GPA<br>[2.0]*                                                                          | Average US GPA<br>[2.5]*                                                                           |
| <b>English Language<br/>Requirements</b>  | IELTS: [5.0]<br>TOEFL: [59]<br>*Other tests as<br>approved by the<br>Parties from time<br>to time | IELTS: [5.5]<br>TOEFL: [69]<br>* Other tests as<br>approved by the<br>Parties from time<br>to time |

\* or country equivalent set out in paragraph 3 below.

- To be eligible for entry into a USP, the prospective Students must have successfully completed a core of academic subjects. For clarity and to ensure that undergraduate students are referred to the appropriate program, country equivalent minimum academic Admission Criteria for the USP will be established and agreed upon in writing by the University and Navitas.

### GSP

- Prospective Students shall be recruited by Navitas and admitted by the University to the GSP only where they have completed a bachelor's degree or equivalent applicable to the country in which they completed their study. GMAT/GRE scores are not required for admission to the GSP.
- For clarity and to ensure that prospective Students are referred to the appropriate entry point of the UI-ISSP, the below table sets out the minimum Admission Criteria for the GSP.

|                                                     | <b>GSP (2 semesters)</b>                                                                     |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>English Language<br/>Requirements</b>            | IELTS: [x]<br>TOEFL: [x]<br>* Other tests as<br>approved by the Parties<br>from time to time |
| <b>Baseline<br/>Academic Entry<br/>Requirements</b> | [xx]GPA*                                                                                     |

\* or country equivalent as agreed upon by the Parties.

- In addition to the above, for GSPs leading to specific Master's Degree programs, students shall be required to meet specific academic entry requirements and either meet prerequisite conditions prior to entry into the GSP or be enrolled in equivalent supplementary courses concurrently with or as part of enrollment in the GSP. Prior to initiation of the UI-ISSP GSP and from time to time as needed for a program, the University and Navitas will establish academic entry requirements for specific graduate programs and prerequisite conditions in writing, in accordance with University Policies and Regulations.

**EXHIBIT D**  
**Access to Services**

1. Students shall have reasonable access to the University's services as are normally available to all students of the University at the same rates as paid by other students of the University, including but not limited to the University's international student health insurance program.
2. The University shall issue a student identification card to each Student in the same form and manner as such cards are issued to students of the University generally. Students will be required to produce this student identification card when requesting services.
3. Students shall have access to the University's learning resources, including, but not limited to, library facilities, open computer laboratories, housing and residence life activities, campus recreation facilities, student clubs and societies on the same basis as other students of the University.

**EXHIBIT E**  
**Requirements for Course coordination**

1. These arrangements are made to support the University's obligations under the Agreement and apply to Courses eligible for Degree Credit that are included in the USP and GSP.
2. The Academic Advisory Committee Chair(s) will be responsible for working with Department heads and/or Deans to appoint course coordinators for Courses eligible for Degree Credit offered in the USP and GSP. The course coordinators will generally assist the University to meet its objectives for the program and provide academic oversight for the Department or respective academic area. Nothing in this Exhibit takes away the authority of the Department head to direct and supervise staff of the Department.
3. For each Course offered in the USP or GSP that is eligible for Degree Credit, a course coordinator will be appointed at least 4 weeks before the commencement of the Semester to be responsible for:
  - (a) ensuring the instructors delivering the Course meet the qualifications established by the University for equivalent positions (4 weeks before the start of the Semester);
  - (b) reviewing the course outline including the proposed assessment components prepared by Navitas (2 weeks prior to the start of the Semester);
  - (c) providing occasional advice to instructors responsible for the Courses in the USP and GSP eligible for Degree Credit (approximately 6 hours during the Semester);
  - (d) ensuring equivalency of assessment standards (checking of 2 or 3 good, average and poor assignments or examinations in each case);
  - (e) reviewing the examinations, papers, and/or projects and grading prepared by the instructor, at the discretion of the University, to ensure it is representative of the University's academic standards, can be completed within the allocated time, that the questions are fair and free of ambiguity and error and the solutions are sufficiently explicit to provide effective guidance to graders (by week 10 of the Semester);
  - (f) liaison with instructors to effect any necessary adjustment of grades to be awarded; and
  - (g) when required, arranging for re-grading of examination scripts according to established guidelines.
4. For the GSP, the Department heads must appoint a course coordinator to coordinate with Navitas and to provide assistance and advice to instructors responsible for the Courses, ensure suitability of assessment standards and advise on the progression of Students to the applicable University graduate program.

**EXHIBIT F  
Payment**

**Part A –USP and GSP Program Tuition and Mandatory Fees**

1. Navitas shall collect all Program Tuition and Mandatory Fees payable by USP and GSP Students. All USP and GSP Program Tuition and Mandatory Fees collected by Navitas shall be remitted to the University by Navitas before the first day of the relevant applicable semester.
2. No later than 10 Business Days after receipt of the payment referred to in paragraph 1 above in respect of a Semester, University shall pay to Navitas the following:
  - a. seventy percent (70%) of the net Program Tuition only (exclusive of Mandatory Fees) paid to the University for that Semester for Courses offered in the UI-ISSP that are eligible for Degree Credit and arising from the operations of Navitas as contemplated by this Agreement; and
  - b. eighty percent (80%) of the net Program Tuition only (exclusive of Mandatory Fees) paid to the University for that Semester for the Courses offered in the UI-ISSP that are not eligible for Degree Credit and arising from the operations of Navitas as contemplated by this Agreement.
3. No later than 30 days after the end of the add/drop period for the relevant Semester, Navitas shall provide University with an enrollment report including the student's name, program/status (i.e. USP, GSP), total funds paid by the student (tuition and fees) and remitted to the University for each student. As soon as practicably possible, the Parties will reconcile the amounts payable to each other under Part A of this Exhibit and any Party that is owed a net balance amount shall create and submit an invoice to the other Party due within 30 days of receipt.

**Part B – Other amounts payable by the University**

1. University shall pay to Navitas an amount equal to fifteen percent (15%) of the net tuition revenue, exclusive of any fees, earned by the University from each Eligible Direct Entry International Student referred to the University by Navitas as contemplated by Section 6.21 of this Agreement that is enrolled in a University direct entry degree program for that Students first full year of enrollment at the University only; and
2. University shall pay to Navitas an amount equal to ten percent (10%) of the net tuition revenue, exclusive of any fees, earned from each student that progresses to one of the University's Bachelor Degree or Master's Degree programs after Successfully Completing an UI-ISSP for that student's first full year of enrollment at the University after completing the UI-ISSP only.
3. The amounts referred to in paragraphs 1 and 2 of Part B above shall be calculated no later than 30 days after the end of the add/drop period for each University semester during the Agreement Term and, for that purpose, the University shall provide Navitas with an enrollment report no later than 30 days after the end of the add/drop period for each University semester including the

student's name, status (i.e. part time, full time), total funds paid by (i.e. tuition, fees, etc.), and funds paid to the University for each:

- (a) Eligible Direct Entry International Student referred to the University by Navitas as contemplated by Section 6.21 this Agreement enrolled at the University in that semester; and
- (b) student who is enrolled in one of the University's Bachelor Degree or Master's Degree programs after Successfully completing an UI-ISSP.

In this Exhibit F, the amount of revenue from tuition received by a Party are to be calculated exclusive of any taxes that Party must charge and collect from students, whether or not such taxes are separately disclosed to students.

**EXHIBIT G  
Undergraduate International Success Program (“USP”)**

**General**

1. The USP will combine academic for-credit coursework and specialized instruction focused on the development of academic communication and study skills, in a customized program designed to move Students successfully through the freshman year of a four-year Bachelor’s Degree program.
2. The USP will include the following streams:
  - (a) 3 Semesters stream (**USP: 3 Semesters**), being a 3 Semester program where the Student requires additional skills development in academic communication; and
  - (b) 2 Semesters stream (**USP: 2 Semesters**), being a 2 Semester program.
3. The Courses eligible for Degree Credit included in the USP will consist of elements of the University's general education program and Students shall generally be required to take a minimum of 30 Degree Credits in their freshman year in respect of both the USP: 3 Semesters and USP: 2 Semesters.
4. USP Students who Successfully complete the USP shall have earned Degree Credit that can be applied towards a Bachelor’s Degree at the University subject to satisfying the University’s GPA requirements for continued enrollment and any additional prerequisites specified in this Exhibit or in the Students’ major. Generally such Students shall receive up to 30 credit hours of Degree Credit, though in limited circumstances, Students may be entitled to receive additional credit hours of Degree Credit (up to a maximum 60 credit hours in total) if they have completed additional Courses eligible for Degree Credit or from appropriate prior learning

**Available majors**

5. Successful Students will be able to study in all of the majors in each of the University’s Departments, Colleges and Schools, other than those identified and agreed upon by the Parties in writing as being unavailable at a given time. as outlined below:
6. As the program grows, so will the number of course offerings as approved by the University.

**Program structure**

7. The below table outlines the structure of the USP for both the 2 and 3 Semester streams:

|                            | <b>USP: 3 Semesters</b>                                                                                                                                               | <b>USP: 2 Semesters</b>                                                                                                                                               |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Credit Hour Details</b> | <ul style="list-style-type: none"><li>• 120 credit hour program</li><li>• 30 credit hours apply from USP</li><li>• 90 credit hours remaining towards degree</li></ul> | <ul style="list-style-type: none"><li>• 120 credit hour program</li><li>• 30 credit hours apply from USP</li><li>• 90 credit hours remaining towards degree</li></ul> |



|                           |                                                           |                                                                                                                     |                                                                                     |
|---------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Program Components</b> | <b>Required academic communication skills development</b> | <ul style="list-style-type: none"> <li>Academic communication skills development (approx. 15 hours/week)</li> </ul> |                                                                                     |
|                           | <b>Required Courses</b>                                   | <ul style="list-style-type: none"> <li></li> </ul>                                                                  | <ul style="list-style-type: none"> <li></li> </ul>                                  |
|                           | <b>Ancillary Courses</b>                                  | <ul style="list-style-type: none"> <li><i>Integrated Learning Skills</i></li> </ul>                                 | <ul style="list-style-type: none"> <li><i>Integrated Learning Skills</i></li> </ul> |

8. The above Courses and program structure may be updated or varied as agreed by the University and Navitas in writing from time to time.
9. The below example program structures are intended to illustrate what the flow of a program may be for a Student studying the USP.

**USP: 3 Semesters**

**Semester 1**

- Academic English in Context
- Intermediate Algebra
- Introduction to Chemistry
- Integrated Learning Skills

**Semester 2**

- Introduction to College Writing
- Introduction to Communication Studies
- Introduction to U.S. History
- Introduction to Business Enterprises

**Semester 3**

- College Writing and Rhetoric
- History of Civilization
- Introduction to Political Science and American Government
- Fundamentals of Physics

**USP: 2 Semesters**

**Semester 1**

- Introduction to College Writing
- Intermediate Algebra
- Introduction to Communication Studies
- Introduction to U.S. History
- Introduction to Chemistry
- Integrated Learning Skills

**Semester 2**

- College Writing and Rhetoric
- Introduction to Business Enterprises
- History of Civilization
- Introduction to Political Science and American Government
- Fundamentals of Physics

Progression requirements

10. USP Students are required to obtain a minimum [2.0] GPA overall in Courses eligible for Degree Credit to successfully progress to the sophomore year of a Bachelor's Degree program with the University. Courses are accepted for Degree Credit provided that a grade of [C-] or higher has been achieved.
11. SAT/ACT scores are not required for progression to the sophomore year of a University Bachelor's Degree program.
12. The progression requirements in this Exhibit may be updated or varied from time to time by agreement of the University and Navitas in writing. In the event of any change, the changed progression requirements will apply to new Students entering the USP for whom Letters of Admission have not been issued at the date of the change or such later date as agreed by the University and Navitas. Students for whom Letters of Admission have been finalized or who are already enrolled in the USP at the date of the change will continue to be subject to the progression requirements that applied at the time their Letter of Admission was issued unless otherwise agreed by the University and Navitas.

**EXHIBIT H  
Graduate Success Program (“GSP”)**

General

1. The GSP is a program designed for students who have completed a bachelor's degree (or equivalent) but who need or wish to have additional support to prepare them for Master's Degree programs. The GSP is designed to bridge undergraduate to graduate-level studies, where there is a recognized need for qualifying courses to demonstrate eligibility and potential success in full Master's Degree programs, by incorporating academic skills courses for graduate study in addition to subject matter courses to ensure success in graduate-level studies.

Available programs

2. The University and Navitas will identify in writing the GSP programs to be offered part of the UI-ISSP, and periodically review and update the program list.

Program structure

3. The GSP will be a 2 Semester program and will combine approximately 9 hours of Ancillary Courses, 6 to 12 credits of graduate courses eligible for Degree Credit and undergraduate courses as appropriate. Courses eligible for Degree Credit will transfer towards the Student's degree of study, contributing towards graduation requirements.
4. The Course components of individual GSPs will be agreed by the University and Navitas and reviewed annually.

Progression requirements

5. Students who successfully complete the GSP curriculum shall be entitled to be admitted into the appropriate Master's Degree program provided such Students meet the relevant requirements for continued enrolment and such additional admissions criteria, if any, as are required for a particular program as identified in writing by Navitas and the University.
6. GMAT/GRE scores shall not be required for progression from the GSP to Master's Degree programs.
7. Where a Student has completed the GSP, the University may waive these progression requirements at its absolute discretion.
8. GSP Students who Successfully complete the GSP shall be eligible to apply Degree Credit for the Courses eligible for Degree Credit they have completed towards a Master's Degree program at the College for any graduate level Courses eligible for Degree Credit for which such Student received a final grade that meets the minimum grade requirement for the respective College Master's Degree program.

Changes

9. The available programs, program structure and progression requirements may be updated or varied from time to time by agreement of the University and Navitas in writing. In the event of any change to progression requirements, the changes will apply to new Students entering the GSP for whom Letters of Admission have not been issued at the date of the change or such later date as agreed by the University and Navitas. Students for whom Letters of Admission have been finalized or who are already enrolled in the GSP at the date of the change will continue to be subject to the progression requirements that applied at the time their Letter of Admission was issued unless otherwise agreed by the University and Navitas.

**EXHIBIT I**  
**Required Admission and Visa Documentation**

1. Application Form for the relevant UI-ISSP
2. Copies of transcripts (with originals to be provided to Navitas by the first day of enrollment)
3. Evidence of bachelor's degree level equivalent from a university or equivalent institution (for GSP only)
4. English language test scores
5. Copy of the photo and other appropriate passport pages for the student and any accompanying dependents
6. Copy of valid and authentic bank statement/letter showing sufficient funds to cover the expenses of studies for one academic year. If the original bank statement/letter is not in the name of the applicant, an affidavit of support is required in addition to the statement/letter.
7. If a transferring or change of status student within the U.S., necessary documents such as a transfer-in form and copy of I-94.

This Exhibit may be amended by the agreement in writing of the University and Navitas from time to time, or by the University unilaterally to the extent required to comply with changes in law. So far as is practical, the University shall consult with Navitas at least twelve (12) months' before any change to the Required Admission and Visa Documentation is to take effect.

**EXHIBIT J**  
**Requirements for Premises**

1. The Parties acknowledge that the provision of appropriate quality facilities for both instructional and administration purposes of the UI-ISSP is essential to successfully meeting the objectives of the UI-ISSP. This is because, amongst other things: (a) international students are paying on average three times the tuition fees of in-state domestic students; (b) many come from world-class cities that have experienced tremendous development over the past two decades; (c) they have high expectations and spread their opinions and thoughts via social media for the world to read; (d) the quality of the physical environment reflects on the brand of the Parties and makes a statement about the University's and Navitas' aspirations, professionalism and commitment to the student experience; and (e) most importantly, the quality of facilities is a key differentiator amongst the myriad of options available to international students in the U.S.
2. Since the UI-ISSP are the initial gateway into UCIC and the University, the Premises should provide an exciting, invigorating and socially engaging environment which is supportive of the Students' academic and extracurricular goals and objectives. The Premises should be a hive of activity, a place for students from around the world to gather and engage socially and allow Students to meet, stop and talk opportunistically, but also contain zones for quiet group work, self-study and areas to be interactive with faculty and support staff. It is important that there is a real sense of arrival into the reception area of the Premises, of it being an inspirational place, but it should also be supportive and welcoming. It should encourage a real sense of community
3. The Premises shall wherever possible be co-located or within proximity of existing international student programs or support services. The Premises should not be located far off-Campus or on the outer periphery of the Campus. This is because integration with domestic students and campus life from day one is essential to drive an outstanding student experience and deliver the cross-cultural benefits to both international and domestic students of the University.
4. The University shall be responsible for the services, maintenance and security of the Premises on the same basis as its other facilities on Campus.
5. Navitas shall comply with all reasonable directions of the University, the University Policies and Regulations and all applicable laws and regulations in response of its use of the Premises.

**Facilities requirements by phase**

**Phase 1 Start-up:** *During the initial few months before the first intake of Students*

6. During this period there will be a need for enough office space for the interim team that will be in place to begin building the infrastructure necessary for the beginning of operations. This team will consist of 6 people at the beginning, but will grow to approximately 10 leading up to the first intake.

**Phase 2 Transitional:** *Initial four years following Phase 1 with up to 500 Students*

7. Prior to the arrival of the first inaugural cohort of Students, a central building/area on Campus needs to be identified to act as the transitional hub or center for the operations of the UI-ISSP.

This space should be able to accommodate the operation of the UI-ISSP as transitional facilities for approximately up to 4 years while the need for new or larger facilities is being evaluated. Ideally, the University would carry out any reasonable refurbishment required in order to present a quality student experience during the transitional phase of operation. This space should be a contiguous facility on the main Campus. The facility should be fresh, lively, contemporary and invigorating. The following represents an ideal scenario:

- (a) a countered-area with an accessible, open reception area for student services staff to provide support to Students;
  - (b) administrative offices sufficient to provide office Navitas space for staff (8 to 10 staff in total with several private offices and a larger shared space);
  - (c) 2 (or 3) classrooms nearby or within to run the Ancillary Courses of both the USP and GSP;
  - (d) a private area for 1-on-1 or small group tutorials;
  - (e) a Student lounge/social area and learning commons sufficient to provide adequate space for many Students to actively engage socially, study, work on projects, etc;
  - (f) a meeting room for staff to utilize for meetings;
  - (g) a preparation room for instructors to get ready for classes, and provide a base in which instructors can interact with each other and Navitas staff;
  - (h) equipment, including computing equipment of the general standard of sophistication available to the University's staff and students generally [(note: furniture and computer equipment for Navitas' staff will be provided by Navitas)];
  - (i) audiovisual equipment as normally provided for the University's classroom teaching;
  - (j) where feasible, teaching software, providing student access to software essential for classroom teaching and staff access to relevant lecture notes and on-line material;
  - (k) internet connectivity to all offices and classrooms within the space;
  - (l) classrooms across campus, as available in the University timetable, to deliver the Courses eligible for Degree Credit within the UI-ISSP.
8. The table below demonstrates the space requirements for a program like the UI-ISSP with up to 500 students enrolled:

| <b>Premises space requirements – 500 students</b> |                        |                               |
|---------------------------------------------------|------------------------|-------------------------------|
| <i>Teaching and Student Space</i>                 |                        |                               |
| <b>Type of Space</b>                              | <b>Number Required</b> | <b>Space/Size Requirement</b> |
| Classrooms 5(c) and (l)                           | 6                      | 25 seat classroom             |
| Student reception space 5(a)                      | 1                      | 300 sq. ft.                   |
| Student lounge area 5(e)                          | 1                      | 1000 sq. ft.                  |
| Instructor preparation room 5(g)                  | 1                      | 500 sq. ft.                   |
| Learning commons 5(e)                             | 1                      | 800 sq. ft.                   |
| Student advising office 5(d)                      | 2                      | 120 sq. ft.                   |
| <i>Administrative Space</i>                       |                        |                               |
| <b>Type of Space</b>                              | <b>Number Required</b> | <b>Space/Size Requirement</b> |
| Offices 5(b) and (f)                              | 5                      | 120 sq. ft.                   |
| Workstations-professional staff 5(b)              | 12                     | 84 sq. ft.                    |
| Workstations-secretarial 5(b)                     | 6                      | 50 sq. ft.                    |

9. The minimal requirements for the first year of Phase 2 are:
- a. Administrative space sufficient to provide work stations for up to 10 staff in an open room configuration.



- b. Two (2) private offices or break rooms that provide adequate privacy for meetings, advising and consulting of students and employees.
- c. Student lounge area.
- d. Access to 2 classrooms, ideally dedicated, minimally reserved for UI-ISSP use for the full instructional period of each week day.

**Phase 3 New/Post-Transitional Facilities:** *Following Phase 1 or when there are more than 500 Students*

- 10. Navitas and the University shall monitor the growth of the Premises and determine if new or alternative facilities are required, based on Student enrollment thresholds and capacity limitations.

**EXHIBIT K  
Buy-out Right**

1. University may require independent valuation

1.1 The University may no later than within the period from 10 to 9 months immediately prior to the end of the then-current Agreement Term, give Navitas Holdings and Navitas a notice (“Valuation Notice”) requiring a valuation of all of Navitas Holdings’ ownership interest in Navitas (“Membership Interest”).

1.2 If the University gives a Valuation Notice under paragraph 1.1 of this Exhibit, Navitas shall: (a) obtain an independent valuation, in accordance with paragraph 2 of this Exhibit K, of Navitas Holdings’ Membership Interest within two (2) months after receiving the notice; and (b) immediately give a copy of the independent valuation to all of the Parties upon receipt.

2. Independent valuation

2.1 If an independent valuation under paragraph 1.2 of this Exhibit is required, Navitas must: (a) appoint an Independent Expert to determine the fair value of the Membership Interest in accordance with the instructions set out in paragraph 2.2 of this Exhibit.

2.2 The Parties must ensure that the Independent Expert is instructed to determine the fair value for the Membership Interest as soon as practicable and in any event within two (2) months after being appointed having regard to all normal valuation factors that the Independent Expert thinks are relevant and appropriate subject to the following assumptions: (a) there is a willing but not anxious buyer and a willing but not anxious seller; (b) there is a reasonable time in which to sell the Membership Interest being valued in the open market; (c) there is no premium for a membership interest that will give the buyer a controlling interest nor any discount for illiquidity; (d) Navitas continue to operate in the same manner for at least one further Agreement Term of 5 years from the end of the current Agreement Term, and the obligations of all persons under this Agreement and all other contracts between those persons remain in force, are not terminated and are performed in accordance with their terms; (e) without limiting sub-paragraph (f) above, Navitas continues to be obliged to pay the fees to the Parties under this Agreement; and (g) the Parties remain supportive of Navitas and the UI-ISSP.

2.3 Navitas must ensure that: (a) the Independent Expert has access at all reasonable times to the accounting records and other books and records of Navitas; (b) Navitas gives any information and explanations required by the Independent Expert to value the Membership Interest and provides a copy of any such information and explanations to each other Party at the same time; (c) each Party is permitted to make written submissions and to provide additional information to the Independent Expert within 10 Business Days of the Independent Expert’s appointment, provided that the Independent Expert will have complete discretion whether to incorporate or disregard any aspect of the submissions; and (d) the Parties and their representatives are entitled to full access to all correspondence between the Independent Expert and Navitas.

2.4 The valuation of the Membership Interest (“Fair Value”) is the greater of: (a) the fair value amount determined by the Independent Expert and set out in his or her valuation for the purpose of this Exhibit K, or if the Independent Expert gives a range of values, the midpoint of that range; and (b) [5] times 100% of Navitas’ earnings before interest, income taxes, depreciation and amortization as calculated based on Navitas’ most recent financial statements or management

accounts for a Fiscal Year available at the time the Valuation Notice is given (and for the avoidance of doubt, taking into account the Performance Fee as an expense of Navitas). The determination of Fair Value for the purpose of this paragraph 2.4 is final and binding on the Parties. Navitas Holdings and the University must each pay half of the costs and expenses of the Independent Expert.

3. University may require sale

3.1 After receipt of the valuation determination from the Independent Expert pursuant to paragraph 1.2 of this Exhibit, the University may, up until the 6 months prior to the end of the Agreement Term, give Navitas Holdings a notice requiring the sale to the University (or any nominee that it controls) of all of Navitas Holdings' Membership Interest at the Fair Value ("Acquisition Notice"). By giving Navitas Holdings an Acquisition Notice, the University (or any nominee that it controls) unconditionally agrees to buy and Navitas Holdings unconditionally agrees to sell all of Navitas Holdings' Membership Interest for the Fair Value.

4. Completion of sale

4.1 Subject to paragraph 4.2 of this Exhibit, the completion of any sale of Navitas Holdings' Membership under this Exhibit K shall occur on the last Business Day of the Agreement Term (the "Sale Date"). On the Sale Date, as interdependent obligations:

(a) Navitas Holdings must transfer all of its right, title and interest to the Membership Interest to the University (or any nominee it controls) free and clear from all encumbrances and must give the University (or any nominee that it controls): (i) an executed assignment and assumption agreement effecting the sale of the Membership Interest, in form and substance reasonably satisfactory to both the University (or its nominee) and Navitas Holdings (the "Assignment"); and (ii) the University (or its nominee) must deliver an executed Assignment and such other documents in form and substance reasonably satisfactory to Navitas Holdings as are necessary to effect and acknowledge the withdrawal of Navitas Holdings as a member of Navitas and the addition of the University (or its nominee) as a member of Navitas;

(b) Navitas Holdings must represent and warrant to the University (or any nominee that it controls) that it has corporate power, authority and title to its Membership Interest to enable it to sell it to the University (or its nominee), but, for the avoidance of doubt, Navitas Holdings will not be required to provide any other representations, warranties or indemnities to the University (or its nominee) in relation to Navitas or the UI-ISSP;

(c) each of the Parties shall deliver a release of the other party from any and all claims, known or unknown of any nature, that exist or may exist as of the closing in form and substance reasonably satisfactory to the other;

(d) the University (or any nominee that it controls) must pay Navitas Holdings the purchase price for the Membership Interest in cash at the closing of the transaction; and

(e) this Agreement shall terminate and Navitas Holdings shall have no further obligations under it.

4.2 If the sale and purchase of the Membership Interest requires the consent of a government agency or authority, the parties must seek that consent as soon as possible after the issue of the Acquisition Notice and, if it is not obtained by the Sale Date specified above, the sale

and purchase and actions described in paragraph 4.1 of this Exhibit must instead be completed 10 Business Days after that consent is obtained.

**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Planning & Design for a Living and Learning Complex project

**REFERENCE**

August 2015

The State Board of Education (Board) approved the six-year Capital Budget Request plan for Lewis-Clark State College (LCSC), which included the proposed Living and Learning Complex project

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

**BACKGROUND/DISCUSSION**

Lewis-Clark State College (LCSC) is requesting Board approval to proceed with planning and design for the Living and Learning Complex project.

Currently, housing options for LCSC students are limited with 340 beds available for those wishing to stay on campus. Occupancy rates are near 100% with waiting lists at the beginning of each semester. With a growing student body, meeting the demand for housing, student services, and classrooms is a priority for the college.

Specific campus needs that would be provided by the facility were identified to include:

- Housing options for 155 students
- Student Health Center
- Student Counseling Center
- Student Recreation Center
- Two general purpose classrooms
- Student individual & team study spaces
- Coffee, beverage, & snack bar
- Student testing center

The design of the Living and Learning Complex will provide a modern residence hall that will attract new students to campus and provide student-centered services. Although the feasibility study attached assumes a location, the design team will be assigned the task to evaluate multiple possible locations and identify the best location to serve the campus community.

**IMPACT**

The total project is currently estimated at \$17 million, including design and construction costs, appropriate and precautionary contingency allowances, and fixtures, furniture and equipment (FF&E) estimates. The immediate fiscal impact is the cost of the planning and design phase of the overall project (\$1,400,000).

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
DECEMBER 15, 2016**

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Funding for this project is to be provided through the use of institutional reserves and donated gifts. These funds will supplement money acquired through borrowing (bonding) with the debt service to be paid through student rental fees.

**Overall Project:**

|                          |                      |                     |                      |
|--------------------------|----------------------|---------------------|----------------------|
| <b>ESTIMATED BUDGET:</b> |                      | <b>FUNDING:</b>     |                      |
| Land                     | \$ 0                 | PBF                 | \$ 0                 |
| A/E design fees          | 1,400,000            | General Account     |                      |
| Construction             | 14,164,000           | Agency & Gift Funds | 2,000,000            |
| 5% Contingency           | 708,197              | Federal Funds       |                      |
| FF&E                     | <u>727,803</u>       | Other (Borrowed)    | <u>15,000,000</u>    |
| Total                    | \$ <u>17,000,000</u> | Total               | \$ <u>17,000,000</u> |

**ATTACHMENTS**

|                                               |         |
|-----------------------------------------------|---------|
| Attachment 1 – Feasibility Study              | Page 3  |
| Attachment 2 – Costs Matrix                   | Page 25 |
| Attachment 3 – Capital Project Tracking Sheet | Page 27 |

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed project will address multiple needs which currently impact LCSC's students. This project has been on the college's six-year capital plan for more than a decade, and it fits well within the inter-related operations of other residential facilities, classrooms, and student support facilities. Assuming successful completion of the planning and design phase, LCSC has positioned itself well (with very low long-term debt) to fund the majority of the project through issuance of bonds, subject to future Board approval.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Lewis-Clark State College to proceed with planning and design of the Living and Learning Complex project at a cost not to exceed \$1.4 million.

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





# LIVING LEARNING COMPLEX FACILITY STUDY





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# EXECUTIVE SUMMARY

Since being created in 1893 by the Idaho Legislature as Lewiston State Normal School and starting with an initial class of 46 students in 1896, Lewis-Clark State College has steadily grown to a current enrollment of over 3,000 degree seeking students each year. The majority attend classes at the picturesque Lewiston campus with others attending teaching facilities in Coeur d'Alene and a number of other outreach centers in northern Idaho.

LCSC's Vision Statement includes, "The College's one-mission, one-team approach prepares students from all walks of life to make the most of their individual potential contributing 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, LCSC continues to place a 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 fosters powerful links between classroom knowledge and theory and personal experience and application." This facility is envisioned to further LCSC's nurturing of student development in a campus living setting that enhances the school's commitment to excellence in teaching and learning.

## SCOPE OF STUDY

The premise of this study was to identify a potential site and generally identify the needs and limitations to develop a new Living Learning Facility for Lewis-Clark State College. This document has been developed by the study team to be used to guide the planning of the proposed facility. It is expected to be a living document that will evolve over time. The final document was to include scope of work (conceptual design), potential cost, and potential schedule.

## IDENTIFIED NEED

The need for this facility is clearly documented in LCSC's Strategic Plan, Presidential Guidance Initiative PG-50, and Campus Facilities Master Plan. A number of strategic planning goals have been

identified in this facility that support enhancing teaching & learning, optimizing student enrollment & success, expanding collaborative relationships, and leveraging resources which maximize institutional efficiency. Growth at the Lewiston campus is expected to continue.

## PROGRAM GOALS

The program goals for this study were identified early in the process. The following is a listing of those goals:

- Goal 1: Support Strategic Plan & Campus Facilities Masterplan
- Goal 2: Place facility on Normal Hill campus
- Goal 3: Tie to historic campus vernacular
- Goal 4: Minimize required infrastructure improvements
- Goal 5: Provide for future expansion
- Goal 6: Identify program needs (critical outcome)
- Goal 7: Identify anticipated costs (critical outcome)
- Goal 8: Identify anticipated schedule (critical outcome)



## PROGRAMMED SPACES

A mixed use facility for 155 student residents with campus support spaces including student health center, student counseling center, classrooms, study & collaboration spaces, and fitness facility has been programmed as a part of this study. The following is a summary of spaces per floor level:

- Level 1 (basement)      Fitness Facility
- Level 2 (main floor)      Student Health Center  
Student Counseling Center  
Two Classrooms  
Student Collaboration/Study  
Coffee Shop/Convenience
- Level 3 (51 residents)      Student Living/Collaboration
- Level 4 (52 residents)      Student Living/Collaboration
- Level 5 (52 residents)      Student Living/Collaboration

## CONCEPTUAL DESIGN

The conceptual design of this study provides for a separation of activities based on use and hours of operation. The lower level is a daylighted basement which includes a student fitness facility of approximately 6,800 SF. The main floor is 13,400 SF providing for student campus support. Included are two classrooms, student health center, student counseling center, student collaboration/study areas, and coffee shop (with convenience store). The upper three floors are also 13,400 SF each providing a variety of student residential living arrangements. The identified desired site location is at the heart of campus and totals approximately 60,400 SF on all five levels. The design is anticipated to tie to the campus vernacular through scale, materials, and transparency.

## POSSIBLE COSTS/BUDGET

Possible construction and project costs have been developed for the conceptual design. The project is expected to be administered by the Division of Public Works following established state requirements. The following is a summary of identified cost allowances for this project:

- Programmed Construction Costs-
  - Construction Costs                      \$ 12,880,855
  - Sales Tax & Contingencies              \$ 1,283,094
  - Total Construction Costs              \$ 14,163,949

- Programmed Project Costs-
  - Programmed Construction Costs \$ 14,872,146
  - Fees & Expenses                      \$ 1,415,575
  - Testing/Plan Review                      \$ 67,000
  - Project Support                      \$ 100,000
  - Technology & FF&E                      \$ 1,058,600
  - Moving Expenses                      \$ 35,000
  - Escalation & Contingency              \$ 965,157
  - Total Project Costs                      \$ 18,513,479

## POSSIBLE SCHEDULE

An anticipated schedule has been developed with the LCSC identifying the expected milestones required for design, approval, and construction of the Living Learning Complex. A following is a summary of those milestones:

- Funding & planning approval      Oct 2016 - Dec 2016
- A/E design team selection          Jan 2016 - Feb 2017
- Schematic & design develop        Mar 2017 - Aug 2017
- Construction documents            Sep 2017 - Feb 2018
- Construction period                Mar 2018 - Jun 2019
- Move-in period                      Jul 2019 - Aug 2019
- Fall semester begins                Aug 2019



# PROCESS

Since the establishment of Lewis-Clark State College 1893, enrollment at the institution has increased from dozens to currently well over 3,000 students annually. “Renowned for its picturesque campus and comfortable family atmosphere, the college seeks to preserve these learning-conductive qualities at is maintains, modernizes, and expands its facilities to meet the challenges and opportunities associated with the growing demand for its programs in the 21<sup>st</sup> Century.”

## STRATEGIC PLAN

This facility study is a direct response to LCSC’s current Strategic Plan. An external key factor identified in the plan is a belief that growth is imperative for the institution. It is stated in the plan that the “Idaho State Board of Education directed the higher education institutions under its supervision to increase the proportion and number of Idahoans with a college certificate or degree to 60% by 2020- essentially doubling output.” This has caused the institution to identify a strategy to accomplish this directive. As a part of this effort, “The Presidential Guidance Initiative PG-50 is a study being conducted by LCSC “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”.

It is expected that a Living Learning Complex would aid the college in meeting portions of all four of its strategic planning goals:

- Goal 1: Sustain & enhance excellence in teaching & learning
- Goal 2: Optimize student enrollment & promote student success
- Goal 3: Strengthen & expand collaborative relationships & partnerships
- Goal 4: Leverage resources to maximize institutional strength & efficiency

## CAMPUS FACILITIES MASTER PLAN

In 2001 LCSC “implemented an integrated planning, programming, budgeting, and assessment process through which administrators and stakeholders link plans and budgets, striving to attain continual improvements in the effectiveness and efficiency of instructional and support programs to carry out the College’s assigned mission and core themes.” The Campus Facilities Master Plan identifies that “the most likely areas for acquisition of new space” will include “increased dormitory capacity (as a number of residential students at LCSC continues to grow as older housing units approach the limits of their useful life)...” Long term planning goals identified in the six-year capital plan include the continued expansion of classroom and residence hall facilities. Additionally, facility related initiatives identified include, “continue to enhance the living, learning, and working environment on campus” and a project request to support the creation “of a facility to host a Teaching and Learning Center capability.”





## STUDY PROCESS

The focus of this study was to specifically identify facility needs, scope, potential costs, and schedule for a Living Learning Complex which could be used to accurately align with a realistic funding plan meeting the masterplan needs of Lewis-Clark State College (LCSC). Castellaw Kom Architects (CKA) worked closely with senior LCSC administration, housing, and food service staff to develop this facility study. This team of individuals was assembled to provide specific knowledge and understanding of building needs and vision for the facility. Close interaction between the design team and LCSC staff occurred through interactive meetings over a number of months.

Following the guidelines of the LCSC Strategic Plan and Campus Facility Master Plan, CKA closely examined needs associated with the existing campus, utilities, enrollment, and campus growth in developing this study. Specific facility needs and anticipated scope for the facility were refined over the course of the study to more accurately replicate what actual needs will be. The Living Learning Complex is envisioned to be a multi-use on campus facility addressing student needs for varied housing opportunities, health & counseling services, recreation, study, and learning.

Specific campus needs that would be provided by the facility were processed in detail, identified, and cataloged with the design team. During this process seven specific areas of facility needs were identified. These areas include:

- Varies housing options for 155 students
- Student Health Center
- Student Counseling Center
- Student Recreation Center
- Two general classrooms
- Student individual & team study spaces
- Coffee, beverage, & snack bar

These spaces were programmed with extensive input from the LCSC planning team identified for this facility. It was determined that the identified areas of need for this project are the most pressing needs of the campus in the near future as well. Numerous conceptual designs were developed with the final recommendation being narrowed to a single concept design meeting the

programmatic needs of the institution. Additionally, multiple campus site locations were examined with it being determined that the chosen location would best meet LCSC Strategic Plan needs.



# PROGRAM GOALS

To ensure that the facility plan meets institution needs a number of planning goals were processed and developed with the LCSC facility team representatives. These goals were developed to provide a planning template of program expectations.

## GOAL 1- SUPPORT STRATEGIC PLAN & CAMPUS FACILITIES MASTERPLAN

The need for a Living Learning Complex are identified in the both LCSC's Strategic Plan and Campus Facilities Masterplan as identified previously in this facility study under the Process Chapter. Following the recommendations of the Strategic Plan will ensure that this facility will meet the vision, mission, and strategic planning goals that the institution have identified as critical to meeting future challenges.

The Campus Facilities Masterplan was developed in response to LCSC's Strategic Plan and is reviewed annually providing for an "integrated strategic planning, programming, budgeting, and assessment process." Specific facilities masterplan areas of correlation to the strategic plan include:

- Objective 1D: Maximize direct faculty & student interactions inside & outside of the classroom
- Objective 1F: Provide for a safe, healthy, and positive environment for teaching & learning
- Objective 2B: Establish a Center for Teaching & Learning
- Objective 2C: Expand infrastructure intended to entice students to reside on campus

## GOAL 2- PLACE FACILITY ON NORMAL HILL CAMPUS

Placing the Living Learning Complex on the Normal Hill campus will provide for maximum support of the strategic plan. Increasing the number of students living on campus will increase faculty interactions and provide for a campus living experience fully embedding students in a campus setting. Limited existing site locations exist on campus without procuring additional property or taking away from the limited parking on campus. After a close examination of locations to place the facility, the site located between Talkington Hall and the Student Union Building was

identified as providing the most desirable location meeting masterplan goals.

## GOAL 3- TIE TO HISTORIC CAMPUS VERNACULAR

The Living Learning Complex will be a major addition to the LCSC campus and should enhance the existing historic campus vernacular setting. Use of appropriate building materials, scale, appearance, and circulation paths should blend into the existing campus. Additionally, building placement should respect campus pedestrian circulation and existing buildings. Appropriate building appearance and placement will provide for a seamless addition to the campus vernacular. The anticipated site for construction of the Living Learning Complex is located in the heart of the Normal Hill campus making the tie to the existing campus context that much more important.

## GOAL 4- MINIMIZE REQUIRED INFRASTRUCTURE IMPROVEMENTS

In order to keep site development costs to a minimum, it is important the building placement take into account the existing infrastructure. Relocation and/or upgrade of existing utilities will add to construction costs. Careful planning early in the project will help to minimize costly infrastructure improvements. It is anticipated that the existing facility will not use the existing steam heat system that is located on campus. Recent new buildings on campus have not used this infrastructure and it is anticipated that this practice will be continued.

## GOAL 5- PROVIDE FOR FUTURE EXPANSION

Since growth of enrollment at the Normal Hill campus is anticipated to continue through the 5-year strategic plan period, it would be ideal if provisions for future expansion are provided as a part of the Living Learning Complex design. The existing site identified in this study would allow for future expansion of the building to the west if the existing International Programs/Daycare Building were demolished. This older building with limited square footage could be removed to make room for future expansion. During this study, moving the World War II era Farragut Navy Training Center building was examined as a possibility that might be considered in the future if expansion of the Living Learning Complex were desired in the future. If this were to take place at a future date, availability

of building movers and adverse impact on existing trees/landscaping should be closely examined.

#### **GOAL 6- IDENTIFY PROGRAM NEEDS (Critical Outcome)**

Three critical outcomes of this study are identifying “what, how much, and when.” The identified program needs are required to answer the first critical outcome question- “what”. During the course of this study, the following programmed spaces were identified for inclusion in the Living Learning Complex. See the Appendix for a complete breakdown of programmed spaces.

- Basement Level
  - Fitness Facility
  - Support Spaces
  - Circulation
- Main Level
  - Collaboration/Study Areas
  - Classrooms- Two
  - Student Counseling Center
  - Student Health Center
  - Convenience/Coffee
  - Support Spaces
  - Circulation
- Upper Three Levels- 155 total residents
  - Resident Director
  - Suites- Four Person
  - Rooms- Two Person
  - Rooms- Single
  - Collaboration Rooms
  - Living Lounges
  - Support Spaces
  - Circulation

#### **GOAL 7- IDENTIFY ANTICIPATED COSTS (Critical Outcome)**

Answering the second critical outcome question- “how much” provides for the identification of potential costs that are to be anticipated. Possible costs identified elsewhere in this feasibility study include both estimated costs for construction and project cost allowances. The conceptual design included in the study has been used as the basis for the construction cost model that has been developed. Project costs are additional costs beyond bid day numbers such allowances as administrative, support, FFE (fixtures,

furnishings, & equipment), moving, A/E fees, inflation, lending fees, testing, abatement, change orders, and project contingencies. These project costs should be closely examined, identified, amended, and budgeted as required.

#### **GOAL 8- IDENTIFY ANTICIPATED SCHEDULE (Critical Outcome)**

The third critical outcome question of this study- “when” is addressed through the identification of anticipated milestones. An anticipated project schedule has been included elsewhere in this study to help with the institution anticipate milestones time frames required to plan, construct, and occupy of the new facility. As the project moves forward, the schedule will need to be adjusted as the planning picture becomes clearer. Much of the outlined schedule is linear in progression and should be noted that if any milestone is missed or delayed, the entire schedule will need to be extended. See the Appendix for a complete breakdown of anticipated project schedule.





# PROGRAMMED SPACES

The following programmed spaces have been closely coordinated with LCSC administration and staff identifying facility needs based on LCSC strategic plan and masterplan vision. Future campus growth is anticipated at the Normal Hill campus which this facility is envisioned to support. The program needs for the Living Learning Complex fall into four general groupings: residential living, learning/collaboration, student support, and fitness.

## PROGRAMMED SPACES-

| Level/Space                       | Area (SF) |
|-----------------------------------|-----------|
| <b>Level 1 (basement)</b>         |           |
| • Fitness Facility                | 4,500     |
| • Support Spaces                  | 340       |
| • Circulation                     | 1,100     |
| • <u>Structure</u>                | 860       |
| Level Gross SF Subtotal           | 6,800     |
| <b>Level 2 (main floor)</b>       |           |
| • Classrooms                      | 1,960     |
| • Collaboration/Study             | 2,380     |
| • Student Counseling Center       | 1,185     |
| • Student Health Center           | 1,080     |
| • Shared Counseling/Health Spaces | 690       |
| • Coffee/Convenience              | 940       |
| • Support Spaces                  | 1,090     |
| • Circulation                     | 2,515     |
| • <u>Structure</u>                | 1,560     |
| Level Gross SF Subtotal           | 13,400    |
| <b>Level 3 (51 residents)</b>     |           |
| • Residential Suites/Rooms        | 6,980     |
| • Collaboration/Lounge            | 1,180     |
| • Support Spaces                  | 1,700     |
| • Circulation                     | 1,940     |
| • <u>Structure</u>                | 1,600     |
| Level Gross SF Subtotal           | 13,400    |

## Level 4 (52 residents)

|                            |        |
|----------------------------|--------|
| • Residential Suites/Rooms | 6,980  |
| • Collaboration/Lounge     | 1,180  |
| • Support Spaces           | 1,700  |
| • Circulation              | 1,940  |
| • <u>Structure</u>         | 1,600  |
| Level Gross SF Subtotal    | 13,400 |

## Level 5 (52 residents)

|                            |        |
|----------------------------|--------|
| • Residential Suites/Rooms | 6,980  |
| • Collaboration/Lounge     | 1,180  |
| • Support Spaces           | 1,700  |
| • Circulation              | 1,940  |
| • <u>Structure</u>         | 1,600  |
| Level Gross SF Subtotal    | 13,400 |

**Total Building Gross SF 60,400**



# CODE CONSIDERATIONS

A thorough initial code analysis of the 2012 International Building Code (IBC) has identified a number of code considerations that should be further examined during project development. Building codes that have been adopted by the State of Idaho at the time of building permit review will need to be the basis of project design. Type of construction, allowable building area, adjacent structures separation, fire sprinklers, fire flow, and exiting all appear to be issues that will require close examination as the project design is further developed. The following is a summary of code limitations identified at this time for future consideration:

## TYPE OF CONSTRUCTION

It appears that Type II (noncombustible) or Type III (noncombustible exterior walls & combustible construction allowed elsewhere) would allow for the code required area, stories, and height of the concept design. Occupancy separation should be closely examined as the design is further developed.

## ALLOWABLE BUILDING AREA

The basic allowable area per floor is as follows:

| Occupancy         | Type IIB  | Type IIIB | Stories |
|-------------------|-----------|-----------|---------|
| • R-2, Dorm =     | 16,000 SF | 16,000 SF | 4       |
| • B, Business =   | 23,000 SF | 19,000 SF | 3       |
| • A-3, Assembly = | 9,500 SF  | 9,500 SF  | 2       |

The basic allowable floor area per floor appears to be greater than the conceptual design floor area. Additionally, basic allowable area and stories are allowed to be increased through the use of automatic fire sprinklers or/and frontage separation.

## SEPARATION BETWEEN BUILDINGS

Building placement on site is required to follow the code minimum distance between buildings based on occupancy and construction classification. A summary of exterior wall fire protection required for the R-1, B, and A-3 occupancies based on distance to assumed property line between buildings are as follows:

| Distance             | Type IIB | Type IIIB |
|----------------------|----------|-----------|
| • < 10 FT =          | 1 HR     | 1 HR      |
| • 10 FT to < 30 FT = | 0 HR     | 1 HR      |
| • 30 or greater =    | 0 HR     | 0 HR      |

## AUTOMATIC FIRE SPRINKLERS

The use of an automatic fire sprinkler system (AFSS) is required for all the residential occupancies. An AFSS also has the advantage of allowing the basic allowable area per floor to be increased by 200% in a multistory building.

## EGRESS

Providing two exit stairways from the basement and upper floors appears to provide the required number of exits and exit width to handle the occupant loading of exit stairs. The conceptual design has taken into account and has also provided for the required remoteness of exits.

## ACCESSIBILITY

IBC Chapter 11 and the Americans with Disabilities Accessible Guidelines (ADA-AG) require that each of the occupancies provided in the building include accessible features (R-2, B, & A-3). The addition of an accessible elevator is an important inclusion as a building amenity to meet these requirements. The conceptual design included in the study has taken into account specific accessible requirements.

## FUTURE ADDITION(S)

It appears that if Type IIB or Type IIIB construction is used to construct the building and fire sprinklers are installed that the existing building code would allow for additional building area to be added in the future. This would provide the college with future growth opportunities in the form of addition(s) to the building.



# CONCEPTUAL DESIGN

The conceptual design has been developed to be student centered and located at the heart of campus. It is college's intent to create a sense of place. They would like to see a welcoming environment that will beckon students to gather here. Interior and exterior spaces have been designed to flow between each other. The mixed use facility envisioned includes living and learning spaces that will serve the entire student population while providing a residential home for 155 students during the academic year. Our concept includes a design that will invite students into the building and through the facility. It is intended to have a campus feel infused with nature (stepped planters). Natural light will stream into the building. Interior activity will be on display through the building's transparency.

## PROJECT INFORMATION

**Zone:** NHMU (Normal Hill Mixed Use Zone), State of Idaho property

**Anticipated Uses:** Mixed Use, College Campus

**Parking:** Existing Campus Parking Lots

**Loading, Refuse, & Recycling:** Shared with Student Union Building

**Site Size:** 26,400 SF approximately

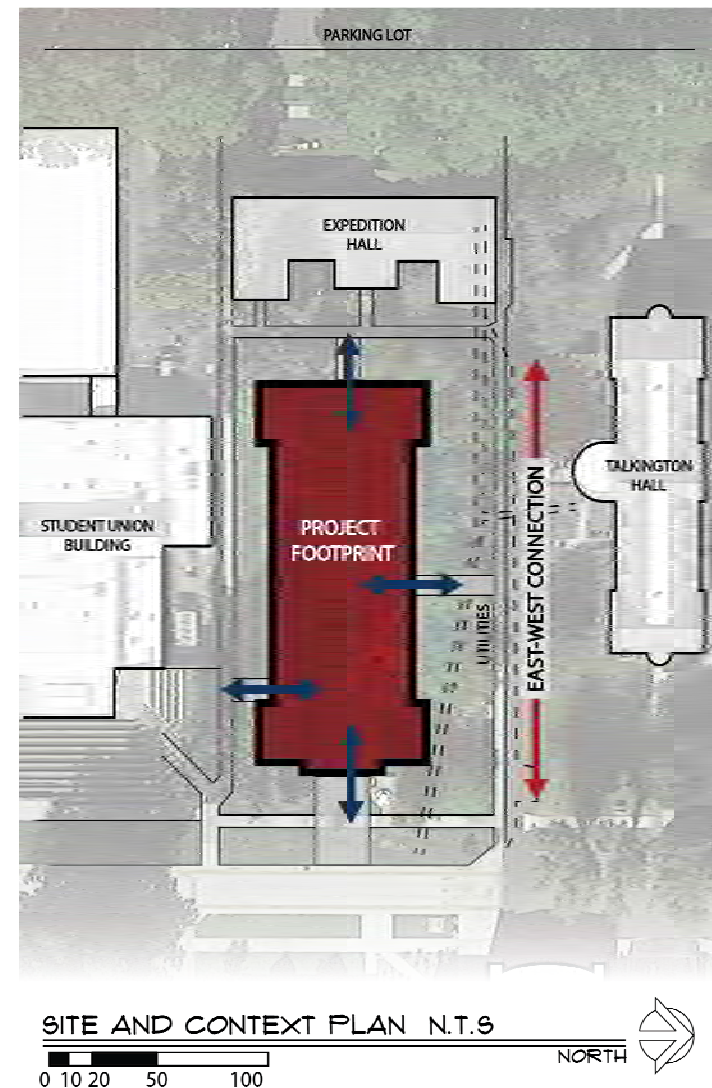
### Building Size:

- |                                           |                  |
|-------------------------------------------|------------------|
| • Student Exercise Facility (Basement)    | 6,800 SF         |
| • Student Services & Learning (Level One) | 13,400 SF        |
| • Student Living & Learning (Level Two)   | 13,400 SF        |
| • Student Living & Learning (Level Three) | 13,400 SF        |
| • Student Living & Learning (Level Four)  | 13,400 SF        |
| • <b>Building Total:</b>                  | <b>60,400 SF</b> |

## SITE PLAN - HEART OF CAMPUS

The conceptual site plan provides for an emphasis on the campus pedestrian. The building is located along the major north-south axis of the campus walkway. This location is intended to embed student residents into campus life. The central location will provide easy access to student health, exercise, and counseling services for the general student population. The site is located in an open area between the Student Union Building (SUB), Talkington Hall, and Expedition Hall. Careful as-building and placement of the building will be required to minimize adverse impact to the old growth trees


surrounding the perimeter of this site. Additionally, relocation of existing interpretative park elements is anticipated to be blended with the new building and walks. Creation of a strong east-west walk would provide better campus pedestrian flow. Parking for this facility will be provided by the parking lot located immediately to the west. Service of the building will be shared with the SUB by a short alley located to the south. Potential future expansion could take place to the west with the removal and/or relocation of Expedition Hall.

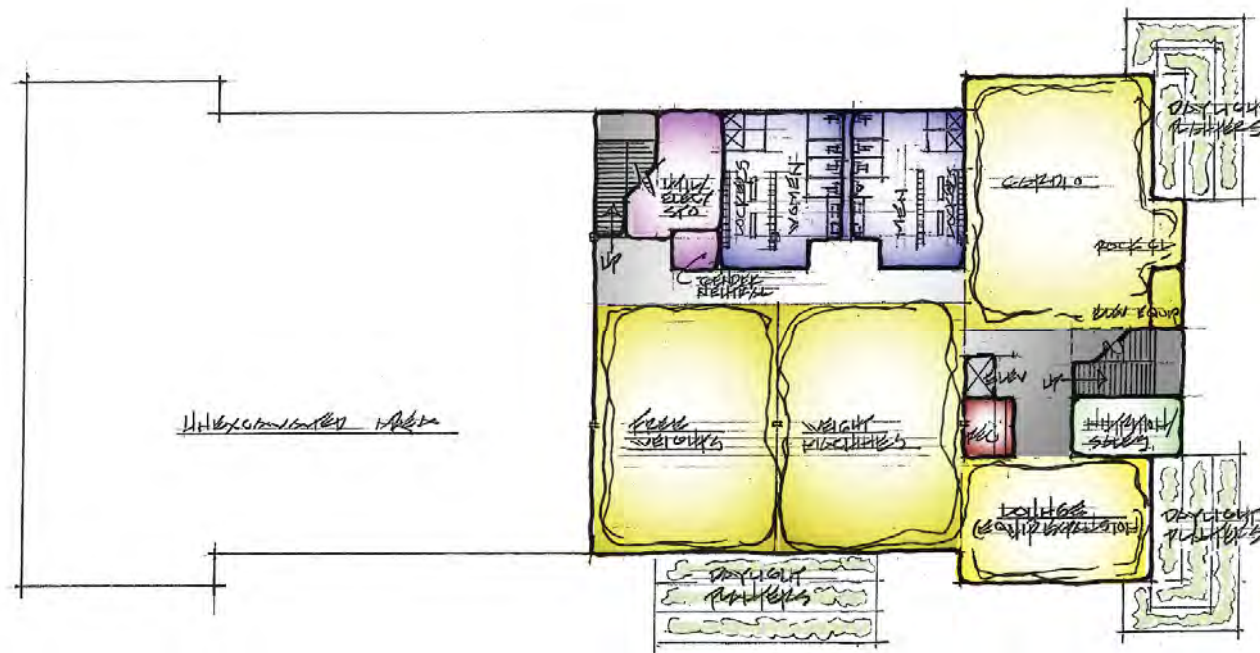




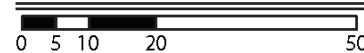
**LEVEL 1 (Basement) - CENTER OF STUDENT HEALTH**

Located in the basement, the fitness facility conceptual design provides for extensive daylighting providing an inviting place for students to work out tending to their health needs. Areas for cardio, weight machines, free weights, nutrition, climbing wall, lounge, and locker rooms are accounted for.

| ROOM TYPE KEY                                                                                   |                                                                                                      |                                                                                                    |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|  Circulation   |  Suites             |  Nutrition Sales  |
|  Lounge/Common |  Collaboration      |  Recreation Areas |
|  Classrooms    |  Laundry            |  Storage          |
|  Conference    |  Custodial/Supplies |  Utility          |
|  Exam/Lab      |  Resident Director  |  Restrooms        |
|  Dorms         |  Fitness Rooms      |                                                                                                    |



BASEMENT FLOOR PLAN (FITNESS CENTER) N.T.S.




















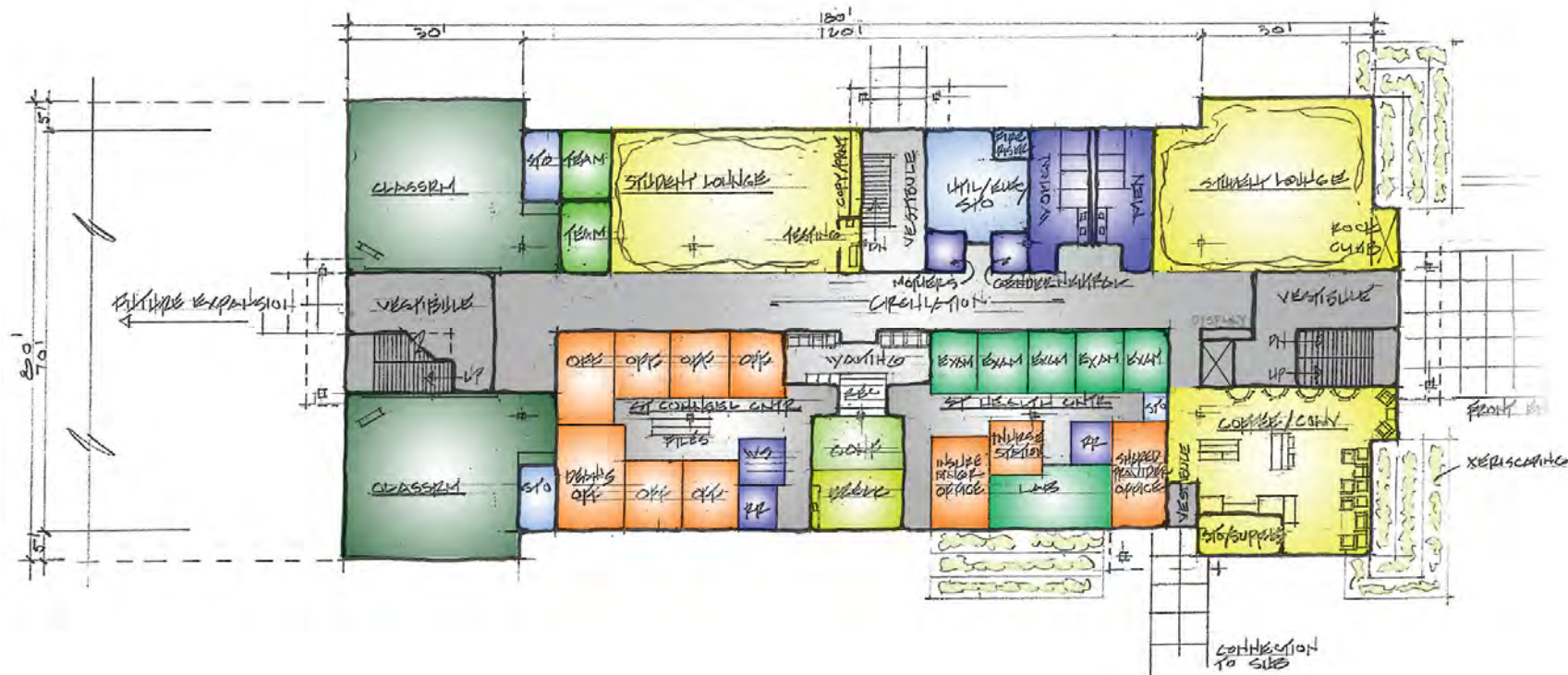
NORTH



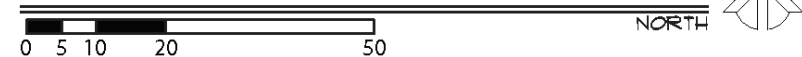
### LEVEL 2 (Grade Level) - HUB OF STUDENT ACTIVITY

Located on grade level, a number of student learning and support spaces are provided to enrich student life at LCSC. Two classrooms, ample study space, collaboration rooms, student health center, student counseling center, and convenience/coffee shop have been provided on this floor. It is envisioned that the uses on this floor will provide an instant draw to the facility as a hub of activity the day that construction is complete and ready for occupancy.

| ROOM TYPE KEY                                                                     |               |                                                                                   |                    |                                                                                   |                  |
|-----------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------|------------------|
|  | Circulation   |  | Suites             |  | Nutrition Sales  |
|  | Lounge/Common |  | Collaboration      |  | Recreation Areas |
|  | Classrooms    |  | Laundry            |  | Storage          |
|  | Conference    |  | Custodial/Supplies |  | Utility          |
|  | Exam/Lab      |  | Resident Director  |  | Restrooms        |
|  | Dorms         |  | Fitness Rooms      |                                                                                   |                  |




















MAIN LEVEL FLOOR PLAN N.T.S.

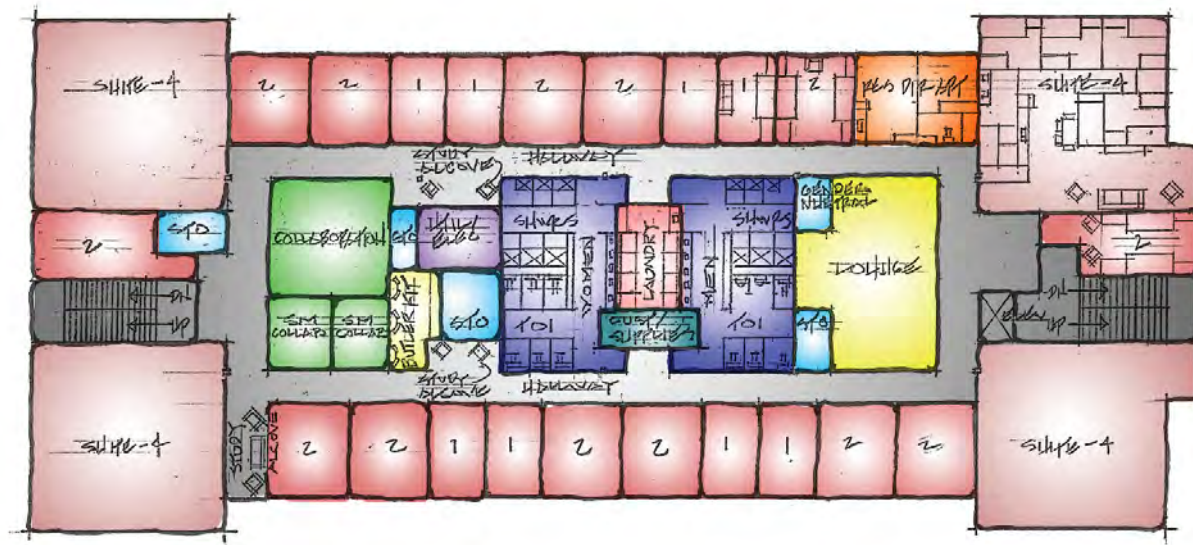




### LEVELS 3-5 - RESIDENTIAL LIVING & LEARNING (155 Students)

The residential levels (3-5) of the facility each provide a variety of student living arrangements including, multiple student suites, double occupancy rooms, and single rooms. Student lounges provide for a relaxed setting for student interaction. Learning and collaboration are supported by varying sizes of group study spaces. Natural light is captured providing for a healthy living and learning environment with 51-52 students on each level (155 Total).

| ROOM TYPE KEY                                                                     |               |                                                                                   |                    |                                                                                   |                  |
|-----------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------|------------------|
|  | Circulation   |  | Suites             |  | Nutrition Sales  |
|  | Lounge/Common |  | Collaboration      |  | Recreation Areas |
|  | Classrooms    |  | Laundry            |  | Storage          |
|  | Conference    |  | Custodial/Supplies |  | Utility          |
|  | Exams/Lab     |  | Resident Director  |  | Restrooms        |
|  | Dorms         |  | Fitness Rooms      |                                                                                   |                  |



RESIDENTIAL FLOOR PLANS (LEVELS 3-5)



### EXTERIOR OF TIMELESS MATERIALS & TRANSPARENCY

The exterior design and materials of the conceptual design provide for an aesthetically pleasing palate of timeless materials that complement LCSC's campus vernacular. Exterior design features that blend with existing historic elements would add to the historic fabric of campus. The City of Lewiston is in the process of adopting the Normal Hill Special Planning Area (NHSPA) which is a residential zone fulling surrounding campus with the intent of encouraging historic preservation through the use of an overlay zone. The school's commitment to the historic detailing is readily apparent where two of LCSC's most recent remodel projects have been Orchid Award winners being honored for excellence in historic preservation. Large glazed openings of clear transparent glass provide views of campus life inside and out. The exterior design places the building's interior activities on display; activity and excitement are projected to passer byes adding vibrancy to the campus.



POSSIBLE EAST ELEVATION



POSSIBLE NORTH ELEVATION





## POSSIBLE COSTS/BUDGET

The success of any development is founded on quality research, investigation, and development to fully understand applicable issues. This facility study and conceptual design is a step forward in identifying these issues. It is fully expected that adjustments in cost assumptions will need to be coordinated and refined as the design is further developed and actual financing is finalized. It is assumed that the project will be administered by the Division of Public Works (DPW) and their development procedures will need to be followed. Costs will need to be continually updated as more information is obtained, scope is refined, and the design is adjusted.

### CONSTRUCTION COSTS ANTICIPATED

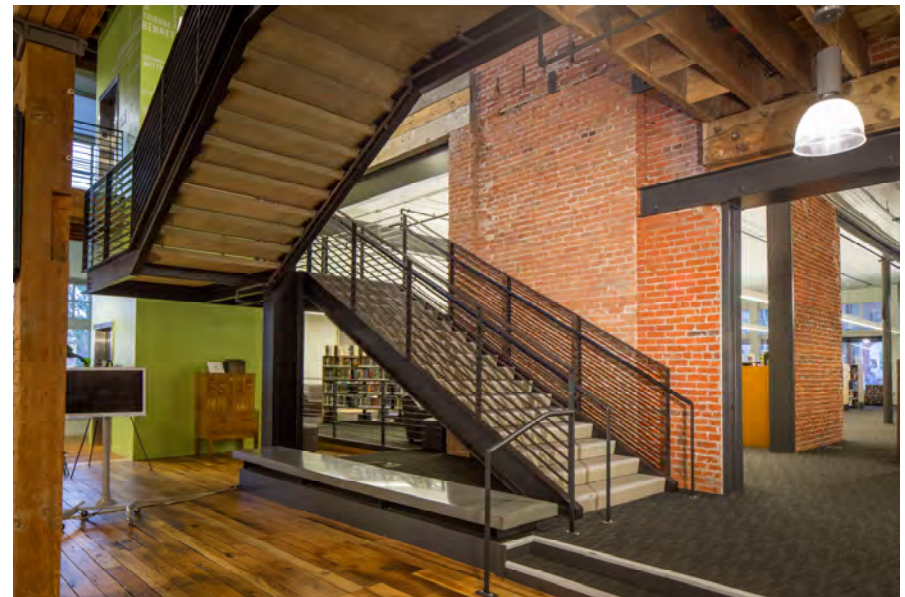
The construction costs included for this facility study are a summary of an itemized cost model that was developed for the conceptual design. As mentioned previously, the construction cost model will need to be updated at each design phase to monitor whether assumptions made are still valid with changing market conditions.

See next page for programmed construction cost summary.

### TOTAL PROJECT COSTS ANTICIPATED

Total project costs include allowances for costs that will be required for the entire project including assumed construction costs. Total project costs include additional expenditures beyond bid day costs including allowances for administrative, support, FFE (fixtures, furnishings, & equipment), moving, A/E fees, inflation, testing & commissioning, abatement, change orders, and project contingencies. These project costs should be closely examined, identified, amended, and budgeted as required.

See next page for programmed project cost summary.



## PROGRAMMED CONSTRUCTION COST SUMMARY-

|                                      |                     |
|--------------------------------------|---------------------|
| General Conditions                   |                     |
| • Division 1                         | \$ 1,579,524        |
| Site Development                     |                     |
| • Division 2                         | \$ 368,728          |
| Building Construction                |                     |
| • Division 3 Concrete                | \$ 643,040          |
| • Division 4 Masonry                 | \$ 568,080          |
| • Division 5 Metals                  | \$ 627,600          |
| • Division 6 Framing                 | \$ 1,979,258        |
| • Division 7 Thermal                 | \$ 387,344          |
| • Division 8 Openings                | \$ 1,049,700        |
| • Division 9 Finishes                | \$ 923,625          |
| • Division 10 Specialties            | \$ 334,600          |
| • Division 11 Equipment              | \$ 107,850          |
| • Division 12 Furnishings            | \$ 68,200           |
| • Division 13 Special Con            | \$ 0                |
| • Division 14 Conveying              | \$ 179,000          |
| • Division 15 Mech                   | \$ 2,222,106        |
| • Division 16 Elec                   | \$ 1,842,200        |
| <u>Sales Tax &amp; Contingencies</u> | <u>\$ 1,283,094</u> |
| Total Construction Costs             | \$ 14,163,949       |



## PROGRAMMED PROJECT COST ALLOWANCE SUMMARY-

|                             |               |
|-----------------------------|---------------|
| Construction Costs          |               |
| • Construction Costs        | \$ 14,163,949 |
| • Construction Contingency  | \$ 708,198    |
| Fees Costs                  |               |
| • Design Fees               | \$ 1,345,575  |
| • Other Fees/Reimbursables  | \$ 50,000     |
| • Misc. Fees (TBD)          | \$ 20,000     |
| Survey/Testing/Hazmat Costs |               |
| • Survey/Testing            | \$ 50,000     |
| • Hazardous Materials       | \$ 0          |
| Plan Review                 | \$ 17,000     |
| Management Costs            |               |
| • DPW Management (TBD)      | \$ 0          |
| • LCSC Management (TBD)     | \$ 0          |
| Support Costs               |               |
| • Owner Support             | \$ 50,000     |
| • Technology Support        | \$ 50,000     |
| • Security Support          | \$ 0          |
| • Signage Support           | \$ 0          |
| • Misc. Equipment (TBD)     | \$ 0          |
| • Misc. Support (TBD)       | \$ 0          |
| Furnishing Costs            |               |
| • Technology/AV             | \$ 302,000    |
| • FF&E                      | \$ 756,600    |
| • Artwork                   | \$ 0          |
| Moving Expenses             | \$ 35,000     |
| Misc. Costs (TBD)           | \$ 0          |
| Project Cost Subtotal       | \$ 17,548,322 |
| Escalation (inflation)      | \$ 350,966    |
| Project Contingency         | \$ 615,191    |
| Total Project Costs         | \$ 18,513,479 |

## PROJECT BUDGET-

Project Budget Assumed \$ 17,000,000 - \$ 18,500,000



## POSSIBLE SCHEDULE

The following anticipated project schedule has been closely coordinated with LCSC to identify milestones that are anticipated to be required for design, approval, and construction of the Living Learning Complex.

### PROJECT SCHEDULE ANTICIPATED

The optimal project schedule includes funding finalization, Idaho State Board of Education approval (planning & design) and Division of Public Works assignment and set up prior to January 2017. The identified schedule includes design team selection and negotiation in January and February. Schematic design is scheduled to begin in March with design development completed in August. A five month construction documents period appears to allow for project bidding February 2018. Building construction is currently estimated to take approximately 14-15 months with completion in June 2019. This anticipated schedule would allow the owner two months for building move-in and startup with occupancy occurring at the start of fall semester 2019.

See next page for possible project schedule developed.



## Possible Project Schedule

| DATE                                | TASK                                                                                                    |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Oct 2016</b>                     | <b>Facility Study Complete</b><br><i>Establishes possible project scope, budget, &amp; schedule</i>     |
| <b>Oct 15 - Nov 15 (4 wks)</b>      | <b>Funding Finalization</b><br><i>State approval &amp; funding established</i>                          |
| <b>Nov 15 - Jan 1 (6 wks)</b>       | <b>DPW Proj Assign &amp; Setup</b><br><i>DPW assigns PM &amp; sets up project budget</i>                |
| <b>Dec 15</b>                       | <b>State Board of Ed Approval</b><br><i>State Board of Education approval for planning &amp; design</i> |
| <i>Dec 16 - Jan 11, 2017</i>        | <i>LCSC Winter Break</i>                                                                                |
| <b>Jan 1, 2017 - Feb 1 (4 wks)</b>  | <b>Request for Qualifications</b><br><i>Advertise for architect/engineer teams</i>                      |
| <b>Feb 1 - 15 (2 wks)</b>           | <b>A/E Team Selection</b><br><i>Short list, interview, &amp; select architect/engineer team</i>         |
| <b>Feb 15 - Mar 15 (4 wks)</b>      | <b>A/E Team Contract</b><br><i>DPW negotiates &amp; develops A/E contracts</i>                          |
| <b>Mar 15 - May 15 (8 wks)</b>      | <b>Schematic Design &amp; Review</b><br><i>SD completion w/ PBFAC, DPW, &amp; LCSC review</i>           |
| <i>Mar 27 - 31</i><br><i>May 12</i> | <i>LCSC Spring Break</i><br><i>LCSC Commencement</i>                                                    |
| <b>May 15 - Aug 15 (12 wks)</b>     | <b>Design Develop &amp; Review</b><br><i>DD completion w/ PBFAC, DPW, &amp; LCSC review</i>             |

**Aug 15- Jan 15 (20 wks)**

**Oct 14**

**Dec 14**

*Dec 15 - Jan 15, 2018*

**Jan 15, 2018 - Feb 15 (4 wks)**

**Feb 15 - Mar 15 (4 wks)**

**Mar 15, 2018 - May 15, 2019 (14 mo)**

**May 15 - Jun 15 (4 wks)**

**Jun 15 - Aug 15 (8 wks)**

*Aug 26, 2019*

**Aug 15, 2019 - Aug 15, 2020 (12 mo)**

**Construct Docs & Review**  
*CD completion w/ PBFAC, DPW, & LCSC review*

**State Board of Ed Approval**  
*State Board of Education approval for construction & funding*

**State Board of Ed Approval**  
*State Board of Education Approval for incurrence of debt*

*LCSC Winter Break*

**Project Bidding**  
*Advertise & bid project*

**Contract, Bonding, Insurance**  
*Project awarded & contract developed & signed*

**Building Construction**  
*Mobilization, building construction, & substantial completion*

**Punch List / Contingency**  
*Final construction pickups & contingency period if reqd*

**Owner Move-In**  
*Building startup, furnishing move in, & owner occupancy*

*LCSC Fall Semester Begins*

**Warranty Period**  
*1 year monitoring and warranty repair*

*End of Possible Schedule*

# ACKNOWLEDGEMENTS

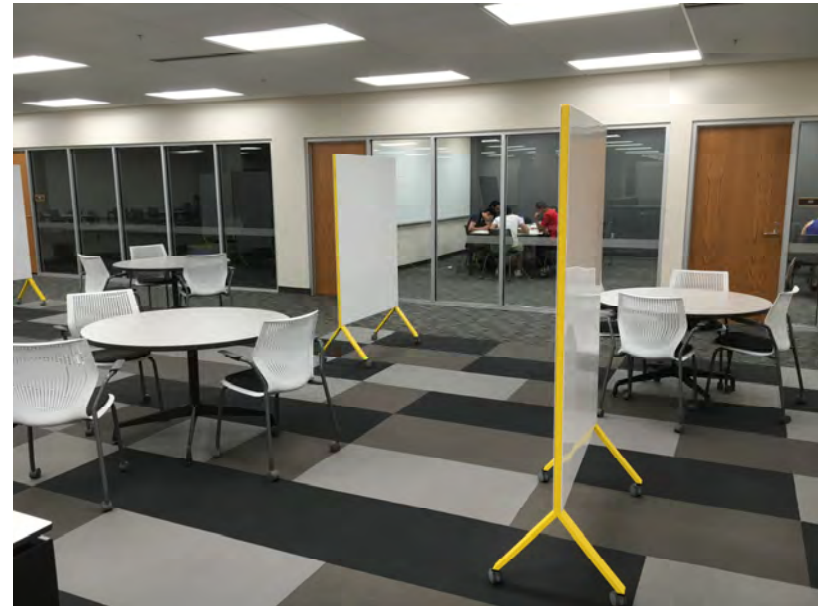
The following individuals have provided active participation, input, or feedback as a part of this facility study. With much gratitude their efforts have provided for the development of this comprehensive study for the proposed LCSC Living Learning Complex.

## **LEWIS-CLARK STATE COLLEGE;** Lewiston, Idaho, 208.792.5272

Dr. J. Anthony Fernandez, PhD, College President  
 Ron E. Smith, PhD, Special Assistant to the President  
 (Former Acting Vice President for Finance & Admin)  
 Todd J. Kilburn, MBA, Vice President for Finance & Admin  
 Andrew T. Hanson, PhD, Vice President for Student Affairs  
 Debbie Kolstad, MBA, Director of Residence Life  
 Julie A. Crea, Director, Administrative Auxiliary Services  
 Tim Wheeler, Food Service Director, Sodexo Dining Services

## **CASTELLAW KOM ARCHITECTS;** Lewiston, Idaho, 208.746.0183

Greg Castellaw, AIA, NCARB, Principal Architect  
 Ben Larsen, MArch, Project Manager





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## POSSIBLE 'TOTAL PROJECT COSTS' MATRIX

**LCSC Living Learning Facility Study**

Lewis-Clark State College  
Lewiston, Idaho

Castellaw Kom Architects (CKA)  
850 Main Street  
Lewiston, Idaho

Date:

25-Oct-16

Project Phase:

Facility Study

*NOTE: this feasibility 'Total Project Costs' matrix has been generated based on assumptions made by the A/E team and Owner to meet design parameters established early in the design (Conceptual Design). It is important to realize these estimated allowances are for reference only. The allowances indicated are schematic in nature and will adjust as the project progresses and develops.*

*\*Note: Refer to 'Opinion of Probable Construction Costs' for 'Construction Estimate'.*

*\*\*Note: The inflation percentage shown is for 1 year ONLY (additional years to be added as X% + X% + X% + X%.....).*

**PROGRAMMED CONSTRUCTION COST SUMMARY**

|                                | Item Description                 | Percentage       | Cost        | Cost/SF         | Total               |
|--------------------------------|----------------------------------|------------------|-------------|-----------------|---------------------|
| General Conditions             | Division 1 General Requirements  |                  | \$1,579,524 | \$26.15         |                     |
| Site Development               | Division 2 Site Work             |                  | \$368,728   | \$6.10          |                     |
| Building Construction          | Division 3 Concrete              |                  | \$643,040   | \$10.65         |                     |
|                                | Division 4 Masonry               |                  | \$568,080   | \$9.41          |                     |
|                                | Division 5 Metals                |                  | \$627,600   | \$10.39         |                     |
|                                | Division 6 Framing               |                  | \$1,979,258 | \$32.77         |                     |
|                                | Division 7 Moisture Protection   |                  | \$387,344   | \$6.41          |                     |
|                                | Division 8 Openings              |                  | \$1,049,700 | \$17.38         |                     |
|                                | Division 9 Finishes              |                  | \$923,626   | \$15.29         |                     |
|                                | Division 10 Specialties          |                  | \$334,600   | \$5.54          |                     |
|                                | Division 11 Equipment            |                  | \$107,850   | \$1.79          |                     |
|                                | Division 12 Furnishings          |                  | \$68,200    | \$1.13          |                     |
|                                | Division 13 Special Construction |                  | Not Used    | \$0.00          |                     |
|                                | Division 14 Elevator             |                  | \$179,000   | \$2.96          |                     |
|                                | Division 15 Mechanical           |                  | \$2,222,106 | \$36.79         |                     |
|                                | Division 16 Electrical           |                  | \$1,842,200 | \$30.50         |                     |
| Idaho Sales Tax @ 6.5%         |                                  |                  | \$418,628   | \$6.93          |                     |
| Design Contingency @ 6.5%      |                                  |                  | \$864,466   | \$14.31         |                     |
| <b>Total Construction Cost</b> |                                  | <b>60,400 SF</b> |             | <b>\$234.50</b> | <b>\$14,163,949</b> |

| PROGRAMMED PROJECT COST ALLOWANCE SUMMARY |                                                                    |  |            |                      |              |
|-------------------------------------------|--------------------------------------------------------------------|--|------------|----------------------|--------------|
|                                           | Item Description                                                   |  | Percentage | Cost                 | Total        |
| Construction Cost                         | Construction Costs                                                 |  |            | \$14,163,949         |              |
|                                           | Construction Contingency                                           |  | 5.0%       | \$708,197            |              |
| Fee Costs                                 | Design Fees (Arch/Struct/Mech/Elec/Civil)                          |  | 9.5%       | \$1,345,575          |              |
|                                           | Other Fees / Reimbursables                                         |  | Lump Sum   | \$50,000             |              |
|                                           | Misc. Fees (Allowance)                                             |  | Lump Sum   | \$20,000             |              |
| Survey/Testing/Hazmat Costs               | Survey/Testing/Quality Control (Allowance)                         |  | Lump Sum   | \$50,000             |              |
|                                           | Hazardous Materials (TBD)                                          |  | 0.0%       | \$0                  |              |
| Plan Review                               | DBS Calculation                                                    |  | Lump Sum   | \$17,000             |              |
| Management Costs                          | DPW Management (TBD)                                               |  | 0.0%       | \$0                  |              |
|                                           | LCSC Management (TBD)                                              |  | 0.0%       | \$0                  |              |
| Support Costs                             | Owner Support (Allowance)                                          |  | Lump Sum   | \$50,000             |              |
|                                           | Technology Support (Allowance)                                     |  | Lump Sum   | \$50,000             |              |
|                                           | Security Support/SALTO/Etc. (TBD)                                  |  | 0.0%       | \$0                  |              |
|                                           | Signage Support (TBD)                                              |  | 0.0%       | \$0                  |              |
|                                           | Misc. Equipment (TBD)                                              |  | 0.0%       | \$0                  |              |
|                                           | Misc. Support (TBD)                                                |  | 0.0%       | \$0                  |              |
| Technology                                | AV (\$5.0 per SF)                                                  |  | Lump Sum   | \$302,000            |              |
| Furniture, Fixtures, & Equip (FFE)        | Dorm Rooms (\$1,500.00 per Student)- Bed/Desk/Wardrobe             |  | Lump Sum   | \$232,500            |              |
|                                           | Offices (\$1050.00 per office)- Desk/Chair                         |  | Lump Sum   | \$12,600             |              |
|                                           | Exam Room (\$1,500.00 per Exam Room)- Table/Chair/Stool            |  | Lump Sum   | \$7,500              |              |
|                                           | Lab (Allowance)                                                    |  | Lump Sum   | \$25,000             |              |
|                                           | Classrooms / Collaborations (\$350.00 per Occupant)                |  | Lump Sum   | \$52,500             |              |
|                                           | Lounges (Allowance per furniture set)                              |  | Lump Sum   | \$164,000            |              |
|                                           | Athletic Equipment - Cardio (\$4,000.00 per station x 25)          |  | Lump Sum   | \$100,000            |              |
|                                           | Athletic Equipment - Weight Machines (\$3,500.00 per station x 25) |  | Lump Sum   | \$87,500             |              |
|                                           | Athletic Equipment - Free Weights (\$3,000.00 per station x 25)    |  | Lump Sum   | \$75,000             |              |
|                                           | Commercial Kitchen Equipment / Cases (TBD)- Sodexo                 |  | 0.0%       | \$0                  |              |
|                                           | Artwork (TBD)                                                      |  | 0.0%       | \$0                  |              |
| Moving Expenses                           |                                                                    |  | Lump Sum   | \$35,000             |              |
| Misc. Costs (TBD)                         |                                                                    |  | 0.0%       | \$0                  |              |
| Project Cost Subtotal                     |                                                                    |  |            | \$17,548,322         |              |
| **Inflation % Per Year (1 year shown)     |                                                                    |  | 2.0%       | \$350,966            |              |
| Project Contingency                       |                                                                    |  | 3.5%       | \$614,191            |              |
| Total Project Costs                       |                                                                    |  |            | Total Project Costs: | \$18,513,479 |



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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**DECEMBER 15, 2016**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Update of Lewis-Clark State College (LCSC) Six-Year Capital Plan to add a new Career Technical Education Building.

**REFERENCE**

|           |                                                                                                                                                                                                                                                                                                                             |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 2016 | The State Board of Education (Board) considered and approved a change in the LCSC 6-year Capital plan in conjunction with the approval for planning and design of Spalding Hall. Previous to that time, Spalding Hall had not been considered a major capital project, based on its originally-estimated construction cost. |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

**BACKGROUND/DISCUSSION**

LCSC is requesting Board approval to add a new Career Technical Education (CTE) Building to the Six Year Capital Plan. LCSC intends to partner with local industry and the local school district to develop and construct a new CTE building to provide training in technical vocations to meet the labor force needs of the region and provide collaborative programs with the new Lewiston High School.

LCSC makes this request at this time in order to put together a funding plan that includes possible donations, Federal grant opportunities, institutional contributions and other State funds.

**ATTACHMENTS**

|                                                            |        |
|------------------------------------------------------------|--------|
| Attachment 1- Current Board-approved Six Year Capital Plan | Page 3 |
| Attachment 2 - Revised Six-Year Capital Plan               | Page 4 |

**STAFF COMMENTS AND RECOMMENDATIONS**

Board approval of the requested update to the LCSC rolling 6-year capital improvement plan is a prerequisite for solicitation of donations for the project, as required by Board Policy V.K.2.b, which states that “*before any institution or agency under the governance of the Board solicits, accepts or commits a gift or grant in support of a specific major project, such project must first be included on the institution’s or agency’s Board-approved six-year plan.*” The revised six-year plan also moves the earlier-approved Living and Learning Complex project one year earlier (to FY2018), and eliminates the earlier-approved FY2020 auto repair/diesel mechanics project, which has been subsumed into the new \$20M CTE building project. Staff recommends approval.

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**BOARD ACTION**

I move to approve the revision to the Lewis-Clark State College six-year capital plan as submitted in Attachment 2.

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

**ATTACHMENT 1**

**CAPITAL BUDGET REQUEST  
SIX-YEAR PLAN FY 2018 THROUGH FY 2023  
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College** [Board approved on June 16, 2016]

| PROJECT DESCRIPTION/LOCATION                  | FY 2017<br>\$      | FY 2018<br>\$ | FY 2019<br>\$       | FY 2020<br>\$      | FY 2021<br>\$      | FY 2022<br>\$      |
|-----------------------------------------------|--------------------|---------------|---------------------|--------------------|--------------------|--------------------|
| North Idaho Collaborative Building            | \$1,000,000        |               |                     |                    |                    |                    |
| Spaulding Hall Renovation                     | \$4,000,000        |               |                     |                    |                    |                    |
| Living and Learning Complex                   |                    |               | \$17,000,000        |                    |                    |                    |
| Expansion of CPE (Auto repair/Diesel Mech)    |                    |               |                     | \$4,000,000        |                    |                    |
| Administrative Building upgrade               |                    |               |                     |                    | \$3,500,000        |                    |
| Workforce Training (WFT) facility replacement |                    |               |                     |                    | \$2,500,000        |                    |
| Physical Plant Workshops/Offices upgrades     |                    |               |                     |                    |                    | \$2,000,000        |
| <b>TOTAL</b>                                  | <b>\$5,000,000</b> | <b>\$0</b>    | <b>\$17,000,000</b> | <b>\$4,000,000</b> | <b>\$6,000,000</b> | <b>\$2,000,000</b> |

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**ATTACHMENT 2**

**CAPITAL BUDGET REQUEST  
SIX-YEAR PLAN FY 2017 THROUGH FY 2022  
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College** [Revised list reflecting addition of New CTE Building]

| PROJECT DESCRIPTION/LOCATION                  | FY 2017<br>\$      | FY 2018<br>\$       | FY 2019<br>\$       | FY 2020<br>\$      | FY 2021<br>\$      | FY 2022<br>\$      |
|-----------------------------------------------|--------------------|---------------------|---------------------|--------------------|--------------------|--------------------|
| North Idaho Collaborative Building            | \$1,000,000        |                     |                     |                    |                    |                    |
| Spaulding Hall Renovation                     | \$4,000,000        |                     |                     |                    |                    |                    |
| Living and Learning Complex                   |                    | \$17,000,000        |                     |                    |                    |                    |
| <b>CTE Building</b>                           |                    |                     | <b>\$20,000,000</b> |                    |                    |                    |
| Administrative Building upgrade               |                    |                     |                     | \$3,500,000        |                    |                    |
| Workforce Training (WFT) facility replacement |                    |                     |                     |                    | \$2,500,000        |                    |
| Physical Plant Workshops/Offices upgrades     |                    |                     |                     |                    |                    | \$2,000,000        |
| <b>TOTAL</b>                                  | <b>\$5,000,000</b> | <b>\$17,000,000</b> | <b>\$20,000,000</b> | <b>\$3,500,000</b> | <b>\$2,500,000</b> | <b>\$2,000,000</b> |

Agency Head Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
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| <b>TAB</b> | <b>DESCRIPTION</b>                                                          | <b>ACTION</b>     |
|------------|-----------------------------------------------------------------------------|-------------------|
| 1          | <b>SUPERINTENDENT’S UPDATE</b>                                              | Information Item  |
| 2          | <b>TEMPORARY RULE – IDAPA 08.02.03.004.01 –<br/>IDAHO CONTENT STANDARDS</b> | Motion to Approve |
| 3          | <b>PROFESSIONAL STANDARDS COMMISSION<br/>2015-2016 ANNUAL REPORT</b>        | Motion to Approve |
| 4          | <b>EMERGENCY PROVISIONAL CERTIFICATES</b>                                   | Motion to Approve |
| 5          | <b>RECOMMENDATION FROM THE BIAS AND<br/>SENSITIVITY COMMITTEE</b>           | Motion to Approve |

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**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016**

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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 updates on the State Department of Education, report on the progress of implementing Mastery Education, provide a Legislative update, and discuss teacher shortages and teacher evaluation audits.

**BOARD ACTION**

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

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Temporary Rule – IDAPA 08.02.03.004.01, Rules Governing Thoroughness, Incorporated by Reference – Idaho Content Standards

**REFERENCE**

|             |                                                                                                                                                                                          |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 2009  | Board approved updated Idaho Content Standards.                                                                                                                                          |
| April 2010  | Board approved revision of Science Standards.                                                                                                                                            |
| August 2015 | Board approved updated Humanities and Science standards (rejected by legislature).                                                                                                       |
| August 2016 | Board approved updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards. Board approved new Computer Science Standards. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9  
Section 33-1612, Idaho Code  
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

**BACKGROUND/DISCUSSION**

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Content standards are adopted statewide and reviewed every six (6) years by teams of educators and stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools.

Citing the need for further public comments, the Idaho Legislature rejected the science standards in Spring 2016. The State Department of Education (Department) began negotiated rulemaking in April 2016 which included solicitation of public comment online and in regional face to face meetings statewide. Comments through the submission form were accepted for 23 days between when the negotiated rulemaking notice was posted on April 6, 2016 to the end of the comment period on April 29, 2016. Over 400 comments were received with the majority being positive for revised Science standards (96%). All comments were posted online on the Department website.

Following the comment period, the science standards committee met to consider all comments and make changes the committee felt were substantive and warranted. Spring of 2016, draft revised Science standards were developed and finalized in June 2016, but the standards were not sent to the Board in August

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with the other revised content standards to allow for additional deliberation on possible revisions.

The sixteen (16) member science standards committee of educators and stakeholders, comprised of new as well as previously serving members, as listed in attachment 3, reconvened in October 2016 to address and further consider public comment and to reformat the Science standards document. The changes brought forth by the committee reflect their belief that these changes should be incorporated into the standards.

The science standards attached are a revised set of standards and are a different version than what the board adopted in August 2015. Differences between the two revisions include substantial revisions of structure and organization, including eliminating correlations to Idaho Content Standards in Mathematics and English Language Arts and Literacy, as well as other correlations to engineering practices. In addition, the committee made revisions to the standards to accommodate and answer concerns of stakeholders and legislators centered on how ideas describing impacts on the earth and age of the Earth are expressed.

**IMPACT**

These changes to the proposed standards will have no discernible financial impact.

**ATTACHMENTS**

|                                                                                         |         |
|-----------------------------------------------------------------------------------------|---------|
| Attachment 1 – Temporary Rule changes to IDAPA 08.02.03.004,<br>Idaho Content Standards | Page 5  |
| Attachment 2 – Science Standards White Paper                                            | Page 7  |
| Attachment 3 – October 2016 Science Standards Committee Members                         | Page 9  |
| Attachment 4 – Revised Idaho Science Content Standards                                  | Page 11 |

**STAFF COMMENTS AND RECOMMENDATIONS**

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 rule must meet 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. Temporary rules that are approved prior to the start of a legislative session normally expire at the end of that legislative session. While not typical, there are provisions that allow an agency to present a temporary rule that has been approved prior to the start of a legislative session to the Legislature and to request they extend the rule one year. If the Legislature grants the extension the rule would then expire at the end of the following legislation. To make a temporary rule permanent the Board will have to promulgate a proposed and then pending rule incorporating the new science standards during the 2017 rulemaking cycle. If the temporary rule is extended by the 2017 Legislature a new temporary rule will not have to



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promulgate a new temporary rule at that same time in order to keep the standards in place in 2017.

Idaho's science content standards were last updated in 2009. During the 2015 rulemaking cycle new science standards were adopted by the Board and incorporated by reference into Administrative Code. When the rules and incorporated science standards were presented during the 2016 legislative session both the Senate and House Education Committee members expressed concern that the public may not have had enough opportunity to provide feedback to the new standards. The standards were rejected by the Legislature to provide for additional comment and vetting. If approved by the Board, staff could ask the Legislature to extend the rule for another year.

**BOARD ACTION**

I move to approve the Revised Idaho Science Content Standards, the incorporated by reference document, as submitted in Attachment 3.

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

**AND**

I move to approve the Temporary Rule amendment to IDAPA 08.02.03.004, Rules Governing Thoroughness, the Idaho Content Standards, as submitted in Attachment 1.

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

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|                   |           |
|-------------------|-----------|
| <b>IDAPA</b>      | <b>08</b> |
| <b>TITLE</b>      | <b>02</b> |
| <b>CHAPTER 03</b> |           |

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (3-29-10)

- |             |                                                                                         |                              |
|-------------|-----------------------------------------------------------------------------------------|------------------------------|
| <b>a.</b>   | Driver Education, as revised and adopted on August 21, 2008.                            | (3-29-10)                    |
| <b>b.</b>   | Health, as revised and adopted on April 17, 2009.                                       | (3-29-10)                    |
| <b>c.</b>   | Humanities Categories:                                                                  | (3-29-10)                    |
| <b>i.</b>   | Art, as revised and adopted on April 17, 2009;                                          | (3-29-10)                    |
| <b>ii.</b>  | Dance, as revised and adopted on April 17, 2009;                                        | (3-29-10)                    |
| <b>iii.</b> | Drama, as revised and adopted on April 17, 2009;                                        | (3-29-10)                    |
| <b>iv.</b>  | Interdisciplinary, as revised and adopted on April 17, 2009;                            | (3-29-10)                    |
| <b>v.</b>   | Music, as revised and adopted on April 17, 2009;                                        | (3-29-10)                    |
| <b>vi.</b>  | World languages, as revised and adopted on April 17, 2009;                              | (3-29-10)                    |
| <b>d.</b>   | English Language Arts, as revised and adopted on August 11, 2010.                       | (4-7-11)                     |
| <b>e.</b>   | Limited English Proficiency, as revised and adopted on August 21, 2008.                 | (3-29-10)                    |
| <b>f.</b>   | Mathematics, as revised and adopted on August 11, 2010.                                 | (4-7-11)                     |
| <b>g.</b>   | Physical Education, as revised and adopted on April 17, 2009.                           | (3-29-10)                    |
| <b>h.</b>   | Science, as revised and adopted on <del>April 17, 2009</del> <u>December 15, 2016</u> . | <del>(3-29-10)</del> (____)T |
| <b>i.</b>   | Social Studies, as revised and adopted on April 17, 2009.                               | (3-29-10)                    |
| <b>j.</b>   | Information and Communication Technology, as revised and adopted on April 22, 2010.     | (4-7-11)                     |

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**Idaho Science Standards White Paper**

**Science Standards Recommendation**

We, the Executive Committee on the Idaho Science Standards Revision, recommend that the Idaho State Department of Education adopt the Idaho State Science Standards. Idaho has a long tradition of local ownership of our educational process and the revised science standards have been created by Idaho's K-16 educators for use in Idaho's science classrooms.

**What is Science?**

Science is the coordination of a body of knowledge about the natural world and a set of practices that enable humans to explore and understand that world. Science is truly the original human endeavor. Natural explanations for observed phenomena must be based on empirical evidence.

**What are the weaknesses of our current science standards?**

Science standards are currently in place for K-12 classrooms in Idaho. These standards are very broad and vague in nature. National and local evaluations of these current standards indicate a lack of clarity in science content topics. This makes it very difficult to assess student achievement of these standards because there are not clear performance expectations embedded in them. Inquiry-based learning methods are a best-practice in the field of science education yet they are missing from the Idaho Science document. Another valid criticism of the current science document is that it fails to adequately link math and English Language Arts practices to key scientific applications. Standards should contain a planned scope and sequence of practices and content themes that spirals from kindergarten all the way through to high school and yet the current standards are compartmentalized and full of gaps.

**Why do we need to revise our science standards?**

Science as a practice is dynamic in nature. Our current science standards document was originally adopted in 2001 with few significant changes in the interim. In the last fifteen years, there have been significant advancements in science and technology; therefore updated science standards are necessary. Science classrooms offer a unique opportunity for students to practice 21st century learning skills that will enable them to be more productive in their future endeavors. When comparing our current science standards with the revised science standards, it becomes clear that the document does not contain new content but is instead driven by a new approach to teaching that content.

Revising Idaho's science standards allows for the integration of "knowing science" and "doing science". Conceptual understanding of content will require practicing science in place of memorizing facts. Structuring science standards around performance expectations makes mastery assessment of student knowledge an embedded component of science education. Updated science standards in this state will allow for learning experiences that will increase both content knowledge as well as scientific and engineering practices over time. This will eliminate the gaps and compartmentalization that is endemic in the current document.

National movement towards an updated version of science standards that is similar to Idaho's revised science standards document is dictating that professional development opportunities and curricular materials that are in development will align better with the revised document than with the current standards. Many of Idaho's post-secondary institutions are already using a version of science standards similar to the revised Idaho Science Standards document in their science and their science education departments to train potential graduates in these fields.

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Our science standards are strengthened when we teach science with a Three-Dimensional approach. Teaching three dimensionally means incorporating science content with crosscutting concepts and science and engineering practices. These include adding the following topics into our standards:

- Asking questions/Defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computer technology and computational thinking
- Constructing explanations/Designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating and communicating information
- Identifying patterns
- Cause and effect
- Scale, proportion and quantity
- Systems and system models
- Energy and matter: flows cycles and conservation
- Structure and function
- Stability and change

**2015 Science Committee Members:**

- Jason George, Vision Charter, High School Science Teacher & K-12 Science Coordinator, Idaho Presidential Award Recipient
- Chris Taylor, Boise School District, K-12 Science/Social Studies Coordinator
- Melyssa Ferro, Syringa Middle, Science Teacher K-12 Caldwell K-12 Science Coordinator, National Presidential Award Recipient, Idaho Teacher of the Year Award
- Erin Johnson, Aberdeen Middle School Science Teacher, Idaho Science Teacher Association
- Scott Ray, Malad Middle School Science Teacher
- Joe Kelly, Science Coordinator West Ada School District
- Sarah Anderson, Boise State University Department of Education
- Tanya Elmer, Eagle High School Chemistry Teacher, West Ada School District
- Ralph Peterson, North Gem High School Science Teacher, Idaho Science Teacher Association
- Karen Abbot, Boise School District (retired), Idaho Presidential Award Recipient
- Tauna Johnson, Genesee Elementary School, National Presidential Award Recipient
- Zoe Jorgensen, Bush Elementary School Idaho Falls, Idaho Presidential Award Recipient
- Anne Siefert, Idaho National Lab K-12 STEM Coordinator, National STEM Professional Development Leadership Award
- Dr. Bob Compton, Doctor of Veterinary Medicine
- Scott Smith, State Department of Education, K-12 Science and STEM Coordinator
- Scott Cook, State Department of Education, Director, Academic Services/Support/Professional Development
- Angela Hemingway, Idaho STEM Action Center, Executive Director

## **2016 Science Standards Review Committee Members**

Monday, October 24, 2016

- Tammy Nichols, Patron
- Melyssa Ferro, Middle School Science Teacher
- Chris Stoker, K-12 STEM Coordinator, West Ada School District
- Chris Taylor, K-12 Science/Social Studies Coordinator, Boise School District
- Anne Seifert, Idaho National Lab K-12 STEM Coordinator
- Tanya Elmer, Eagle High School Chemistry Teacher
- Tauna Johnson, Genesee Elementary School
- Micah Lauer, Heritage Middle School Life Science Teacher
- Xochi Campos, Boise State University Preservice Teacher
- Ken Wareham, Lewis-Clark State College Higher Ed K-12
- Sarah Anderson, Boise State University Higher Ed K-12
- Angela Hemingway, Idaho STEM Action Center Executive Director
- Scott Smith, State Department of Education K-12 Science and STEM Coordinator
- Heidi Arrate, State Department of Education K-12 Assessment Specialist
- Scott Cook, State Department of Education Curriculum Director
- Marilyn Whitney, Governor's Senior Special Assistant for Education



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~~IDAHO CONTENT STANDARDS  
KINDERGARTEN  
SCIENCE~~

~~Standard 1: Nature of Science~~

~~Students explore the process of scientific investigation through observations and collection of data over time. Students follow instructions and work with others.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.2.1—Make observations and collect data. (528.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.3.1—Measure in non-standard units. (528.02.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.4.1—Apply the concepts of yesterday, today, and tomorrow. (528.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~No objectives at this grade level.~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.6.1—Make observations. (529.01.a)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.7.1—Use cooperation and interaction skills. (538.01.a)~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Kindergarten, the student will be able to:~~

~~K.S.1.8.1—Follow instructions. (538.02.a)~~

**Standard 2: Physical Science**

~~Students use their senses to investigate the organizational patterns in the world around them and describe a variety of objects.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Kindergarten, the student will be able to:~~**

~~K.S.2.1.1—Use senses to describe matter. (530.01.a)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

~~No objectives at this grade level.~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students observe plants and animals and describe their characteristics.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Kindergarten, the student will be able to:~~**

~~K.S.3.1.1—Observe and describe the characteristics of plants and animals. (532.01.a)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Kindergarten, the student will be able to:~~**

~~K.S.3.2.1—Describe the difference between living and non-living things. (533.01.a)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

~~No objectives at this grade level.~~

**Standard 4: Earth and Space Systems**

~~Students make and describe observations of seasonal changes.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Kindergarten, the student will be able to:~~**

~~K.S.4.1.1—Name the four seasons. (534.01.a)~~

~~K.S.4.1.2—Place the four seasons in order. (534.01.a)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students describe local environments~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Kindergarten, the student will be able to:~~**

~~K.S.5.1.1—Describe characteristics of a man-made environment (home, school...).  
(536.01.a)~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

~~No objectives at this grade level.~~

**~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~**

~~No objectives at this grade level.~~

~~IDAHO CONTENT STANDARDS~~  
~~GRADE 1~~  
~~SCIENCE~~

~~Standard 1: Nature of Science~~

~~Students explore the process of scientific investigation through observations and data collection, using standard and non-standard units of measurement. Students follow multi-step instructions and work with others.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.2.1—Make observations, collect data, and use data. (543.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.3.1—Measure in both standard and non-standard units. (543.02.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.4.1—Explain the concepts of past, present, and future. (543.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~No objectives at this grade level.~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.6.1—Make and record observations. (544.01.a)~~

~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.7.1—Demonstrate cooperation and interaction skills. (553.01.a)~~

~~Goal 1.8: Understand Technical Communication~~

~~Objective(s): By the end of Grade 1, the student will be able to:~~

~~1.S.1.8.1—Follow multi-step instructions. (553.02.a)~~

**Standard 2: Physical Science**

~~Students describe properties of common objects and how movement is a change of position.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 1, the student will be able to:~~**

~~1.S.2.1.1—Describe properties of objects. (545.01.a)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

**~~Objective(s): By the end of Grade 1, the student will be able to:~~**

~~1.S.2.2.1—Describe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) (545.02.a)~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students describe the life cycles of living things and how they survive in their environment.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Grade 1, the student will be able to:~~**

~~1.S.3.1.1—Describe the life cycle of a plant (seed, growth, reproduction, death). (547.01.a)~~

~~1.S.3.1.2—Describe the life cycle of an animal (birth, development, reproduction, death). (547.01.a)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Grade 1, the student will be able to:~~**

~~1.S.3.2.1—State that living things need food to survive. (548.01.a)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

~~No objectives at this grade level.~~

**Standard 4: Earth and Space Systems**

~~Students describe characteristics for each season and the cycle of the seasons.~~

**Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems**

**Objective(s): By the end of Grade 1, the student will be able to:**

~~1.S.4.1.1—Identify the four seasons and their characteristics for a local region. (549.01.a)~~

**Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students describe characteristics of the local environment.~~

**Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced**

**Objective(s): By the end of Grade 1, the student will be able to:**

~~1.S.5.1.1—Identify the characteristics of local natural environments. (playground, backyard). (551.01.a)~~

**Goal 5.2: Understand the Relationship between Science and Technology**

~~No objectives at this grade level.~~

**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them**

~~No objectives at this grade level.~~



~~IDAHO CONTENT STANDARDS  
GRADE 2  
SCIENCE~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Nature of Science~~

~~Students identify questions that can be answered through observation, collection, recording, and analysis of data. Students explain that the shape of an item is determined by its function. Students follow multi-step instructions, work cooperatively and use communication skills.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~No objectives at this grade level.~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.2.1— Make observations, record and interpret data. (558.01.a)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.3.1— Measure in standard and non-standard units. (558.01.b)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.4.1— Apply the concepts of past, present, and future. (558.03.a)~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.5.1— Identify shape and use of objects. (558.04.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 2, the student will be able to:~~

~~2.S.1.6.1— Identify questions to be investigated. (559.01.a)~~

~~2.S.1.6.2— Make observations. (559.01.b)~~

~~2.S.1.6.3— Analyze information and evidence. (559.01.d)~~

~~2.S.1.6.4— Communicate observations. (559.01.f)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

~~2.S.1.7.1—Practice cooperation and interaction skills. (568.01.a)~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

~~2.S.1.8.1—Follow multi-step instructions. (568.02.a)~~

**Standard 2: Physical Science**

~~Students describe objects by their properties and explain the affect motion has on an object.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

~~2.S.2.1.1—List properties of an object. (560.01.a)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

~~2.S.2.2.1—Explain how force affects the position and motion of objects. (560.01.a)~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students list the basic needs of animals.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

~~No objectives at this grade level.~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

- ~~2.S.3.2.1—Identify four basic needs of all living things (food, shelter, water, space).  
(563.01.a)~~
- ~~2.S.3.2.2—Discuss how animals are suited to live in different habitats. (547.01.b)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

~~No objectives at this grade level.~~

**Standard 4: Earth and Space Systems**

~~Students describe weather conditions.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

- ~~2.S.4.1.1—Describe the characteristics of different weather conditions. (564.01.b)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students compare man-made and natural environments. Students identify scientific tools.~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

- ~~2.S.5.1.1—Compare and contrast man-made and natural environments. (566.01.a)~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Grade 2, the student will be able to:~~**

- ~~2.S.5.2.1—Identify tools people have invented for everyday life and for scientific investigations. (565.01.b)~~

**~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~**

~~No objectives at this grade level.~~

**~~IDAHO CONTENT STANDARDS~~**  
**~~GRADE 3~~**  
**~~SCIENCE~~**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students apply scientific methods to conduct experiments. Students read and give multi-step instructions.~~

**~~Goal 1.1: Understand Systems, Order, and Organization~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.1.1—Label the parts of a system. (573.01.a)~~

**~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.2.1—Make observations, collect data and evaluate it. (573.02.a)~~

~~3.S.1.2.2—Replicate and/or use models. (573.02.b)~~

**~~Goal 1.3: Understand Constancy, Change, and Measurement~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.3.1—Measure changes that occur. (573.03.b)~~

~~3.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units. (573.03.c)~~

**~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~**

~~No objectives at this grade level.~~

**~~Goal 1.5: Understand Concepts of Form and Function~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.5.1—Describe the relationship between shape and use. (573.05.a)~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.6.1—Identify questions that can be answered by conducting scientific tests. (574.01.a)~~

~~3.S.1.6.2—Conduct scientific tests (574.01.b)~~

~~3.S.1.6.3—Use appropriate tools and techniques to gather and display data. (574.01.c)~~

~~3.S.1.6.4—Use data to construct a reasonable explanation. (574.01.d)~~

~~3.S.1.6.5—Make simple predictions based on data. (574.01.e)~~

~~3.S.1.6.6—Identify logical alternative explanations. (574.01.f)~~

~~3.S.1.6.7—Communicate the results of tests to others. (574.01.g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives at this grade level.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.1.8.1—Read and give multi-step instructions. (583.02.a)~~

**Standard 2: Physical Science**

~~Students use scientific instruments to describe the physical properties of the three states of matter.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.2.1.1—Use instruments to measure properties. (575.01.a)~~

~~3.S.2.1.2—Identify the physical properties of solids, liquids, and gases. (575.01.b)~~

~~3.S.2.1.3—Explain that heating and cooling can cause changes of state in common materials. (575.01.c)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

~~No objectives at this grade level.~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~3.S.2.3.1—Identify potential and kinetic energy. (590.03.a)~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students explore the diversity of plants and animals in their environments. Students demonstrate an understanding of food webs.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.3.1.1—Describe the adaptations of plants and animals to their environment. (577.01.a)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.3.2.1—Describe the energy needed for living systems to survive. (578.01.a)~~

~~3.S.3.2.2—Compare and contrast the energy requirements of plants and animals. (593.01.a)~~

~~3.S.3.2.3—Label a food chain that shows how organisms cooperate and compete in an ecosystem. (578.01.b)~~

~~3.S.3.2.4—Diagram the food web and explain how organisms both cooperate and compete in ecosystems. (593.01.b)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

~~No objectives at this grade level.~~

**Standard 4: Earth and Space Systems**

~~Students explore the relationship between the sun and Earth.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.4.1.1—Explain the reasons for length of a day, the seasons, and the year on Earth. (594.01.a)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students identify local environmental issues. Students identify the relationship of tools to scientific investigation.~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.5.1.1—Identify local environmental issues. (581.01.a)~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Grade 3, the student will be able to:~~**

~~3.S.5.2.1—Describe how technology helps develop tools. (580.01.a)~~

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~~3.S.5.2.2—Describe the development of tools over time. (580.01.b)~~

~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~

~~Objective(s): By the end of Grade 3, the student will be able to:~~

~~3.S.5.3.1—Explain the concept of recycling. (581.03.a)~~



**IDAHO CONTENT STANDARDS  
GRADE 4  
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students apply scientific methods to conduct experiments, analyze alternative explanations and communicate results of tests. Students analyze and follow multi-step instructions.~~

**~~Goal 1.1: Understand Systems, Order, and Organization~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.1.1—Explain that a system consists of an organized group of related objects that form a whole. (588.01.a)~~

**~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.2.1—Make and record observations then analyze and communicate the collected data. (588.02.a)~~
- ~~4.S.1.2.2—Define observations and inferences. (588.02.b)~~
- ~~4.S.1.2.3—Make, describe and/or use models. (588.02.c)~~

**~~Goal 1.3: Understand Constancy, Change, and Measurement~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.3.1—Describe how changes occur and can be measured. (588.03.b)~~
- ~~4.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units. (588.03.c)~~

**~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~**

~~No objectives at this grade level.~~

**~~Goal 1.5: Understand Concepts of Form and Function~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.5.1—Explain the relationship between shape and use. (588.05.a)~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.6.1—Write questions that can be answered by conducting scientific tests. (589.01.a)~~
- ~~4.S.1.6.2—Conduct scientific tests. (589.01.b)~~
- ~~4.S.1.6.3—Use appropriate tools and techniques to gather and display data. (589.01.c)~~

- ~~4.S.1.6.4—Use data to construct a reasonable explanation. (589.01.d)~~
- ~~4.S.1.6.5—Make predictions based on data. (589.01.e)~~
- ~~4.S.1.6.6—Analyze alternative explanations. (589.01.f)~~
- ~~4.S.1.6.7—Communicate the results of tests to others in multiple formats. (589.01.g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives at this grade level.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.1.8.1—Analyze and follow multi-step instructions. (598.02.a)~~

**Standard 2: Physical Science**

~~Students use scientific instruments to describe and measure the properties of the three states of matter.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.2.1.1—Use instruments to measure properties (590.01.a)~~
- ~~4.S.2.1.2—Describe the physical properties of solids, liquids, and gases. (590.01.b)~~
- ~~4.S.2.1.3—Explain the changes caused by heating and cooling materials. (590.01.c)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

~~No objectives at this grade level.~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students analyze how plants and animals adapt to their environments. Students classify vertebrates.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.3.1.1—Analyze and communicate the adaptations of plants and animals to their environment. (592.01.a)~~
- ~~4.S.3.1.2—Describe the difference between vertebrate and invertebrate animals. (592.01.c)~~
- ~~4.S.3.1.3—Classify the five groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. (592.01.c)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

~~No objectives at this grade level.~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

~~No objectives at this grade level.~~

**Standard 4: Earth and Space Systems**

Students investigate the basic contents of our solar system.

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.4.1.1—Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). (594.01.b)~~
- ~~4.S.4.1.2—Explain the effect of gravity on orbits and objects. (594.01.c)~~
- ~~4.S.4.1.3—Explain the effect of moon's gravity on Earth's tides. (594.01.c)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

Students explain how people have invented tools to meet a need or do a job.

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

~~No objectives at this grade level.~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Grade 4, the student will be able to:~~**

- ~~4.S.5.2.1—Identify tools used for space exploration and for scientific investigations. (595.01.b)~~

~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~

~~No objectives at this grade level.~~

**IDAHO CONTENT STANDARDS  
GRADE 5  
SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students identify the components of a system and explain their relationship to the whole.  
Students read, execute, and give technical instructions.~~

**~~Goal 1.1: Understand Systems, Order, and Organization~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.1.1.1—Compare and contrast different systems. (603.01.a)~~

**~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.1.2.1—Use observations and data as evidence on which to base scientific explanations and predictions. (603.02a)~~

~~5.S.1.2.2—Explain the difference between observation and inference. (603.02.b)~~

~~5.S.1.2.3—Use models to explain or demonstrate a concept. (603.02.c)~~

**~~Goal 1.3: Understand Constancy, Change, and Measurement~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.1.3.1—Analyze changes that occur in and among systems. (603.03.b)~~

~~5.S.1.3.2—Measure in both U.S. Customary and International System of Measurement (metric system) units with an emphasis on the metric system. (603.03.c)~~

**~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~**

~~No objectives at this grade level.~~

**~~Goal 1.5: Understand Concepts of Form and Function~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.1.5.1—Explain how the shape or form of an object or system is frequently related to its use or function. (603.05.a)~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.1.6.1—Write and analyze questions that can be answered by conducting scientific experiments. (604.01.a)~~

~~5.S.1.6.2—Conduct scientific investigations using a control and a variable. (604.01.b)~~

- ~~5.S.1.6.3—Select and use appropriate tools and techniques to gather and display data. (604.01.e)~~  
~~5.S.1.6.4—Use evidence to analyze descriptions, explanations, predictions, and models. (604.01.d)~~  
~~5.S.1.6.5—State a hypothesis based on observations. (604.01.e)~~  
~~5.S.1.6.6—Compare alternative explanations and predictions. (604.01.f)~~  
~~5.S.1.6.7—Communicate scientific procedures and explanations. (604.01.g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives at this grade level.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

- ~~5.S.1.8.1—Read and follow technical instructions. (613.02.a)~~

**Standard 2: Physical Science**

~~Students explain the difference between an element, a mixture, and a compound.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

- ~~5.S.2.1.1—Describe the differences among elements, compounds, and mixtures. (605.01.a)~~  
~~5.S.2.1.2—Compare the physical differences among solids, liquids, and gases. (605.01.e)~~  
~~5.S.2.1.3—Explain the nature of physical change and how it relates to physical properties. (605.01.d)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

~~No objectives at this grade level.~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students explain the differences between plant and animal cells. Students understand that plants convert energy. Students know that traits are passed from parents to offspring.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

~~No objectives at this grade level.~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.3.2.1—Communicate how plants convert energy from the sun through photosynthesis.  
(608.01.a)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.3.3.1—Compare and contrast the structural differences between plant and animal cells.  
(606.01.b)~~

~~5.S.3.3.2—Explain the concept that traits are passed from parents to offspring. (606.01.c)~~

**Standard 4: Earth and Space Systems**

~~Students describe the dynamic changes that occur on Earth.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.4.1.1—Describe the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift). (609.01.a)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.4.2.1—Explain the rock cycle and identify the three classifications of rocks. (609.02.a)~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students use the scientific method to identify environmental issues.~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.5.1.1—Identify issues for environmental studies. (611.01.a)~~



**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.5.2.1—Describe how science and technology are part of a student's life. (610.01.a)~~

~~5.S.5.2.2—List examples of science and technology. (610.01.b)~~

**~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~**

**~~Objective(s): By the end of Grade 5, the student will be able to:~~**

~~5.S.5.3.1—Identify the differences between renewable and nonrenewable resources.  
(611.03.a)~~

~~IDAHO CONTENT STANDARDS  
GRADE 6  
SCIENCE~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Nature of Science~~

~~Students gather evidence to differentiate between predictions, observations, and inferences.  
Students read, give, and execute technical instructions.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.1.1—Analyze different systems. (618.01.a)~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.2.1—Explain how observations and data are used as evidence on which to base  
scientific explanations and predictions. (618.02.a)~~

~~6.S.1.2.2—Use observations to make inferences. (618.02.b)~~

~~6.S.1.2.3—Use models to explain or demonstrate a concept. (618.02.c)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.3.1—Analyze changes that occur in and among systems. (618.03.b)~~

~~6.S.1.3.2—Measure in both U.S. Customary and International System of Measurement  
(metric system) units with an emphasis on the metric system. (618.03.c)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual  
Changes in the Universe and of Equilibrium as a Physical State~~

~~No objectives at this grade level.~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.5.1—Analyze how the shape or form of an object or system is frequently related to its  
use and/or function. (618.05.a)~~

~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~

~~Objective(s): By the end of Grade 6, the student will be able to:~~

~~6.S.1.6.1—Write and analyze questions that can be answered by conducting scientific  
experiments. (619.02.a)~~

- ~~6.S.1.6.2—Conduct scientific investigations using a control and variables. Repeat same experiment using alternate variables. (619.02.b)~~
- ~~6.S.1.6.3—Select and use appropriate tools and techniques to gather and display data. (619.02.c)~~
- ~~6.S.1.6.4—Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models. (619.2.d)~~
- ~~6.S.1.6.5—Test a hypothesis based on observations. (619.02.e)~~
- ~~6.S.1.6.6—Communicate scientific procedures and explanations. (619.02.g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives at this grade level.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 6, the student will be able to:~~**

- ~~6.S.1.8.1—Read, give, and execute technical instructions. (628.01a)~~

**Standard 2: Physical Science**

~~Students compare and contrast elements, compounds and mixtures. Students explore the effects of force and energy on objects.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

**~~Objective(s): By the end of Grade 6, the student will be able to:~~**

- ~~6.S.2.1.1—Compare and contrast the differences among elements, compounds and mixtures. (620.01.a)~~
- ~~6.S.2.1.2—Define the properties of matter. (620.01.b)~~
- ~~6.S.2.1.3—Compare densities of equal volumes of a solid, a liquid, or a gas. (619.01.c)~~
- ~~6.S.2.1.4—Describe the effect of temperature on density. (620.01.c)~~
- ~~6.S.2.1.5—Explain the nature of physical change and how it relates to physical properties (the distance between molecules as water changes from ice to liquid water, and to water vapor). (620.01.d)~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

**~~Objective(s): By the end of Grade 6, the student will be able to:~~**

- ~~6.S.2.2.1—Describe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. (620.03.d)~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

~~No objectives at this grade level.~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

~~No objectives at this grade level.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

~~No objectives at this grade level.~~

**Standard 3: Biology**

~~Students understand the building blocks of organisms.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

~~No objectives at this grade level.~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

~~No objectives at this grade level.~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

**~~Objective(s): By the end of Grade 6, the student will be able to:~~**

- ~~6.S.3.3.1—Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms). (621.01.a)~~
- ~~6.S.3.3.2—Analyze the structural differences between plant and animal cells. (621.01.b)~~
- ~~6.S.3.3.3—Describe how traits are passed from parents to offspring. (621.01.c)~~

**Standard 4: Earth and Space Systems**

~~Students understand and explain the relationship among the systems on Earth, such as solid earth, oceans, atmosphere, and organisms.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Grade 6, the student will be able to:~~**

- ~~6.S.4.1.1—Explain the interactions among the solid earth, oceans, atmosphere, and organisms. (624.01.a)~~
- ~~6.S.4.1.2—Explain the water cycle and its relationship to weather and climate. (624.01.b)~~
- ~~6.S.4.1.3—Identify cumulus, cirrus, and stratus clouds and how they relate to weather changes. (624.01.c)~~

**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

~~No objectives at this grade level.~~

**Standard 5: Personal and Social Perspectives; Technology**

Students identify issues for environmental studies and understand the difference between renewable and nonrenewable resources.

**Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced**

**Objective(s): By the end of Grade 6, the student will be able to:**

6.S.5.1.1—Identify issues for environmental studies. (626.01.a)

**Goal 5.2: Understand the Relationship between Science and Technology**

**Objective(s): By the end of Grade 6, the student will be able to:**

6.S.5.2.1—Describe how science and technology are part of our society. (625.01.a)

6.S.5.2.2—Describe how science and technology are interrelated. (625.01.b)

**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them**

**Objective(s): By the end of Grade 6, the student will be able to:**

6.S.5.3.1—Explain the difference between renewable and nonrenewable resources. (626.03.a)

~~IDAHO CONTENT STANDARDS~~  
~~GRADE 7~~  
~~SCIENCE~~

~~Students are expected to know content and apply skills from previous grades.~~

~~Standard 1: Nature of Science~~

~~Students carry out investigations over time using appropriate tools and equipment. Students make inferences based upon data they collect. Students accurately communicate the results of their investigations and observations. Students support or revise their conclusions by critically analyzing alternate explanations. Students carry out investigations following written lab procedures. Students follow safety protocols in carrying out investigations.~~

~~Goal 1.1: Understand Systems, Order, and Organization~~

~~Objective(s): By the end of Grade 7 the student will be able to:~~

- ~~7.S.1.1.1—Define small systems as a part of a whole system. (633.01.a)~~
- ~~7.S.1.1.2—Determine how small systems contribute to the function of the whole. (633.01.a)~~
- ~~7.S.1.1.3—Identify the different structural levels of an organism (cells, tissues, organs, and organ systems). (633.01.b)~~

~~Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation~~

~~Objective(s): By the end of Grade 7, the student will be able to:~~

- ~~7.S.1.2.1—Describe how observations and data are evidence on which to base scientific explanations and predictions. (633.02.a)~~
- ~~7.S.1.2.2—Use observations to make defensible inferences. (633.02.b)~~
- ~~7.S.1.2.3—Use models to explain or demonstrate a concept. (633.02.c)~~

~~Goal 1.3: Understand Constancy, Change, and Measurement~~

~~Objective(s): By the end of Grade 7, the student will be able to:~~

- ~~7.S.1.3.1—Identify concepts of science that have been stable over time. (633.03.a)~~
- ~~7.S.1.3.2—Recognize changes that occur within systems. (633.03.b)~~
- ~~7.S.1.3.3—Make metric measurements using appropriate tools. (633.03.c)~~

~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~

~~Reference to objective 7.S.3.2.1~~

~~Goal 1.5: Understand Concepts of Form and Function~~

~~No objectives at this grade level.~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.1.6.1—Identify controls and variables used in scientific investigations. (634.01.b)~~
- ~~7.S.1.6.2—Use appropriate tools and techniques to gather and display data. (634.01.c)~~
- ~~7.S.1.6.3—Evaluate data in order to form conclusions. (634.01.d)~~
- ~~7.S.1.6.4—Use evidence and critical thinking to accept or reject a hypothesis. (634.01.e)~~
- ~~7.S.1.6.5—Evaluate alternative explanations or predictions. (634.01.f)~~
- ~~7.S.1.6.6—Communicate and defend scientific procedures and explanations. (634.01.g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives at this grade level.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.1.8.1—Read and evaluate technical instructions. (643.02.a)~~

**Standard 2: Physical Science**

~~No goals or objectives at this grade level.~~

**Standard 3: Biology**

~~Students state the levels of cellular organization and list cell parts and their respective functions. Students explain how traits are passed from one generation to another. Students differentiate between plant and animals cells by identifying the characteristic parts of each. Students explain how organisms are adapted to their environment and interact with the biotic and abiotic components of the environment.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.3.1.1—Describe how natural selection explains species change over time. (637.01.a)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.3.2.1—Describe how energy stored in food is primarily derived from the sun through photosynthesis. (638.01.a)~~
- ~~7.S.3.2.2—Describe how the availability of resources (matter and energy) limits the distribution and abundance of organisms. (638.01.b)~~
- ~~7.S.3.2.3—Illustrate how atoms and molecules cycle among the living and nonliving components of the biosphere. (638.01.c)~~
- ~~7.S.3.2.4—Identify how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores, carnivore, and decomposers. (638.01.d)~~



**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.3.3.1—Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms. (636.01.a)~~
- ~~7.S.3.3.2—Identify the parts of specialized plant and animal cells. (636.01.b)~~
- ~~7.S.3.3.3—Identify the functions of cell structures. (636.01.b)~~
- ~~7.S.3.3.4—Describe cell functions that involve chemical reactions. (630.01.e)~~
- ~~7.S.3.3.5—Describe how dominant and recessive traits are inherited. (636.01.e)~~

**Standard 4: Earth and Space Systems**

No goals or objectives at this grade level.

**Standard 5: Personal and Social Perspectives; Technology**

Students understand that science and technology interact and impact both individuals and society.

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

No objectives at this grade level.

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.5.2.1—Explain how science and technology are interrelated. (640.01.a)~~
- ~~7.S.5.2.2—Explain how science advances technology. (640.01.b)~~

**~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~**

**~~Objective(s): By the end of Grade 7, the student will be able to:~~**

- ~~7.S.5.3.1—Identify alternative sources of energy. (641.03.a)~~

**IDAHO CONTENT STANDARDS  
GRADE 8-9  
PHYSICAL SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

**Goal 1.1: Understand Systems, Order, and Organization**

**Objective(s): By the end of Physical Science, the student will be able to:**

- ~~8-9.PS.1.1.1—Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.PS.1.1.2—Apply the concepts of order and organization to a given system. (648.01a)~~

**Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation**

**Objective(s): By the end of Physical Science, the student will be able to:**

- ~~8-9.PS.1.2.1—Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.PS.1.2.2—Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.PS.1.2.3—Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

**Goal 1.3: Understand Constancy, Change, and Measurement**

**Objective(s): By the end of Physical Science, the student will be able to:**

- ~~8-9.PS.1.3.1—Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.2—Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.PS.1.3.3—Measure and calculate using the metric system. (648.03c)~~

**Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State**

~~No objectives in Physical Science.~~

**Goal 1.5: Understand Concepts of Form and Function**

~~No objectives in Physical Science.~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.1.6.1—Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.PS.1.6.2—Utilize the components of scientific problem-solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.PS.1.6.3—Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.PS.1.6.4—Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.PS.1.6.5—Analyze alternative explanations and models. (649.01e)~~
- ~~8-9.PS.1.6.6—Communicate and defend a scientific argument. (649.01f)~~
- ~~8-9.PS.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives in Physical Science.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

**Standard 2: Physical Science**

~~Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.~~

**~~Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions~~**

~~No objectives in Physical Science.~~

**~~Goal 2.2: Understand Concepts of Motion and Forces~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.2.2.1—Explain motion using Newton's Laws of Motion. (650.04b)~~

**~~Goal 2.3: Understand the Total Energy in the Universe is Constant~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.2.3.1— Explain that energy can be transformed but cannot be created nor destroyed. (650.05a)~~
- ~~8-9.PS.2.3.2— Classify energy as potential and/or kinetic and as energy contained in a field. (650.05b)~~

**~~Goal 2.4: Understand the Structure of Atoms~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.2.4.1— Describe the properties, function, and location of protons, neutrons, and electrons. (650.01a)~~
- ~~8-9.PS.2.4.2— Explain the processes of fission and fusion. (650.01b)~~
- ~~8-9.PS.2.4.3— Describe the characteristics of isotopes. (650.01c)~~
- ~~8-9.PS.2.4.4— State the basic electrical properties of matter. (650.01d)~~
- ~~8-9.PS.2.4.5— Describe the relationships between magnetism and electricity.~~

**~~Goal 2.5: Understand Chemical Reactions~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.2.5.1— Explain how chemical reactions may release or consume energy while the quantity of matter remains constant. (650.03a)~~

**Standard 3: Biology**

~~No goals or objectives in Physical Science.~~

**Standard 4: Earth and Space Systems**

~~No goals or objectives in Physical Science.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students understand that science and technology interact and impact both society and the environment.~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

~~No objectives in Physical Science.~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Physical Science, the student will be able to:~~**

- ~~8-9.PS.5.2.1— Explain how science advances technology. (655.01a)~~
- ~~8-9.PS.5.2.2— Explain how technology advances science. (655.01a)~~

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~~8-9.PS.5.2.3—Explain how science and technology are pursued for different purposes.  
(656.01b)~~

~~**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and  
Conserve Them**~~

~~No objectives in Physical Science.~~

**IDAHO CONTENT STANDARDS  
GRADE 8-9  
EARTH SCIENCE**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

**Goal 1.1: Understand Systems, Order, and Organization**

**Objective(s): By the end of Earth Science, the student will be able to:**

- ~~8-9.ES.1.1.1—Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~8-9.ES.1.1.2—Apply the concepts of order and organization to a given system. (648.01a)~~

**Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation**

**Objective(s): By the end of Earth Science, the student will be able to:**

- ~~8-9.ES.1.2.1—Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~8-9.ES.1.2.2—Develop models to explain concepts or systems. (648.02b)~~
- ~~8-9.ES.1.2.3—Develop scientific explanations based on knowledge, logic, and analysis. (648.02c)~~

**Goal 1.3: Understand Constancy, Change, and Measurement**

**Objective(s): By the end of Earth Science, the student will be able to:**

- ~~8-9.ES.1.3.1—Measure changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.2—Analyze changes that can occur in and among systems. (648.03b)~~
- ~~8-9.ES.1.3.3—Measure and calculate using the metric system. (648.03c)~~

**Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State**

~~No objectives in Earth Science.~~

**Goal 1.5: Understand Concepts of Form and Function**

~~No objectives in Earth Science.~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Earth Science, the student will:~~**

- ~~8-9.ES.1.6.1—Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~8-9.ES.1.6.2—Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~8-9.ES.1.6.3—Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~8-9.ES.1.6.4—Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~8-9.ES.1.6.5—Analyze alternative explanations and models. (649.01e)~~
- ~~8-9.ES.1.6.6—Communicate and defend a scientific argument. (649.01f)~~
- ~~8-9.ES.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives in Earth Science.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

- ~~8-9.ES.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

**Standard 2: Physical Science**

~~No goals or objectives in Earth Science.~~

**Standard 3: Biology**

~~No goals or objectives in Earth Science.~~

**Standard 4: Earth and Space Systems**

~~Students describe the current theory explaining the formation of the solar system. Students explain earth processes, events (erosion, uplifting, earthquakes, volcanic eruptions, etc.), and geological time. Students explain Earth's heat sources.~~

**~~Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

- ~~8-9.ES.4.1.1—Explain the current scientific theory that suggests that the solar system formed from a nebular cloud of dust and gas. (654.01a)~~
- ~~8-9.ES.4.1.2—Identify methods used to estimate geologic time. (654.01b)~~
- ~~8-9.ES.4.1.3—Show how interactions among the solid earth, oceans, atmosphere, and organisms have changed the earth system over time. (654.01c)~~



**~~Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

~~8-9.ES.4.2.1— Explain the internal and external energy sources of the earth (654.02a)~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.~~

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

~~8-9.ES.5.1.1— Analyze environmental issues such as water and air quality, hazardous waste, and depletion of natural resources. (656.01a)~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

~~8-9.ES.5.2.1— Explain how science advances technology. (655.01a)~~

~~8-9.ES.5.2.2— Explain how technology advances science. (655.01a)~~

~~8-9.ES.5.2.3— Explain how science and technology are pursued for different purposes. (655.01b)~~

**~~Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them~~**

**~~Objective(s): By the end of Earth Science, the student will be able to:~~**

~~8-9.ES.5.3.1— Describe the difference between renewable and nonrenewable resources. (656.03a)~~

**IDAHO CONTENT STANDARDS  
GRADE 9-10  
BIOLOGY**

~~Students are expected to know content and apply skills from previous grades.~~

**Standard 1: Nature of Science**

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

**Goal 1.1: Understand Systems, Order, and Organization**

**Objective(s): By the end of Biology, the student will be able to:**

- ~~9-10.B.1.1.1—Explain the scientific meaning of system, order, and organization. (648.01a)~~
- ~~9-10.B.1.1.2—Apply the concepts of order and organization to a given system. (648.01a)~~

**Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation**

**Objective(s): By the end of Biology, the student will be able to:**

- ~~9-10.B.1.2.1—Use observations and data as evidence on which to base scientific explanations. (648.02a)~~
- ~~9-10.B.1.2.2—Develop models to explain concepts or systems. (648.02b)~~
- ~~9-10.B.1.2.3—Develop scientific explanations based on knowledge, logic and analysis. (648.02c)~~

**Goal 1.3: Understand Constancy, Change, and Measurement**

**Objective(s): By the end of Biology, the student will be able to:**

- ~~9-10.B.1.3.1—Measure changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.2—Analyze changes that can occur in and among systems. (648.03b)~~
- ~~9-10.B.1.3.3—Measure and calculate using the metric system. (648.03c)~~

**Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State**

~~Reference to 7.S.3.2.1~~

**Goal 1.5: Understand Concepts of Form and Function**

~~No objectives in Biology.~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.1.6.1—Identify questions and concepts that guide scientific investigations. (649.01a)~~
- ~~9-10.B.1.6.2—Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations. (649.01b)~~
- ~~9-10.B.1.6.3—Use appropriate technology and mathematics to make investigations. (649.01c)~~
- ~~9-10.B.1.6.4—Formulate scientific explanations and models using logic and evidence. (649.01d)~~
- ~~9-10.B.1.6.5—Analyze alternative explanations and models. (649.01e)~~
- ~~9-10.B.1.6.6—Communicate and defend a scientific argument. (649.01f)~~
- ~~9-10.B.1.6.7—Explain the differences among observations, hypotheses, and theories. (649.01g)~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

~~No objectives in Biology.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.1.8.1—Analyze technical writing, graphs, charts, and diagrams. (658.02a)~~

**Standard 2: Physical Science**

~~No goals or objectives in Biology.~~

**Standard 3: Biology**

~~Students explain the importance of cells as they relate to the organization and structure of complex organisms, differentiation and specialization during development, and the chemical reactions necessary to sustain life. Students describe the functions of cell structures. Students use the theory of evolution to explain diversity of life.~~

**~~Goal 3.1: Understand the Theory of Biological Evolution~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.3.1.1—Use the theory of evolution to explain how species change over time. (652.01a)~~
- ~~9-10.B.3.1.2—Explain how evolution is the consequence of interactions among the potential of a species to increase its numbers, genetic variability, a finite supply of resources, and the selection by the environment of those offspring better able to survive and reproduce. (652.01a)~~

**~~Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.3.2.1— Explain how matter tends toward more disorganized states (entropy). (653.01a)~~
- ~~9-10.B.3.2.2— Explain how organisms use the continuous input of energy and matter to maintain their chemical and physical organization. (653.01b)~~
- ~~9-10.B.3.2.3— Show how the energy for life is primarily derived from the sun through photosynthesis. (653.01c)~~
- ~~9-10.B.3.2.4— Describe cellular respiration and the synthesis of macromolecules. (653.01d)~~
- ~~9-10.B.3.2.5— Show how matter cycles and energy flows through the different levels of organization of living systems (cells, organs, organisms, communities) and their environment. (653.01h)~~

**~~Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.3.3.1— Identify the particular structures that underlie the cellular functions. (651.01a)~~
- ~~9-10.B.3.3.2— Explain cell functions involving chemical reactions. (651.01b)~~
- ~~9-10.B.3.3.3— Explain how cells use DNA to store and use information for cell functions. (651.01c)~~
- ~~9-10.B.3.3.4— Explain how selective expression of genes can produce specialized cells from a single cell. (651.01e)~~

**Standard 4: Earth and Space Systems**

No goals or objectives in Biology.

**Standard 5: Personal and Social Perspectives; Technology**

Students understand that science and technology interact and impact both society and the environment. Students describe issues such as water and air quality, hazardous waste, renewable and nonrenewable resources.

**~~Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.5.1.1— Analyze environmental issues such as water and air quality, hazardous waste, forest health, and agricultural production. (656.01a)~~

**~~Goal 5.2: Understand the Relationship between Science and Technology~~**

**~~Objective(s): By the end of Biology, the student will be able to:~~**

- ~~9-10.B.5.2.1— Explain how science advances technology. (655.01a)~~
- ~~9-10.B.5.2.2— Explain how technology advances science. (655.01a)~~

~~9-10.B.5.2.3—Explain how science and technology are pursued for different purposes.  
(656.01b)~~

~~**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them**~~

~~**Objective(s): By the end of Biology, the student will be able to:**~~

~~9-10.B.5.3.1—Describe the difference between renewable and nonrenewable resources.  
(656.03a)~~

~~**IDAHO CONTENT STANDARDS  
GRADE 11-12  
CHEMISTRY**~~

~~**Students are expected to know content and apply skills from previous grades.**~~

~~**Standard 1: Nature of Science**~~

~~Students exercise the basic tenets of scientific investigation, make accurate observations, exercise critical thinking skills, apply proper scientific instruments of investigation and measurement tools, and communicate results in problem solving. Students evaluate the validity of information by utilizing the tools of scientific thinking and investigation. Students summarize their findings by creating lab reports using technical writing including graphs, charts, and diagrams to communicate the results of investigations.~~

~~**Goal 1.1: Understand Systems, Order, and Organization**~~

~~**Objective(s): By the end of Chemistry, the student will be able to:**~~

~~11-12.C.1.1.1—Use the periodic table to predict physical and chemical properties.~~

~~**Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanation**~~

~~**Objective(s): By the end of Chemistry, the student will be able to:**~~

~~11-12.C.1.2.1—Describe the historical development of the periodic table.~~

~~11-12.C.1.2.2—Create and interpret graphs of data.~~

~~11-12.C.1.2.3—Explain and interpret the key concepts of the kinetic molecular theory.~~

~~11-12.C.1.2.4—Distinguish the common theories defining acids and bases.~~

~~**Goal 1.3: Understand Constancy, Change, and Measurement**~~

~~**Objective(s): By the end of Chemistry, the student will be able to:**~~

~~11-12.C.1.3.1—Identify, compare and contrast physical and chemical properties and changes and appropriate computations.~~

~~11-12.C.1.3.2—Perform computations using scientific notation, the metric system and dimensional analysis.~~

~~11-12.C.1.3.3—Compute measurement uncertainty to include precision, accuracy and the rules for significant digits.~~

- ~~11-12.C.1.3.4—Perform calculations related to the conversion of grams to moles to particles, atoms, molecules and volume.~~
- ~~11-12.C.1.3.5—Analyze and solve reaction stoichiometry problems.~~
- ~~11-12.C.1.3.6—Express concentrations of solutions in various ways including molarity.~~
- ~~11-12.C.1.3.7—Interpret how the presence of solute particles affect the properties of a solution and be able to do calculations involving colligative properties.~~
- ~~11-12.C.1.3.8—Analyze quantitative relationships involved in acid/base chemistry including pH.~~

**~~Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State~~**

~~No objectives in Chemistry.~~

**~~Goal 1.5: Understand Concepts of Form and Function~~**

~~No objectives in Chemistry.~~

**~~Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills~~**

**~~Objective(s): By the end of Chemistry, the student will be able to:~~**

- ~~11-12.C.1.6.1—Demonstrate an understanding of the scientific method.~~
- ~~11-12.C.1.6.2—Select and use appropriate scientific equipment, materials and techniques.~~

**~~Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors~~**

**~~Objective(s): By the end of Chemistry, the student will be able to:~~**

- ~~11-12.C.1.7.1—Explain how a series of historically related and documented experiments led to the current model and structure of the atom.~~

**~~Goal 1.8: Understand Technical Communication~~**

**~~Objective(s): By the end of Chemistry, the student will be able to:~~**

- ~~11-12.C.1.8.1—Correctly write symbols, formulas and names for common elements, ions and compounds.~~
- ~~11-12.C.1.8.2—Communicate scientific investigations and information clearly.~~

**Standard 2: Physical Science**

~~Students explain the structure and properties of atoms, including isotopes. Students explain how chemical reactions, while requiring or releasing energy, can neither destroy nor create energy or matter. Students explain the differences between fission and fusion. Students explain the interactions of force and mass in describing motion using Newton's Laws. Students explain how energy can be transformed from one form to another while the total amount of energy remains constant. Students classify energy as potential and/or kinetic, and as energy contained in a field.~~

**Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions**

**Objective(s): By the end of Chemistry, the student will be able to:**

- ~~11-12.C.2.1.1—Explain and understand how electrons are involved in the formation of chemical bonds using the octet rule and Lewis dot diagrams.~~
- ~~11-12.C.2.1.2—Predict the polarity of chemical bonds using electronegativity.~~
- ~~11-12.C.2.1.3—Predict physical properties of compounds based upon the attractive forces between atoms and molecules.~~
- ~~11-12.C.2.1.4—Distinguish and classify all matter into appropriate categories.~~
- ~~11-12.C.2.1.5—Explain the relationship and reactions of acids, bases, and salts.~~
- ~~11-12.C.2.1.6—Explain the role of dissociation and ionization in producing strong, weak, and nonelectrolytes.~~

**Goal 2.2: Understand Concepts of Motion and Forces**

**Objective(s): By the end of Chemistry, the student will be able to:**

- ~~11-12.C.2.2.1—Describe the Kinetic Molecular Theory as it applies to phases of matter.~~

**Goal 2.3: Understand the Total Energy in the Universe is Constant**

**Objective(s): By the end of Chemistry, the student will be able to:**

- ~~11-12.C.2.3.1—Explain and calculate the changes in heat energy that occur during chemical reactions and phase changes.~~
- ~~11-12.C.2.3.2—Demonstrate the conservation of matter by balancing chemical equations.~~
- ~~11-12.C.2.3.3—Differentiate between exothermic and endothermic chemical reactions during chemical or physical changes.~~

**Goal 2.4: Understand the Structure of Atoms**

**Objective(s): By the end of Chemistry, the student will be able to:**

- ~~11-12.C.2.4.1—Interpret the classic historical experiments that were used to identify the components of an atom and its structure.~~
- ~~11-12.C.2.4.2—Deduce the number of protons, neutrons and electrons for an atom or ion.~~
- ~~11-12.C.2.4.3—Describe the relationship between the structure of atoms and light absorption and emission.~~
- ~~11-12.C.2.4.4—Determine and illustrate electron arrangements of elements using electron configurations and orbital energy diagrams.~~

**Goal 2.5: Understand Chemical Reactions**

**Objective(s): By the end of Chemistry, the student will be able to:**

- ~~11-12.C.2.5.1—Illustrate the Law of Conservation of Mass and the Law of Definite Proportions.~~
- ~~11-12.C.2.5.2—Classify, write and balance chemical equations for common types of chemical reactions and predict the products.~~
- ~~11-12.C.2.5.3—Describe the factors that influence the rates of chemical reactions.~~



**Standard 3: Biology**

~~No goals or objectives in Chemistry.~~

**Standard 4: Earth and Space Systems**

~~No goals or objectives in Chemistry.~~

**Standard 5: Personal and Social Perspectives; Technology**

~~Students understand that science and technology interact and impact both society and the environment.~~

**Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced**

**Objective(s): By the end of Chemistry, the student will be able to:**

~~11-12.C.5.1.1 Demonstrate the ability to work safely and effectively in a chemistry laboratory.~~

**Goal 5.2: Understand the Relationship between Science and Technology**

**Objective(s): By the end of Chemistry, the student will be able to:**

~~11-12.C.5.2.1 Assess the role of chemistry in enabling technological advances.~~

**Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them**

**Objective(s): By the end of Chemistry, the student will be able to:**

~~11-12.C.5.3.1 Evaluate the role of chemistry in energy and environmental issues.~~



Idaho State Science Standards

Draft

November 2016

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## Introduction

The Idaho State Science Standards are essential for developing the science literacy of Idaho students, as it is vital that our students understand the fundamental laws and practices within scientific disciplines. This document provides stakeholders with a set of rigorous and relevant science performance standards that prepare students to be informed, contributing citizens of the 21st century world. The unifying goal is for Idaho students to practice and perform science and use their working knowledge of science to successfully function in a complex world.

Using this Document

PS2-K-1



Science Domain + Unit  
(physical science) (energy is the 2nd unit)

Grade Level  
(kindergarten)

Standard #  
(1st performance standard)

|                                                                                                                                                                                                                                 |                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Category Headings</u><br/> <u>PS - Performance Standard</u><br/> <u>SC - Supporting Content</u></p>                                                                                                                       | <p><u>Other Abbreviations</u><br/> <u>ETS - Engineering and Technology Standard</u><br/> <u>K - Kindergarten</u><br/> <u>MS - Middle School</u><br/> <u>HS - High School</u></p> |
| <p><u>Science Domains</u><br/> <u>LS - Life Science</u><br/> <u>PS - Physical Science</u><br/> <u>PSC - Physical Science Chemistry</u><br/> <u>PSP - Physical Science Physics</u><br/> <u>ESS - Earth and Space Science</u></p> |                                                                                                                                                                                  |

## Elementary School (Kindergarten)

### PS: Physical Sciences

#### PS1-K Motion and Stability: Forces and Interactions

##### Performance Standards

Students who demonstrate understanding can:

**PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.**

- Further Explanation: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.
- Content Limit: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

**PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.**

- Further Explanation: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.
- Content Limit: Assessment does not include friction as a mechanism for change in speed.

##### Supporting Content

**PS2.A: Forces and Motion**

- Pushes and pulls can have different strengths and directions. (PS1-K-1, PS1-K-2)
- Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (PS1-K-1, PS1-K-2)

**PS2.B: Types of Interactions**

- When objects touch or collide, they push on one another and can change motion. (PS1-K-1)

**PS3.C: Relationship Between Energy and Forces**

- A bigger push or pull makes things speed up or slow down more quickly. (PS1-K-1)

**ETS1.A: Defining Engineering Problems**

- A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (PS1-K-2)

## PS2-K Energy

### Performance Standards

Students who demonstrate understanding can:

**PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.**

- Further Explanation: Examples of Earth's surface could include sand, soil, rocks, and water.
- Content Limit: Assessment of temperature is limited to relative measures such as warmer/cooler.

**PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.**

- Further Explanation: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

### Supporting Content

**PS3.B: Conservation of Energy and Energy Transfer**

- Sunlight warms Earth's surface. (PS2-K-1, PS2-K-2)

## LS: Life Sciences

### LS1-K Molecules to Organisms: Structure and Processes

### Performance Standards

Students who demonstrate understanding can:

**LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.**

- Further Explanation: Examples of patterns could include that animals need to take in food but plants produce their own; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

**LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.**

- Further Explanation: Use chart or Venn diagram to sort objects or pictures into living and not-living items.

### Supporting Content

**LS1.C: Organization for Matter and Energy Flow in Organisms**

- All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (LS1-K-1)
- Living and non-living things have distinct characteristics. (LS1-K-2)

## **ESS: Earth and Space Sciences**

### **ESS1-K Earth's Systems**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.**

- Further Explanation: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.
- Content Limit: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.

**ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.**

- Further Explanation: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.

#### **Supporting Content**

**ESS2.D: Weather and Climate**

- Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS1-K-1)
- The four seasons occur in a specific order due to their weather patterns. (ESS1-K-1)

**ESS2.E: Biogeology**

- Plants and animals can change their environment. (ESS1-K-2)

**ESS3.C: Human Impacts on Earth Systems**

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS1-K-2)



## ESS2-K Earth and Human Activity

### **Performance Standards**

Students who demonstrate understanding can:

**ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.**

- Further Explanation: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.

**ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.**

- Further Explanation: Emphasis is on local forms of severe weather.

**ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.**

- Further Explanation: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

### **Supporting Content**

**ESS3.A: Natural Resources**

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (ESS2-K-1)

**ESS3.B: Natural Hazards**

- Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS2-K-2)

**ESS3.C: Human Impacts on Earth Systems**

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (ESS2-K-3)

**ETS1.A: Defining and Delimiting an Engineering Problem**

- Asking questions, making observations, and gathering information are helpful in thinking about problems. (ESS2-K-2)

**ETS1.B: Developing Possible Solutions**

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (ESS2-K-3)

## Elementary School (1<sup>st</sup> Grade)

### PS: Physical Sciences

#### PS1-1 Waves

#### Performance Standards

Students who demonstrate understanding can:

**PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.**

- Further Explanation: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

**PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.**

- Further Explanation: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.

**PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.**

- Further Explanation: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).
- Content Limit: Assessment does not include the speed of light.

**PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.**

- Further Explanation: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.
- Content Limit: Assessment does not include technological details for how communication devices work.

#### Supporting Content

**PS4.A: Wave Properties**

- Sound can make matter vibrate, and vibrating matter can make sound. (PS1-1-1)

**PS4.B: Electromagnetic Radiation (light)**

- Objects can be seen if light is available to illuminate them or if they give off their own light. (PS1-1-2)
- Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (PS1-1-3)

**PS4.C: Information Technologies and Instrumentation**

- People also use a variety of devices to communicate (send and receive information) over long distances. (PS1-1-4)

## **LS: Life Sciences**

### **LS1-1 Molecules to Organisms: Structure and Processes**

#### **Performance Standards**

Students who demonstrate understanding can:

**LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.**

- Further Explanation: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.

**LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.**

- Further Explanation: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).

**LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.**

- Further Explanation: Changes organisms go through during their life form a pattern.
- Content Limit: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

#### **Supporting Content**

**LS1.A: Structure and Function**

- All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (LS1-1-1)

**LS1.B: Growth and Development of Organisms**

- Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (LS1-1-2)
- Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (LS1-1-3)

**LS1.D: Information Processing**

- Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (LS1-1-1)

## LS2-1 Heredity: Inheritance and Variation of Traits

### **Performance Standards**

Students who demonstrate understanding can:

**LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.**

- Further Explanation: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.
- Content Limit: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

### **Supporting Content**

**LS3.A: Inheritance of Traits**

- Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (LS2-1-1)

**LS3.B: Variation of Traits**

- Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (LS2-1-1)

## **ESS: Earth and Space Sciences**

### **ESS1-1 Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

##### **ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.**

- Further Explanation: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.
- Content Limit: Assessment of star patterns is limited to stars being seen at night and not during the day.

##### **ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.**

- Further Explanation: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.
- Content Limit: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

#### **Supporting Content**

##### **ESS1.A: The Universe and its Stars**

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (ESS1-1-1)

##### **ESS1.B: Earth and the Solar System**

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (ESS1-1-2)
- Seasons are created by weather patterns for a particular region and time. Local patterns create 4 distinct seasons. (ESS1-1-2)

**Elementary School (2<sup>nd</sup> Grade)**  
**PS: Physical Sciences**  
**PS1-2 Matter and Its Interactions**

**Performance Standards**

Students who demonstrate understanding can:

**PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.**

- Further Explanation: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

**PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.**

- Further Explanation: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.
- Content Limit: Assessment of quantitative measurements is limited to length.

**PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.**

- Further Explanation: Examples of pieces could include blocks, building bricks, or other assorted small objects.

**PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.**

- Further Explanation: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.

**Supporting Content**

**PS1.A: Structure and Properties of Matter**

- Different kinds of matter exist and many of them can be solid, liquid, or gas depending on temperature. Matter can be described and classified by its observable properties. (PS1-2-1)
- Different properties are suited to different purposes. (PS1-2-2), (PS1-2-3)
- A great variety of objects can be built up from a small set of pieces. (PS1-2-3)

**PS1.B: Chemical Reactions**

- Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (PS1-2-4)

## LS: Life Sciences

### LS1-2 Ecosystems: Interactions, Energy, and Dynamics

#### **Performance Standards**

Students who demonstrate understanding can:

**LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.**

- Content Limit: Assessment is limited to testing one variable at a time.

**LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.**

#### **Supporting Content**

**LS2.A: Interdependent Relationships in Ecosystems**

- Plants depend on water and light to grow. (LS1-2-1)
- Plants depend on animals for pollination or to move their seeds around. (LS1-2-2)

**ETS1.B: Developing Possible Solutions**

- Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (LS1-2-2)

### LS2-2 Biological Adaptation: Unity and Diversity

#### **Performance Standards**

Students who demonstrate understanding can:

**LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.**

- Further Explanation: Emphasis is on the diversity of living things in each of a variety of different habitats.
- Content Limit: Assessment does not include specific animal and plant names in specific habitats.

#### **Supporting Content**

**LS4.D: Biodiversity and Humans**

- There are many different kinds of living things in any area, and they exist in different places on land and in water. (LS2-2-1)



## **ESS: Earth and Space Sciences**

### **ESS1-2 Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-2-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.**

- Further Explanation: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.
- Content Limit: Assessment does not include quantitative measurements of timescales.

#### **Supporting Content**

**ESS1.C: The History of Planet Earth**

- Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (ESS1-2-1)

## ESS2-2 Earth's Systems

### Performance Standards

Students who demonstrate understanding can:

**ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.**

- Further Explanation: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.

**ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.**

- Content Limit: Assessment does not include quantitative scaling in models.

**ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.**

### Supporting Content

**ESS2.A: Earth Materials and Systems**

- Wind and water can change the shape of the land. (ESS2-2-1)

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- Maps show where things are located. One can map the shapes and kinds of land and water in any area. (ESS2-2-2)

**ESS2.C: The Roles of Water in Earth's Surface Processes**

- Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (ESS2-2-3)

**ETS1.C: Optimizing the Design Solution**

- Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (ESS2-2-1)

## Elementary School (3<sup>rd</sup> Grade)

### PS: Physical Sciences

#### PS1-3 Motion and Stability: Forces and Interactions

#### Performance Standards

Students who demonstrate understanding can:

**PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.**

- Further Explanation: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.
- Content Limit: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

**PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.**

- Further Explanation: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.
- Content Limit: Assessment does not include technical terms such as period and frequency.

**PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.**

- Further Explanation: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.
- Content Limit: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

**PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.**

- Further Explanation: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

#### Supporting Content

**PS2.A: Forces and Motion**

- Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative additions of forces are used at this level.) (PS1-3-1)
- Force applied to an object can alter the position and motion of that object: revolve, rotate, float, sink, fall and at rest. (PS1-3-2)
- The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (PS1-3-2)

**PS2.B: Types of Interactions**

## **LS: Life Sciences**

### **LS1-3 Ecosystems: Interactions, Energy, and Dynamics**

#### **Performance Standards**

Students who demonstrate understanding can:

**LS1-3-1. Construct an argument that some animals form groups that help members survive**

#### **Supporting Content**

**LS2.D: Social Interactions and Group Behavior**

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (LS1-3-1)

### **LS2-3 Heredity: Inheritance and Variation of Traits**

#### **Performance Standards**

Students who demonstrate understanding can:

**LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.**

- Further Explanation: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.
- Content Limit: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

**LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.**

- Further Explanation: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

#### **Supporting Content**

**LS3.A: Inheritance of Traits**

- Many characteristics of organisms are inherited from their parents. (LS2-3-1)
- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (LS2-3-2)

**LS3.B: Variation of Traits**

- Different organisms vary in how they look and function because they have different inherited information. (LS2-3-1)
- The environment also affects the traits that an organism develops. (LS2-3-2)

## ESS: Earth and Space Sciences

### ESS1-3 Earth's Systems

#### Performance Standards

Students who demonstrate understanding can:

**ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.**

- Further Explanation: Examples of data could include average temperature, precipitation, and wind direction.
- Content Limit: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

**ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.**

#### Supporting Content

**ESS2.D: Weather and Climate**

- Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (ESS1-3-1)
- Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (ESS1-3-2)

### ESS2-3 Earth and Human Activity

#### Performance Standards

Students who demonstrate understanding can:

**ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.**

- Further Explanation: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

#### Supporting Content

**ESS3.B: Natural Hazards**

- A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (ESS2-3-1)

## Elementary School (4<sup>th</sup> Grade)

### PS: Physical Sciences

#### PS1-4 Energy

#### Performance Standards

Students who demonstrate understanding can:

**PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.**

- Content Limit: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.

**PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.**

- Content Limit: Assessment does not include quantitative measurements of energy.

**PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.**

- Further Explanation: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.
- Content Limit: Assessment does not include quantitative measurements of energy.

**PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.**

- Further Explanation: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.
- Content Limit: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

## Supporting Content

### **PS3.A: Definitions of Energy**

- The faster a given object is moving, the more energy it possesses. (PS1-4-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (PS1-4-2, PS1-4-3)

### **PS3.B: Conservation of Energy and Energy Transfer**

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (PS1-4-2, PS1-4-3)
- Light also transfers energy from place to place. (PS1-4-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (PS1-4-2, PS1-4-4)

### **PS3.C: Relationship Between Energy and Forces**

- When objects collide, the contact forces transfer energy so as to change the objects' motions. (PS1-4-3)

### **PS3.D: Energy in Chemical Processes and Everyday Life**

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (PS1-4-4)

### **ETS1.A: Defining Engineering Problems**

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (PS1-4-4)



## PS2-4 Waves

### Performance Standards

Students who demonstrate understanding can:

**PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.**

- Further Explanation: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.
- Content Limit: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

**PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.**

- Content Limit: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

**PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.**

- Further Explanation: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

### Supporting Content

**PS4.A: Wave Properties**

- Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (PS2-4-1)
- Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (PS2-4-1)

**PS4.B: Electromagnetic Radiation**

- An object can be seen when light reflected from its surface enters the eyes. (PS2-4-2)

**PS4.C: Information Technologies and Instrumentation**

- Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (PS2-4-3)

**ETS1.C: Optimizing The Design Solution**

- Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (PS2-4-3)

## **LS: Life Sciences**

### **LS1-4 Molecules to Organisms: Structure and Processes**

#### **Performance Standards**

Students who demonstrate understanding can:

**LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.**

- Further Explanation: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.
- Content Limit: Assessment is limited to macroscopic structures within plant and animal systems.

**LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.**

- Further Explanation: Emphasis is on systems of information transfer.
- Content Limit: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

#### **Supporting Content**

**LS1.A: Structure and Function**

- Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (LS1-4-1)
- Animals have various body systems with specific functions for sustaining life: skeletal, circulatory, respiratory, muscular, digestive, etc. (LS1-4-1).

**LS1.D: Information Processing**

- Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (LS1-4-2)

## LS2-4 Ecosystems: Interactions, Energy, and Dynamics

### **Performance Standards**

Students who demonstrate understanding can:

#### **LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.**

- Further Explanation: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.
- Content Limit: Assessment does not include molecular explanations.

### **Supporting Content**

#### **LS2.A: Interdependent Relationships in Ecosystems**

- The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (LS2-4-1)

#### **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**

- Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (LS2-4-1)

## **ESS: Earth and Space Sciences**

### **ESS1-4 Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.**

- Further Explanation: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.
- Content Limit: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

#### **Supporting Content**

**ESS1.C: The History of Planet Earth**

- Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (ESS1-4-1)
- There are three classifications of rocks produced within the rock cycle: sedimentary, metamorphic, and igneous. (ESS1-4-1).

## ESS2-4 Earth's Systems

### **Performance Standards**

Students who demonstrate understanding can:

**ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.**

- Further Explanation: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.
- Content Limit: Assessment is limited to a single form of weathering or erosion.

**ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.**

- Further Explanation: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

### **Supporting Content**

**ESS2.A: Earth Materials and Systems**

- Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (ESS2-4-1)

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (ESS2-4-2)

**ESS2.E: Biogeology**

- Living things affect the physical characteristics of their regions. (ESS2-4-1)

## ESS3-4 Earth and Human Activity

### **Performance Standards**

Students who demonstrate understanding can:

**ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.**

- Further Explanation: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and atomic energy. Examples of environmental effects could include negative biological impacts of wind turbines, erosion due to deforestation, loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

**ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.**

- Further Explanation: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.
- Content Limit: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

### **Supporting Content**

**ESS3.A: Natural Resources**

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (ESS3-4-1)

**ESS3.B: Natural Hazards**

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (ESS3-4-2)

**ETS1.B: Designing Solutions to Engineering Problems**

- Testing a solution involves investigating how well it performs under a range of likely conditions. (ESS3-4-2)

## Elementary School (5<sup>th</sup> Grade)

### PS: Physical Sciences

#### PS1-5 Matter and Its Interactions

#### **Performance Standards**

Students who demonstrate understanding can:

**PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.**

- Further Explanation: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.
- Content Limit: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

**PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.**

- Further Explanation: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.
- Content Limit: Assessment does not include distinguishing mass and weight.

**PS1-5-3. Make observations and measurements to identify materials based on their properties.**

- Further Explanation: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.
- Content Limit: Assessment does not include density or distinguishing mass and weight.

**PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**

#### **Supporting Content**

**PS1.A: Structure and Properties of Matter**

- Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (PS1-5-1)
- The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (PS1-5-2)
- Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (PS1-5-3)

**PS1.B: Chemical Reactions**

- When two or more different substances are mixed, a new substance with different properties may be formed. (PS1-5-4)
- No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (PS1-5-2)



## PS2-5 Motion and Stability: Forces and Interactions

### Performance Standards

Students who demonstrate understanding can:

**PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.**

- Further Explanation: "Down" is a local description of the direction that points toward the center of the spherical Earth.
- Content Limit: Assessment does not include mathematical representation of gravitational force.

### Supporting Content

**PS2.B: Types of Interactions**

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (PS2-5-1)

## PS3-5 Energy

### Performance Standards

Students who demonstrate understanding can:

**PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.**

- Further Explanation: Examples of models could include diagrams, and flow charts.

### Supporting Content

**PS3.D: Energy in Chemical Processes and Everyday Life**

- The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (PS3-5-1)

**LS1.C: Organization for Matter and Energy Flow in Organisms**

- Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (PS3-5-1)

## LS: Life Sciences

### LS1-5 Molecules to Organisms: Structure and Processes

#### **Performance Standards**

Students who demonstrate understanding can:

**LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.**

- Further Explanation: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

#### **Supporting Content**

**LS1.C: Organization for Matter and Energy Flow in Organisms**

- Plants acquire their material for growth chiefly from air and water. (LS1-5-1)

### LS2-5 Biological Adaptation: Unity and Diversity

#### **Performance Standards**

Students who demonstrate understanding can:

**LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.**

- Further Explanation: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.
- Content Limit: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

**LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.**

- Further Explanation: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

**LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.**

- Further Explanation: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

**LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.**

- Further Explanation: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
- Content Limit: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

## Supporting Content

### **LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

- When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (LS2-5-4)

### **LS4.A: Evidence of Common Ancestry and Diversity**

- Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (LS2-5-1)
- Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (LS2-5-1)

### **LS4.B: Natural Selection**

- Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (LS2-5-2)

### **LS4.C: Adaptation**

- For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (LS2-5-3)

### **LS4.D: Biodiversity and Humans**

- Populations of animals are classified by their characteristics. (LS2-5-2)
- Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (LS2-5-4)

## **ESS: Earth and Space Sciences**

### **ESS1-5 Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.**

- Content Limit: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, or stage).

**ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.**

- Further Explanation: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.
- Content Limit: Assessment does not include causes of seasons.

#### **Supporting Content**

**ESS1.A: The Universe and its Stars**

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (ESS1-5-1)

**ESS1.B: Earth and the Solar System**

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (ESS1-5-2)

## ESS2-5 Earth's Systems

### **Performance Standards**

Students who demonstrate understanding can:

**ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.**

- Further Explanation: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.
- Content Limit: Assessment is limited to the interactions of two systems at a time.

**ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.**

- Content Limit: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

### **Supporting Content**

**ESS2.A: Earth Materials and Systems**

- Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (ESS2-5-1)

**ESS2.C: The Roles of Water in Earth's Surface Processes**

- Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (ESS2-5-2)

## ESS3-5 Earth and Human Activity

### **Performance Standards**

Students who demonstrate understanding can:

**ESS3-5-1. Support Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.**

### **Supporting Content**

**ESS3.C: Human Impacts on Earth Systems**

- Human activities in agriculture, industry, and everyday life have effects on the land, vegetation, streams, ocean, air, and even outer space. Individuals and communities are doing things to help protect Earth's resources and environments. (ESS3-5-1)

## Middle School (6-8)

### PS: Physical Sciences

#### PS1-MS Matter and Its Interactions

#### Performance Standards

Students who demonstrate understanding can:

**PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.**

- Further Explanation: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.

**PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.**

- Further Explanation: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.
- Content Limit: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.

**PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.**

- Further Explanation: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.
- Content Limit: Assessment is limited to qualitative information.

**PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.**

- Further Explanation: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

**PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.**

- Further Explanation: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.
- Content Limit: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.

**PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.**

- Further Explanation: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.
- Content Limit: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.

## Supporting Content

### **PS1.A Structure and Properties of Matter**

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PS1-MS-1)
- Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (PS1-MS-2, PS1-MS-3)
- Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (PS1-MS-4)
- In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (PS1-MS-4)
- Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (PS1-MS-1)
- The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (PS1-MS-4)

### **PS1.B Chemical Reactions**

- Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (PS1-MS-1, PS1-MS-3, PS1-MS-5)
- The total number of each type of atom is conserved, and thus the mass does not change. (PS1-MS-5)
- Some chemical reactions release energy, others store energy. (PS1-MS-6)

### **PS3A: Definitions of Energy**

- The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules with in a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects. (PS1-MS-4)
- The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material. (PS1-MS-6)

### **ETS1.B Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. (PS1-MS-6)
- The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (PS1-MS-6)

## **PS2-MS Motion and Stability: Forces and Interactions**

### Performance Standards

Students who demonstrate understanding can:

#### **PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.**

- Further Explanation: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.
- Content Limit: Assessment is limited to vertical or horizontal interactions in one dimension.



**PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.**

- Further Explanation: Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units.
- Content Limit: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.

**PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.**

- Further Explanation: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.
- Content Limit: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.

**PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.**

- Further Explanation: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.
- Content Limit: Assessment does not include Newton's Law of Gravitation or Kepler's Laws.

**PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.**

- Further Explanation: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.
- Content Limit: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

## Supporting Content

**PS2.A: Forces and Motion**

- For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). (PS2-MS-1)
- The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (PS2-MS-2)
- All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (PS2-MS-2)

**PS2.B: Types of Interactions**

- Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (PS2-MS-3)
- Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (PS2-MS-4)
- Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (PS2-MS-5)

## PS3-MS Energy

### Performance Standards

Students who demonstrate understanding can:

**PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.**

- Further Explanation: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

**PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.**

- Further Explanation: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.
- Content Limit: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

**PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.**

- Further Explanation: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

**PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.**

- Further Explanation: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.
- Content Limit: Assessment does not include calculating the total amount of thermal energy transferred.

**PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.**

- Further Explanation: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.
- Content Limit: Assessment does not include calculations of energy.

### Supporting Content

**PS3.A: Definitions of Energy**

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (PS3-MS-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (PS3-MS-2)
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (PS3-MS-3, PS3-MS-4)

**PS3.B: Conservation of Energy and Energy Transfer**

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (PS3-MS-5)
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (PS3-MS-4)

- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (PS3-MS-3)

**PS3.C: Relationship Between Energy and Forces**

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (PS3-MS-2)

**ETS1.A: Defining and Delimiting an Engineering Problem**

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (PS3-MS-3)

**ETS1.B: Developing Possible Solutions**

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (PS3-MS-3)

## PS4-MS Waves

### Performance Standards

Students who demonstrate understanding can:

**PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.**

- Further Explanation: Emphasis is on describing waves with both qualitative and quantitative thinking.
- Content Limit: Assessment does not include electromagnetic waves and is limited to standard repeating waves.

**PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.**

- Further Explanation: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.
- Content Limit: Assessment is limited to qualitative applications pertaining to light and mechanical waves.

**PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.**

- Further Explanation: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in WIFI devices, and conversion of stored binary patterns to make sound or text on a computer screen.
- Content Limit: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.

### Supporting Content

**PS4.A: Wave Properties**

- A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (PS4-MS-1)
- A sound wave needs a medium through which it is transmitted. (PS4-MS-2)

**PS4.B: Electromagnetic Radiation**

- When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (PS4-MS-2)
- The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (PS4-MS-2)
- A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (PS4-MS-2)
- However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (PS4-MS-2)

**PS4.C: Information Technologies and Instrumentation**

- Digitized signals (sent as wave pulses) are a morereliable way to encode and transmit information. (PS4-MS-3)

## LS: Life Sciences

### LS1-MS Molecules to Organisms: Structure and Processes

#### **Performance Standards**

Students who demonstrate understanding can:

**MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.**

- Further Explanation: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many and varied cells.

**MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.**

- Further Explanation: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. These are visible with a light microscope.
- Content Limit: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.

**MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.**

- Further Explanation: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.
- Content Limit: Assessment does not include the mechanism of one body system independent of others. Assessment is not focused on human body systems.

**MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.**

- Further Explanation: Examples should include both biotic and abiotic items, and should be defended using accepted characteristics of life.
- Content Limit: Assessment does not include viruses, or other disputed examples.

**MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.**

- Further Explanation: Emphasis is on tracing movement of matter and flow of energy.
- Content Limit: Assessment does not include the biochemical mechanisms of photosynthesis.

**MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.**

- Further Explanation: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released. Also understanding that the elements in the products are the same as the elements in the reactants.
- Content Limit: Assessment does not include details of the chemical reactions for photosynthesis or respiration.

#### **Supporting Content**

**LS1.A: Structure and Function**

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (LS1-MS-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (LS1-MS-2)
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs

that are specialized for particular body functions. (LS1-MS-3)

**LS1.B: Characteristics of Living Things**

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS1-MS-4)
- Living things share certain characteristics. (These include response to environment, reproduction, energy use, growth and development, life cycles, made of cells, etc.) (LS1-MS-4)

**LS1.C: Organization for Matter and Energy Flow in Organisms**

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (LS1-MS-5)
- Within individual organisms, food moves through a series of chemical reactions (cellular respiration) in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (LS1-MS-6)

## LS2-MS Ecosystems: Interactions, Energy, and Dynamics

### Performance Standards

Students who demonstrate understanding can:

**LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.**

- Further Explanation: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

**LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.**

- Further Explanation: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.

**LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.**

- Further Explanation: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

**LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.**

- Further Explanation: Emphasis is on describing the transfer of mass and energy beginning with producers, moving to primary and secondary consumers, and ending with decomposers.
- Content Limit: Assessment does not include the use of chemical reactions to describe the processes.

**LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.**

- Further Explanation: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

**LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.**

- Further Explanation: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

**Supporting Content**

**LS2.A: Interdependent Relationships in Ecosystems**

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (LS2-MS-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (LS2-MS-1)
- Growth of organisms and population increases are limited by access to resources. (LS2-MS-1)
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (LS2-MS-2)

**LS2.B: Cycle of Matter and Energy Transfer in Ecosystems**

- Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (LS2-MS-3)
- Food webs can be broken down into multiple energy pyramids. Concepts should include the 10% rule of energy and biomass transfer between trophic levels and the environment. (LS2-MS-4)

**LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (LS2-MS-5)
- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (LS2-MS-6)

**LS4.D: Biodiversity and Humans**

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (LS2-MS-6)

**ETS1.B: Developing Possible Solutions**

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (LS2-MS-6)



## LS3-MS Heredity: Inheritance and Variation of Traits

### **Performance Standards**

Students who demonstrate understanding can:

**LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.**

- Further Explanation: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.
- Content Limit: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

**LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.**

- Further Explanation: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

### **Supporting Content**

**LS1.B: Growth and Development of Organisms**

- Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (LS3-MS-2)

**LS3.A: Inheritance of Traits**

- Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (LS3-MS-1)
- Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (LS3-MS-2)

**LS3.B: Variation of Traits**

- In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (LS3-MS-2)
- In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (LS3-MS-1)

## LS4-MS Biological Adaptation: Unity and Diversity

### **Performance Standards**

Students who demonstrate understanding can:

**LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.**

- Further Explanation: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.
- Content Limit: Assessment does not include the names of individual species or geological eras in the fossil record.

**LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer relationships.**

- Further Explanation: Emphasis is on explanations of the relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.

**LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.**

- Further Explanation: Emphasis is on inferring general patterns of relatedness among structures of different organisms by comparing the appearance of diagrams or pictures.
- Content Limit: Assessment of comparisons is limited to gross appearance of anatomical structures within genus and species levels. No memorization of classification levels is required.

**LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.**

- Further Explanation: Emphasis is on using concepts of natural selection like overproduction of offspring, passage of time, variation in a population, selection of favorable traits, and heritability of traits.

**LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.**

- Further Explanation: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.

**LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.**

- Further Explanation: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time. Examples could include Peppered moth population changes before and after the industrial revolution.
- Content Limit: Assessment does not include Hardy Weinberg calculations.

## Supporting Content

**LS4.A: Classification of Organisms**

- The collection of fossils and their placement in chronological order is known as the fossil record and documents the change of many life forms throughout the history of the Earth. Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record enable the classification of living things. (LS4-MS-1, LS4-MS-2)
- Scientific genus and species level names indicate a degree of relationship. (LS4-MS-3)

**LS4.B: Natural Selection**

- Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (LS4-MS-4)
- In artificial selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (LS4-MS-5)

**LS4.C: Adaptation**

- Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (LS4-MS-6)

## **ESS: Earth and Space Sciences**

### **ESS1-MS Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.**

- Further Explanation: Examples of models can be physical, graphical, or conceptual.

**ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.**

- Further Explanation: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).
- Content Limit: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

**ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.**

- Further Explanation: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- Content Limit: Assessment does not include recalling facts about properties of the planets and other solar system bodies.

**ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.**

- Further Explanation: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or large volcanic eruptions.
- Content Limit: Assessment does not include recalling the names of specific periods or epochs and events within them.

#### **Supporting Content**

**ESS1.A: The Universe and Its Stars**

- Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (ESS1-MS-1)
- Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (ESS1-MS-2)

**ESS1.B: Earth and the Solar System**

- The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (ESS1-MS-2, ESS1-MS-3)
- This model of the solar system can explain eclipses of the sun and the moon, Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (ESS1-MS-1)
- The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (ESS1-MS-2)

**ESS1.C: The History of Planet Earth**

- The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (ESS1-MS-4)

## ESS2-MS Earth's Systems

### Performance Standards

Students who demonstrate understanding can:

#### ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

- Further Explanation: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.
- Content Limit: Assessment does not include the identification and naming of minerals.

#### ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

- Further Explanation: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.

#### ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

- Further Explanation: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).
- Content Limit: Paleomagnetic anomalies in oceanic and continental crust are not assessed.

#### ESS2-MS-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

- Further Explanation: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.
- Content Limit: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

#### ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

- Further Explanation: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).
- Content Limit: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

#### ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

- Further Explanation: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection

- cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.
- Content Limit: Assessment does not include the dynamics of the Coriolis effect.

## Supporting Content

### **ESS1.C: The History of Planet Earth**

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (ESS2-MS-3)

### **ESS2.A: Earth's Materials and Systems**

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (ESS2-MS-1)
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (ESS2-MS-2)

### **ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (ESS2-MS-3)

### **ESS2.C: The Roles of Water in Earth's Surface Processes**

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (ESS2-MS-4)
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (ESS2-MS-5)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (ESS2-MS-4)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (ESS2-MS-6)
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (ESS2-MS-2)

### **ESS2.D: Weather and Climate**

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (ESS2-MS-6)
- Because these patterns are so complex, weather can only be predicted using probability. (ESS2-MS-5)
- The ocean exerts a major influence on weather and climate by absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (ESS2-MS-6)

## ESS3-MS Earth and Human Activity

### Performance Standards

Students who demonstrate understanding can:

#### **ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.**

- Further Explanation: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

**ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.**

- Further Explanation: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

**ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.**

- Further Explanation: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

**ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.**

- Further Explanation: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

**ESS3-MS-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.**

- Further Explanation: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.

## Supporting Content

**ESS3.A: Natural Resources**

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (ESS3-MS-1)

**ESS3.B: Natural Hazards**

- Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (ESS3-MS-2)

**ESS3.C: Human Impacts on Earth Systems**

- Human activities have altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things. (ESS3-MS-3)
- Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (ESS3-MS-3, ESS3-MS-4)
- Human activities (such as the release of greenhouse gases from the burning of fossil fuel combustion) are major factors in the current rise in Earth's mean surface temperature. Other natural activities (such as volcanic activity) are also contributors to changing global temperatures. Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (ESS3-MS-5)

## High School (9-12)

### LS: Life Sciences (Biology)

#### LS1-HS Molecules to Organisms: Structure and Processes

##### Performance Standards

Students who demonstrate understanding can:

**LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.**

- Further Explanation: Emphasis is on the structure of the double helix, the pairing and sequencing of the nitrogenous bases, transcription, translation, and protein synthesis.
- Content Limit: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.

**LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.**

- Further Explanation: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.
- Content Limit: Assessment does not include interactions and functions at the molecular or chemical reaction level.

**LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.**

- Further Explanation: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.
- Content Limit: Assessment does not include the cellular processes involved in the feedback mechanism.

**LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.**

- Content Limit: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

**LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.**

- Further Explanation: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.
- Content Limit: Assessment does not include specific biochemical steps.

**LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.**

- Further Explanation: Emphasis is on using evidence from models and simulations to support explanations.
- Content Limit: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

**LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.**



- Further Explanation: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.
- Content Limit: Assessment should not include identification of the steps or specific processes involved in cellular respiration.

## Supporting Content

### **LS1.A: Structure and Function**

- Systems of specialized cells within organisms help them perform the essential functions of life. (LS1-HS-1)
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (LS1-HS-1)
- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (LS1-HS-2)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (LS1-HS-3)

### **LS1.B: Growth and Development of Organisms**

- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (LS1-HS-4)

### **LS1.C: Organization for Matter and Energy Flow in Organisms**

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (LS1-HS-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen; their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (LS1-HS-6)
- As matter and energy flow through different organizational levels of living systems, chemical elements are recombined in different ways to form different products. (LS1-HS-6, LS1-HS-7)
- As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to cells. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (LS1-HS-7)

## LS2-HS Ecosystems: Interactions, Energy, and Dynamics

### Performance Standards

Students who demonstrate understanding can:

#### **LS2-HS- 1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.**

- Further Explanation: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.
- Content Limit: Assessment does not include deriving mathematical equations to make comparisons.

**LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.**

- Further Explanation: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.
- Content Limit: Assessment is limited to provided data.

**LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.**

- Further Explanation: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.
- Content Limit: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.

**LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.**

- Further Explanation: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.
- Content Limit: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.

**LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.**

- Further Explanation: Examples of models could include simulations and mathematical models.
- Content Limit: Assessment does not include the specific chemical steps of photosynthesis and respiration.

**LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.**

- Further Explanation: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

**LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.**

- Further Explanation: Examples of human activities can include urbanization, building dams, and dissemination of invasive species, utilization of non-renewable resources as opposed to renewable resource.

**LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.**

- Further Explanation: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.

## Supporting Content

**LS2.A: Interdependent Relationships in Ecosystems**

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (LS2-HS-1, LS2-HS-2)

**LS2.B: Cycles of Matter and Energy Transfer in Ecosystems**

- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (LS2-HS-3)
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (LS2-HS-4)
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (LS2-HS-5)

#### **LS2.C: Ecosystem Dynamics, Functioning, and Resilience**

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (LS2-HS-2, LS2-HS-6)
- Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (LS2-HS-7)

#### **LS2.D: Social Interactions and Group Behavior**

- Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives, gene pool. (LS2-HS-8)

#### **LS4.D: Biodiversity and Humans**

- Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (LS2-HS-7)
- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS2-HS-7, LS4-HS-6.)

## **LS3-HS Heredity: Inheritance and Variation of Traits**

### **Performance Standards**

Students who demonstrate understanding can:

#### **LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.**

- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

#### **LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.**

- Further Explanation: Emphasis is on using data to support arguments for the way variation occurs.
- Content Limit: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

#### **LS3-HS-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.**

- Further Explanation: Emphasis is on the use of mathematics to describe the probability of traits (alleles) as it relates to genetic and environmental factors in the expression

- of traits.
- Content Limit: Assessment does not include Hardy-Weinberg calculations.

## Supporting Content

### **LS1.A: Structure and Function**

- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (LS3-HS-1, LS1-HS-1.)

### **LS3.A: Inheritance of Traits**

- Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (LS3-HS-1)

### **LS3.B: Variation of Traits**

- In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (LS3-HS-2)
- Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (LS3-HS-2, LS3-HS-3)

## LS4-HS Biological Adaptation: Unity and Diversity

### Performance Standards

Students who demonstrate understanding can:

#### **LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.**

- Further Explanation: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.

#### **LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.**

- Further Explanation: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.
- Content Limit: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.

#### **LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.**

- Further Explanation: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.
- Content Limit: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.

**LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.**

- Further Explanation: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

**LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.**

- Further Explanation: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, over fishing, application of fertilizers and pesticides, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

**LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.**

- Further Explanation: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.

**Supporting Content**

**LS4.A: Evidence of Common Ancestry and Diversity**

- Genetic information, like the fossil record, provides evidence of evolution. DNA sequences vary among species, but there are many overlaps: in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (LS4-HS-1)

**LS4.B: Natural Selection**

- Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (LS4-HS-2, LS4-HS-3)
- The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (LS4-HS-3)

**LS4.C: Adaptation**

- Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (LS4-HS-2)
- Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (LS4-HS-3, LS4-HS-4)
- Adaptation also means that the distribution of traits in a population can change when conditions change. (LS4-HS-3)
- Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (LS4-HS-5, LS4-HS-6)
- Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (LS4-HS-5)

**LS4.D: Biodiversity and Humans**

- Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (LS4-HS-6, LS2-HS-7.)

**ETS1.B: Developing Possible Solutions**

- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (LS4-HS-6)
- Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (LS4-HS-6)

## **PSC: Physical Sciences (Chemistry)**

### **PSC1-HS Structure and Properties of Matter**

#### **Performance Standards**

Students who demonstrate understanding can:

**PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.**

- Further Explanation: Emphasis is on reviewing how to develop models of molecules that vary in complexity. This should build on the similar middle school standard (PS1-MS-1). Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.
- Content Limit: Students will be provided with the names of the elements, a list of common ions, a list of numerical prefixes and their meanings, and the charges of all cations and anions within the item as necessary. Confine element symbols to the representative and familiar transition metal elements.

**PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.**

- Further Explanation: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- Content Limit: Elements will be limited to main group elements. Properties assessed will be limited to reactivity, valence electrons, atomic radius, electronegativity, ionization energy (first), shielding effect, and the most common oxidation number.

**PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.**

- Further Explanation: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.
- Content Limit: Metallic, ionic, and covalent bonds may be included. Graphical representations of melting or boiling points of different substances may be used in the item (e.g., graph of boiling points vs. molar mass or simple bar graph). Structural formulas of compounds may be used to compare the melting/boiling points of compounds.

**PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.**

- Further Explanation: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.
- Content Limit: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.

**PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.**

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials. For questions involving polar vs. nonpolar bonds, item distractors



containing ionic bonds may not be used. Electronegativity differences of  $\leq 0.5$  should be used for nonpolar covalent bonds. Electronegativity differences of  $0.5 - 1.7$  should be used for polar covalent bonds.

## Supporting Content

### **PS1.A: Structure and Properties of Matter**

- Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (PSC1-HS-1)
- Each atom has a substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (PSC1-HS-2)
- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC1-HS-2)
- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSC1-HS-3, PSC1-HS-5)

### **PS1.C: Nuclear Processes**

- Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (PSC1-HS-4)

### **PS2.B: Types of Interactions**

- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties (physical and chemical), and transformations of matter, as well as the contact forces between material objects. (PSC1-HS-2, PSC1-HS3, PSC1-HS-5)

## PSC2-HS Chemical Reactions

### Performance Standards

Students who demonstrate understanding can:

**PSC2-HS-1** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

- Further Explanation: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.
- Content Limit: Identify types of chemical reactions including: synthesis/formation/combination reactions, decomposition reactions, single replacement/displacement reactions, double replacement/displacement reactions, oxidation-reduction (redox) reactions (single replacement only), acid base reactions, and combustion reactions (for hydrocarbons). Predict the products of double replacement, single replacement, and combustion reactions only. For the second skill statement, do not use acid names or hydrocarbons when translating between words and formulas. Items will include a list of common ions, as needed.

**PSC2-HS-2.** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

- Further Explanation: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.
- Content Limit: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

**PSC2-HS-3.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

- Further Explanation: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.
- Content Limit: Factors that influence the rate of reaction may include temperature, surface area, size of particles, concentration, and catalysts. Can also include concentration and titration relationships. Provide a graphic showing how a catalyst provides a different pathway for a chemical reaction to occur resulting in a lower activation energy. May include a titration curve.

**PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.**

- Further Explanation: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques. Should also include calculations related to determining the concentration and/or pH of a solution.
- Content Limit: Conversion problems will be one to two steps (e.g., grams to moles to atoms/molecules). Compounds and formulas should be provided in the stem of the question. Students should be given molecular masses in problems involving gram to other unit conversions. Molar mass calculations should not be combined with conversion problems. All volumes must be at standard temperature and pressure (STP). A balanced equation and molar masses should be included in the item. Calculations may include grams/moles/volume of reactant to grams/moles/volume of product.

**PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.**

- Further Explanation: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.
- Content Limit: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

## Supporting Content

**PS1.A: Structure and Properties of Matter**

- The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar physical and chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (PSC2-S-1)
- A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (PSC2-HS-2)

**PS1.B: Chemical Reactions**

- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (PSC2-HS-2, PSC2-HS-3)
- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (PSC2-HS-5)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (PSC2-HS-1, PSC2-HS-4)

**ETS1.C: Optimizing the Design Solution**

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSC2-HS-5)

## PSC3-HS Energy

### Performance Standards

Students who demonstrate understanding can:

**PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.**

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

**PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.**

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Provide two temperatures (initial and final), a temperature-time graph, or an enthalpy diagram.

**PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).**

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy. Examples of models could include diagrams, drawings, descriptions, and computer simulations.
- Content Limit: Provide equations for the gas laws (i.e., ideal gas law, Boyle's law, Charles' law, and the combined gas laws).

**PSC3-HS-4\*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL**

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include calorimeters, heat and cold packs, solar cells, solar ovens, and electrochemical cells. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

**PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).**

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually (endothermic/exothermic). Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: For items involving specific heat, provide the equation  $Q = mc\Delta T$  and specific heats. Include the melting and boiling points of water. Perform calculations for changes that do not involve a change of state. Perform gram to mole and mole to  $\Delta H$  calculations. Use joules as a unit of measure, as opposed to calories.

### Supporting Content

**PS4.B: Electromagnetic Radiation**

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSC3-HS-1)

**PS3.A: Definitions of Energy**

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSC3-HS-2, PSC3-HS-3)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSC3-HS-3, PSC3-HS-4)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSC3-HS-3)

**PS3.B: Conservation of Energy and Energy Transfer**

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSC3-HS-2)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSC3-HS-2, PSC3-HS-5)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSC3-HS-2)
- The availability of energy limits what can occur in any system. (PSC3-HS-2)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSC3-HS-5)

**PS3.D: Energy in Chemical Processes**

- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSC3-HS-4, PSC3-HS-5)

## Physical Sciences (Physics)

### PSP1-HS Motion and Stability: Forces and Interactions

#### Performance Standards

Students who demonstrate understanding can:

**PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.**

- Further Explanation: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.
- Content Limit: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.

**PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.**

- Further Explanation: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle (Newton's first law).
- Content Limit: Assessment is limited to systems of two macroscopic bodies moving in one dimension.

**PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.**

- Further Explanation: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.
- Content Limit: Assessment is limited to qualitative evaluations and/or algebraic manipulations.

**PSP1-HS-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.**

- Further Explanation: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.
- Content Limit: Assessment is limited to systems with two objects.

**PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.**

- Content Limit: Assessment is limited to designing and conducting investigations with provided materials and tools.

**PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.**

- Further Explanation: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.
- Content Limit: Assessment is limited to provided molecular structures of specific designed materials.

## Supporting Content

### **PSP1.A: Structure and Properties of Matter**

- The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (PSP1-HS-6)

### **PSP2.A: Forces and Motion**

- Newton's second law accurately predicts changes in the motion of macroscopic objects. (PSP1-HS-1)
- Momentum is defined for a particular frame of reference: it is the mass times the velocity of the object. (PSP1-HS-2)
- If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (PSP1-HS-2, PSP1-HS-3)

### **PSP2.B: Types of Interactions**

- Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (PSP1-HS-4)
- Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (PSP1-HS-4, PSP1-HS-5)
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (PSP1-HS-6, PSC1-HS-1, PSC1-HS-3)

### **PSP3.A: Definitions of Energy**

- "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents. (PSP1-HS-5)

### **ETS1.A: Defining and Delimiting an Engineering Problem**

- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP1-HS-3)

### **ETS1.C: Optimizing the Design Solution**

- Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (PSP1-HS-3)

## PSP2-HS Energy

## Performance Standards

Students who demonstrate understanding can:

### **PSP2-HS-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.**

- Further Explanation: Emphasis is on explaining the meaning of mathematical expressions used in the model.
- Content Limit: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.

### **PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).**

- Further Explanation: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and

computer simulations.

**PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.**

- Further Explanation: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.
- Content Limit: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

**PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).**

- Further Explanation: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.
- Content Limit: Assessment is limited to investigations based on materials and tools provided to students.

**PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.**

- Further Explanation: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.
- Content Limit: Assessment is limited to systems containing two objects.

## Supporting Content

**PS3.A: Definitions of Energy**

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (PSP2-HS-1, PSP2-HS-2)
- At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (PSP2-HS-2, PSP2-HS-3)
- These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (PSP2-HS-2)

**PS3.B: Conservation of Energy and Energy Transfer**

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (PSP2-HS-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (PSP2-HS-1, PSP2-HS-4)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (PSP2-HS-1)
- The availability of energy limits what can occur in any system. (PSP2-HS-1)
- Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (PSP2-HS-4)

**PS3.C: Relationship Between Energy and Forces**

- When two objects interacting through a field change relative position, the energy stored in the field is changed. (PSP2-HS-5)

**PS3.D: Energy in Chemical Processes**



- Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment. (PSP2-HS-3, PSP2-HS-4)
- ETS1.A: Defining and Delimiting an Engineering Problem**
- Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (PSP2-HS-3)

## PSP3-HS Waves

### Performance Standards

Students who demonstrate understanding can:

**PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.**

- Further Explanation: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.
- Content Limit: Assessment is limited to algebraic relationships and describing those relationships qualitatively.

**PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.**

- Further Explanation: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

**PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.**

- Further Explanation: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.
- Content Limit: Assessment does not include using quantum theory.

**PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.**

- Further Explanation: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.
- Content Limit: Assessment is limited to qualitative descriptions.

**PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.**

- Further Explanation: Examples could include solar cells capturing light and converting it to electricity, medical imaging, and communications technology.
- Content Limit: Assessments are limited to qualitative information. Assessments do not include band theory.

## Supporting Content

### **PS3.D: Energy in Chemical Processes**

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (PSP3-HS-5)

### **PS4.A: Wave Properties**

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (PSP3-HS-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels): in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (PSP3-HS-2, PSP3-HS-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (PSP3-HS-3)

### **PS4.B: Electromagnetic Radiation**

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (PSP3-HS-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (PSP3-HS-4)
- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (PSP3-HS-5)

### **PS4.C: Information Technologies and Instrumentation**

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (PSP3-HS-5)

## **ESS: Earth and Space Sciences**

### **ESS1-HS Earth's Place in the Universe**

#### **Performance Standards**

Students who demonstrate understanding can:

**ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.**

- Further Explanation: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.
- Content Limit: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

**ESS1-HS-2. Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.**

- Further Explanation: Emphasis is on the astronomical evidence of the redshift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the event, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the scientific model (3/4 hydrogen and 1/4 helium).

**ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.**

- Further Explanation: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.
- Content Limit: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.

**ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.**

- Further Explanation: Emphasis is on Newtonian gravitational law s governing orbital motions, which apply to human-made satellites as well as planets and moons.
- Content Limit: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

**ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.**

- Further Explanation: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).

**ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.**

- Further Explanation: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

## Supporting Content

### **ESS1 .A : The Universe and Its Stars**

- The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (ESS1-HS-1)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (ESS1-HS-2, ESS1-HS-3)
- The Big Bang theory is a current scientific model of the origin of the universe that is supported by evidence such as observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. Other than the hydrogen and helium formed at the time of the event, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (ESS1-HS-2, ESS1-HS-3)

### **ESS1 .B: Earth and the Solar System**

- Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (ESS1-HS-4)

### **ESS1 .C: The History of Planet Earth**

- Continental rocks are generally much older than the rocks of the ocean floor. (ESS1-HS-5)
- Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (ESS1-HS-6)

### **ESS2 .B: Plate Tectonics and Large-Scale System Interactions**

- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (ESS1-HS-5)

### **PS1 .C: Nuclear Processes**

- Spontaneous radioactive decay follows a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (ESS1-HS-5, ESS1-HS-6)

### **PS3 .D: Energy in Chemical Processes and Everyday Life**

- Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (ESS1-HS-1)

### **PS4 .B Electromagnetic Radiation**

- Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (ESS1-HS-2)

## ESS2-HS Earth's Systems

## Performance Standards

Students who demonstrate understanding can:

### **ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.**

- Further Explanation: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).
- Content Limit: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.

**ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.**

- Further Explanation: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.

**ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.**

- Further Explanation: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.

**ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.**

- Further Explanation: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.
- Content Limit: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.

**ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.**

- Further Explanation: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

**ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.**

- Further Explanation: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.

**ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.**

- Further Explanation: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.
- Content Limit: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

**Supporting Content**

**ESS1.B: Earth and the Solar System**

- Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (ESS2-HS-4)

**ESS2.A: Earth Materials and Systems**

- Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (ESS2-HS-1, ESS2-HS-2)
- Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (ESS2-HS-3)
- The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (ESS2-HS-4)

**ESS2.B: Plate Tectonics and Large-Scale System Interactions**

- The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (ESS2-HS-3)
- Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (ESS2-HS-1)

**ESS2.C: The Roles of Water in Earth's Surface Processes**

- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (ESS2-HS-5)

**ESS2.D: Weather and Climate**

- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (ESS2-HS-2, ESS2-HS-4)
- Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (ESS2-HS-6, ESS2-HS-7)
- Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (ESS2-HS-6, ESS2-HS-4)

**ESS2.E: Biogeology**

- The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (ESS2-HS-7)

**PS4.A: Wave Properties**

- Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (ESS2-HS-3)

**ESS3-HS Earth and Human Activity**

**Performance Standards**

Students who demonstrate understanding can:

**ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.**

- Further Explanation: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

**ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.**

- Further Explanation: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.

**ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.**

- Further Explanation: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.
- Content Limit: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.

**ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.**

- Further Explanation: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).

**ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.**

- Further Explanation: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).
- Content Limit: Assessment is limited to one example of a climate change and its associated impacts.

**ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.**

- Further Explanation: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.
- Content Limit: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.

## Supporting Content

**ESS2.D: Weather and Climate**

- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (ESS3-HS-6)

**ESS3.A: Natural Resources**

- Resource availability has guided the development of human society. (ESS3-HS-1)
- All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (ESS3-HS-2)

**ESS3.B: Natural Hazards**

- Natural hazards and other geologic events have shaped the course of human history. They have altered the sizes of human populations and have driven human migrations. (ESS3-HS-1)

**ESS3.C: Human Impacts on Earth Systems**

- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (ESS3-HS-3)
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (ESS3-HS-4)
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (ESS3-HS-5)



- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (ESS3-HS-6)
- ET S1 .B: Developing Possible Solutions**
- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, environmental impacts. (ESS3-HS-2, ESS3-HS-4)

## Appendix A: Suggested Middle and High School Course Progressions

| <b>Grades 6-8</b>                                                                                        |                                  |                               |                                  |                               |                                  |                               |                                 |                               |                                 |                               |                                  |
|----------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------|----------------------------------|-------------------------------|----------------------------------|-------------------------------|---------------------------------|-------------------------------|---------------------------------|-------------------------------|----------------------------------|
| <u>Assessment Given At End of 8<sup>th</sup> Grade As Either Cumulative ISAT OR Content Specific EOC</u> |                                  |                               |                                  |                               |                                  |                               |                                 |                               |                                 |                               |                                  |
| <u>Conceptual Progressions Model</u>                                                                     |                                  |                               |                                  |                               |                                  | <u>Science Domains Model</u>  |                                 |                               |                                 |                               |                                  |
| <b>Course 1</b>                                                                                          |                                  | <b>Course 2</b>               |                                  | <b>Course 3</b>               |                                  | <b>Physical</b>               |                                 | <b>Life</b>                   |                                 | <b>Earth</b>                  |                                  |
| <u>SCs</u>                                                                                               | <u>PSs</u>                       | <u>SCs</u>                    | <u>PSs</u>                       | <u>SCs</u>                    | <u>PSs</u>                       | <u>SCs</u>                    | <u>PSs</u>                      | <u>SCs</u>                    | <u>PSs</u>                      | <u>SCs</u>                    | <u>PSs</u>                       |
| <a href="#"><u>PS1.A</u></a>                                                                             | <a href="#"><u>PS1-MS-1</u></a>  | <a href="#"><u>PS3.C</u></a>  | <a href="#"><u>PS4-MS-3</u></a>  | <a href="#"><u>LS2.C</u></a>  | <a href="#"><u>LS2-MS-5</u></a>  | <a href="#"><u>PS1.A</u></a>  | <a href="#"><u>PS1-MS-1</u></a> | <a href="#"><u>LS1.A</u></a>  | <a href="#"><u>LS1-MS-1</u></a> | <a href="#"><u>ESS1.A</u></a> | <a href="#"><u>ESS1-MS-1</u></a> |
| <a href="#"><u>PS1.B</u></a>                                                                             | <a href="#"><u>PS1-MS-2</u></a>  | <a href="#"><u>PS4.B</u></a>  | <a href="#"><u>LS1-MS-1</u></a>  | <a href="#"><u>LS4.A</u></a>  | <a href="#"><u>LS2-MS-6</u></a>  |                               |                                 |                               |                                 |                               |                                  |
| <a href="#"><u>PS2.A</u></a>                                                                             | <a href="#"><u>PS1-MS-3</u></a>  | <a href="#"><u>PS4.C</u></a>  | <a href="#"><u>LS1-MS-2</u></a>  | <a href="#"><u>LS4.B</u></a>  | <a href="#"><u>LS4-MS-1</u></a>  | <a href="#"><u>PS1.B</u></a>  | <a href="#"><u>PS1-MS-2</u></a> | <a href="#"><u>LS1.B</u></a>  | <a href="#"><u>LS1-MS-2</u></a> | <a href="#"><u>ESS1.B</u></a> | <a href="#"><u>ESS1-MS-2</u></a> |
| <a href="#"><u>PS2.B</u></a>                                                                             | <a href="#"><u>PS1-MS-4</u></a>  | <a href="#"><u>LS1.A</u></a>  | <a href="#"><u>LS1-MS-3</u></a>  | <a href="#"><u>LS4.C</u></a>  | <a href="#"><u>LS4-MS-2</u></a>  | <a href="#"><u>PS2.A</u></a>  | <a href="#"><u>PS1-MS-3</u></a> | <a href="#"><u>LS1.C</u></a>  | <a href="#"><u>LS1-MS-3</u></a> | <a href="#"><u>ESS1.C</u></a> | <a href="#"><u>ESS1-MS-3</u></a> |
| <a href="#"><u>PS3.A</u></a>                                                                             | <a href="#"><u>PS1-MS-5</u></a>  | <a href="#"><u>LS1.B</u></a>  | <a href="#"><u>LS1-MS-4</u></a>  | <a href="#"><u>LS4.D</u></a>  | <a href="#"><u>LS4-MS-3</u></a>  | <a href="#"><u>PS2.B</u></a>  | <a href="#"><u>PS1-MS-4</u></a> | <a href="#"><u>LS2.A</u></a>  | <a href="#"><u>LS1-MS-4</u></a> | <a href="#"><u>ESS2.A</u></a> | <a href="#"><u>ESS1-MS-4</u></a> |
| <a href="#"><u>PS3.B</u></a>                                                                             | <a href="#"><u>PS1-MS-6</u></a>  | <a href="#"><u>LS1.C</u></a>  | <a href="#"><u>LS1-MS-5</u></a>  | <a href="#"><u>ESS1.C</u></a> | <a href="#"><u>LS4-MS-4</u></a>  |                               |                                 |                               |                                 | <a href="#"><u>A</u></a>      |                                  |
| <a href="#"><u>PS4.A</u></a>                                                                             | <a href="#"><u>PS2-MS-1</u></a>  | <a href="#"><u>LS2.B</u></a>  | <a href="#"><u>LS1-MS-6</u></a>  | <a href="#"><u>ESS2.D</u></a> | <a href="#"><u>LS4-MS-5</u></a>  | <a href="#"><u>PS3.A</u></a>  | <a href="#"><u>PS1-MS-5</u></a> | <a href="#"><u>LS2.B</u></a>  | <a href="#"><u>LS1-MS-5</u></a> | <a href="#"><u>ESS2.B</u></a> | <a href="#"><u>ESS2-MS-1</u></a> |
| <a href="#"><u>LS2.A</u></a>                                                                             | <a href="#"><u>PS2-MS-2</u></a>  | <a href="#"><u>LS3.A</u></a>  | <a href="#"><u>LS2-MS-3</u></a>  | <a href="#"><u>ESS3.C</u></a> | <a href="#"><u>LS4-MS-6</u></a>  | <a href="#"><u>PS3.B</u></a>  | <a href="#"><u>PS1-MS-6</u></a> | <a href="#"><u>LS2.C</u></a>  | <a href="#"><u>LS1-MS-6</u></a> | <a href="#"><u>ESS2.C</u></a> | <a href="#"><u>ESS2-MS-2</u></a> |
| <a href="#"><u>ESS1.B</u></a>                                                                            | <a href="#"><u>PS2-MS-3</u></a>  | <a href="#"><u>LS3.B</u></a>  | <a href="#"><u>LS2-MS-4</u></a>  | <a href="#"><u>ESS3.C</u></a> | <a href="#"><u>ESS1-MS-4</u></a> | <a href="#"><u>PS3.C</u></a>  | <a href="#"><u>PS2-MS-1</u></a> | <a href="#"><u>LS3.A</u></a>  | <a href="#"><u>LS2-MS-1</u></a> | <a href="#"><u>ESS2.A</u></a> | <a href="#"><u>ESS2-MS-3</u></a> |
| <a href="#"><u>ESS2.B</u></a>                                                                            | <a href="#"><u>PS2-MS-4</u></a>  | <a href="#"><u>ESS1.A</u></a> | <a href="#"><u>LS3-MS-1</u></a>  | <a href="#"><u>ETS1.A</u></a> | <a href="#"><u>ESS3-MS-3</u></a> |                               |                                 |                               |                                 | <a href="#"><u>D</u></a>      |                                  |
| <a href="#"><u>ESS2.C</u></a>                                                                            | <a href="#"><u>PS2-MS-5</u></a>  | <a href="#"><u>ESS2.A</u></a> | <a href="#"><u>LS3-MS-2</u></a>  | <a href="#"><u>ETS1.B</u></a> | <a href="#"><u>ESS3-MS-4</u></a> | <a href="#"><u>PS4.A</u></a>  | <a href="#"><u>PS2-MS-2</u></a> | <a href="#"><u>LS3.B</u></a>  | <a href="#"><u>LS2-MS-2</u></a> | <a href="#"><u>ESS3.A</u></a> | <a href="#"><u>ESS2-MS-4</u></a> |
| <a href="#"><u>ESS3.A</u></a>                                                                            | <a href="#"><u>PS3-MS-1</u></a>  | <a href="#"><u>ESS2.A</u></a> | <a href="#"><u>ESS2-MS-1</u></a> |                               | <a href="#"><u>ESS3-MS-5</u></a> |                               |                                 |                               |                                 | <a href="#"><u>A</u></a>      |                                  |
| <a href="#"><u>ETS1.A</u></a>                                                                            | <a href="#"><u>PS3-MS-2</u></a>  | <a href="#"><u>ESS2.D</u></a> | <a href="#"><u>ESS2-MS-2</u></a> |                               |                                  | <a href="#"><u>PS4.B</u></a>  | <a href="#"><u>PS2-MS-3</u></a> | <a href="#"><u>LS4.A</u></a>  | <a href="#"><u>LS2-MS-3</u></a> | <a href="#"><u>ESS3.B</u></a> | <a href="#"><u>ESS2-MS-5</u></a> |
| <a href="#"><u>ETS1.B</u></a>                                                                            | <a href="#"><u>PS3-MS-3</u></a>  | <a href="#"><u>ESS3.B</u></a> | <a href="#"><u>ESS2-MS-3</u></a> |                               |                                  | <a href="#"><u>PS4.C</u></a>  | <a href="#"><u>PS2-MS-4</u></a> | <a href="#"><u>LS4.B</u></a>  | <a href="#"><u>LS2-MS-4</u></a> | <a href="#"><u>ESS3.C</u></a> | <a href="#"><u>ESS2-MS-6</u></a> |
|                                                                                                          | <a href="#"><u>PS3-MS-4</u></a>  | <a href="#"><u>ETS1.A</u></a> | <a href="#"><u>ESS2-MS-4</u></a> |                               |                                  | <a href="#"><u>ETS1.A</u></a> | <a href="#"><u>PS2-MS-5</u></a> | <a href="#"><u>LS4.C</u></a>  | <a href="#"><u>LS2-MS-5</u></a> | <a href="#"><u>ESS3.C</u></a> | <a href="#"><u>ESS3-MS-1</u></a> |
|                                                                                                          | <a href="#"><u>PS3-MS-5</u></a>  | <a href="#"><u>ETS1.B</u></a> | <a href="#"><u>ESS2-MS-5</u></a> |                               |                                  | <a href="#"><u>ETS1.B</u></a> | <a href="#"><u>PS3-MS-1</u></a> | <a href="#"><u>LS4.D</u></a>  | <a href="#"><u>LS2-MS-6</u></a> |                               | <a href="#"><u>ESS3-MS-2</u></a> |
|                                                                                                          | <a href="#"><u>PS4-MS-1</u></a>  |                               | <a href="#"><u>ESS2-MS-6</u></a> |                               |                                  |                               | <a href="#"><u>PS3-MS-2</u></a> | <a href="#"><u>ETS1.B</u></a> | <a href="#"><u>LS3-MS-1</u></a> |                               | <a href="#"><u>ESS3-MS-3</u></a> |
|                                                                                                          | <a href="#"><u>PS4-MS-2</u></a>  |                               | <a href="#"><u>ESS3-MS-1</u></a> |                               |                                  |                               | <a href="#"><u>PS3-MS-3</u></a> |                               | <a href="#"><u>LS3-MS-2</u></a> |                               | <a href="#"><u>ESS3-MS-4</u></a> |
|                                                                                                          | <a href="#"><u>LS2-MS-1</u></a>  |                               | <a href="#"><u>ESS3-MS-2</u></a> |                               |                                  |                               | <a href="#"><u>PS3-MS-4</u></a> |                               | <a href="#"><u>LS4-MS-1</u></a> |                               | <a href="#"><u>ESS3-MS-5</u></a> |
|                                                                                                          | <a href="#"><u>LS2-MS-2</u></a>  |                               |                                  |                               |                                  |                               | <a href="#"><u>PS3-MS-5</u></a> |                               | <a href="#"><u>LS4-MS-2</u></a> |                               |                                  |
|                                                                                                          | <a href="#"><u>ESS1-MS-1</u></a> |                               |                                  |                               |                                  |                               | <a href="#"><u>PS4-MS-1</u></a> |                               | <a href="#"><u>LS4-MS-3</u></a> |                               |                                  |
|                                                                                                          | <a href="#"><u>ESS1-MS-2</u></a> |                               |                                  |                               |                                  |                               | <a href="#"><u>PS4-MS-2</u></a> |                               | <a href="#"><u>LS4-MS-4</u></a> |                               |                                  |
|                                                                                                          | <a href="#"><u>ESS1-MS-3</u></a> |                               |                                  |                               |                                  |                               | <a href="#"><u>PS4-MS-3</u></a> |                               | <a href="#"><u>LS4-MS-5</u></a> |                               |                                  |
|                                                                                                          |                                  |                               |                                  |                               |                                  |                               |                                 |                               | <a href="#"><u>LS4-MS-6</u></a> |                               |                                  |

| Grades 9-12                    |          |             |           |         |           |                       |           |         |           |               |          |             |           |
|--------------------------------|----------|-------------|-----------|---------|-----------|-----------------------|-----------|---------|-----------|---------------|----------|-------------|-----------|
| DISTRICT CHOICE                |          | BIOLOGY     |           |         |           | CHEMISTRY             |           |         |           | PHYSICS       |          |             |           |
| No Assessment                  |          | Biology EOC |           |         |           | Chemistry EOC         |           |         |           | No Assessment |          |             |           |
| Modified Science Domains Model |          |             |           |         |           | Science Domains Model |           |         |           |               |          |             |           |
| Biology                        |          | Chemistry   |           | Physics |           | Chemistry             |           | Physics |           | Biology       |          | Earth/Space |           |
| SCs                            | PSs      | SCs         | PSs       | SCs     | PSs       | SCs                   | PSs       | SCs     | PSs       | SCs           | PSs      | SCs         | PSs       |
| LS1.A                          | LS1-HS-1 | PS1.A       | PSC1-HS-1 | PS1.A   | PSP1-HS-1 | PS1.A                 | PSC1-HS-1 | PS1.A   | PSP1-HS-1 | LS1.A         | LS1-HS-1 | ESS1.A      | ESS1-HS-1 |
| LS1.B                          | LS1-HS-2 | PS1.B       | PSC1-HS-2 | PS2.A   | PSP1-HS-2 | PS1.B                 | PSC1-HS-2 | PS2.A   | PSP1-HS-2 | LS1.B         | LS1-HS-2 | ESS1.B      | ESS1-HS-2 |
| LS1.C                          | LS1-HS-3 | PS1.C       | PSC1-HS-3 | PS2.B   | PSP1-HS-3 | PS1.C                 | PSC1-HS-3 | PS2.B   | PSP1-HS-3 | LS1.C         | LS1-HS-3 | ESS1.C      | ESS1-HS-3 |
| LS2.A                          | LS1-HS-4 | PS2.B       | PSC1-HS-4 | PS3.A   | PSP1-HS-4 | PS2.B                 | PSC1-HS-4 | PS3.A   | PSP1-HS-4 | LS2.A         | LS1-HS-4 | ESS2.A      | ESS1-HS-4 |
| LS2.B                          | LS1-HS-5 | PS3.A       | PSC1-HS-5 | PS3.B   | PSP1-HS-5 | PS3.A                 | PSC1-HS-5 | PS3.B   | PSP1-HS-5 | LS2.B         | LS1-HS-5 | ESS2.B      | ESS1-HS-5 |
| LS2.C                          | LS1-HS-6 | PS3.B       | PSC2-HS-1 | PS3.C   | PSP1-HS-6 | PS3.B                 | PSC2-HS-1 | PS3.C   | PSP1-HS-6 | LS2.C         | LS1-HS-6 | ESS2.C      | ESS1-HS-6 |
| LS2.D                          | LS1-HS-7 | PS3.D       | PSC2-HS-2 | PS3.D   | PSP2-HS-1 | PS3.D                 | PSC2-HS-2 | PS3.D   | PSP2-HS-1 | LS2.D         | LS1-HS-7 | ESS2.D      | ESS2-HS-1 |
| LS3.A                          | LS2-HS-1 | PS4.B       | PSC2-HS-3 | PS4.A   | PSP2-HS-2 | PS4.B                 | PSC2-HS-3 | PS4.A   | PSP2-HS-2 | LS3.A         | LS2-HS-1 | ESS2.E      | ESS2-HS-2 |
| LS3.B                          | LS2-HS-2 | ESS2.C      | PSC2-HS-4 | PS4.B   | PSP2-HS-3 | ETS1.C                | PSC2-HS-4 | PS4.B   | PSP2-HS-3 | LS3.B         | LS2-HS-2 | ESS3.A      | ESS2-HS-3 |
| LS4.A                          | LS2-HS-3 | ESS2.D      | PSC2-HS-5 | PS4.C   | PSP2-HS-4 |                       | PSC2-HS-5 | PS4.C   | PSP2-HS-4 | LS4.A         | LS2-HS-3 | ESS3.B      | ESS2-HS-4 |
| LS4.B                          | LS2-HS-4 | ESS3.A      | PSC3-HS-1 | ESS1.A  | PSP2-HS-5 |                       | PSC3-HS-1 | ETS1.A  | PSP2-HS-5 | LS4.B         | LS2-HS-4 | ESS3.C      | ESS2-HS-5 |
| LS4.C                          | LS2-HS-5 | ESS3.C      | PSC3-HS-2 | ESS1.B  | PSP3-HS-1 |                       | PSC3-HS-2 | ETS1.C  | PSP3-HS-1 | LS4.C         | LS2-HS-5 | ESS3.C      | ESS2-HS-6 |
| LS4.D                          | LS2-HS-6 | ETS1.A      | PSC3-HS-3 | ESS2.A  | PSP3-HS-2 |                       | PSC3-HS-3 |         | PSP3-HS-2 | LS4.D         | LS2-HS-6 | PS1.C       | ESS2-HS-7 |

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|                        |                           |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|------------------------|---------------------------|------------------------|---------------------------|------------------------|---------------------------|---------------------------|---------------------------|--------------------------|------------------------|---------------------------|
| <a href="#">ESS1.C</a> | <a href="#">LS2-HS-7</a>  | <a href="#">ETS1.B</a> | <a href="#">PSC3-HS-4</a> | <a href="#">ESS2.B</a> | <a href="#">PSP3-HS-3</a> | <a href="#">HS-3</a>      | <a href="#">HS-2</a>      | <a href="#">6</a>        | <a href="#">HS-7</a>   |                           |
| <a href="#">ESS2.E</a> | <a href="#">LS2-HS-8</a>  | <a href="#">ETS1.C</a> | <a href="#">PSC3-HS-5</a> | <a href="#">ETS1.A</a> | <a href="#">PSP3-HS-4</a> | <a href="#">PSC3-HS-4</a> | <a href="#">ETS1.B</a>    | <a href="#">LS2-HS-7</a> | <a href="#">PS3.D</a>  | <a href="#">ESS3-HS-1</a> |
| <a href="#">ESS3.B</a> | <a href="#">LS3-HS-1</a>  |                        | <a href="#">ESS2-HS-4</a> | <a href="#">ETS1.B</a> | <a href="#">PSP3-HS-5</a> | <a href="#">PSC3-HS-5</a> |                           | <a href="#">LS2-HS-8</a> | <a href="#">PS4.A</a>  | <a href="#">ESS3-HS-2</a> |
| <a href="#">ESS3.C</a> | <a href="#">LS3-HS-2</a>  |                        | <a href="#">ESS2-HS-5</a> | <a href="#">ETS1.C</a> | <a href="#">ESS1-HS-1</a> |                           | <a href="#">PSP3-HS-5</a> | <a href="#">LS3-HS-1</a> | <a href="#">PS4.B</a>  | <a href="#">ESS3-HS-3</a> |
| <a href="#">ETS1.A</a> | <a href="#">LS3-HS-3</a>  |                        | <a href="#">ESS2-HS-6</a> |                        | <a href="#">ESS1-HS-2</a> |                           |                           | <a href="#">LS3-HS-2</a> | <a href="#">ETS1.B</a> | <a href="#">ESS3-HS-4</a> |
| <a href="#">ETS1.B</a> | <a href="#">LS4-HS-1</a>  |                        | <a href="#">ESS3-HS-2</a> |                        | <a href="#">ESS1-HS-3</a> |                           |                           | <a href="#">LS3-HS-3</a> |                        | <a href="#">ESS3-HS-5</a> |
| <a href="#">ETS1.C</a> | <a href="#">LS4-HS-2</a>  |                        | <a href="#">ESS3-HS-5</a> |                        | <a href="#">ESS1-HS-4</a> |                           |                           | <a href="#">LS4-HS-1</a> |                        | <a href="#">ESS3-HS-6</a> |
|                        | <a href="#">LS4-HS-3</a>  |                        | <a href="#">ESS3-HS-6</a> |                        | <a href="#">ESS2-HS-1</a> |                           |                           | <a href="#">LS4-HS-2</a> |                        |                           |
|                        | <a href="#">LS4-HS-4</a>  |                        |                           |                        | <a href="#">ESS2-HS-2</a> |                           |                           | <a href="#">LS4-HS-3</a> |                        |                           |
|                        | <a href="#">LS4-HS-5</a>  |                        |                           |                        | <a href="#">ESS2-HS-3</a> |                           |                           | <a href="#">LS4-HS-4</a> |                        |                           |
|                        | <a href="#">LS4-HS-6</a>  |                        |                           |                        |                           |                           |                           | <a href="#">LS4-HS-5</a> |                        |                           |
|                        | <a href="#">ESS1-HS-5</a> |                        |                           |                        |                           |                           |                           | <a href="#">LS4-HS-6</a> |                        |                           |
|                        | <a href="#">ESS1-HS-6</a> |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|                        | <a href="#">ESS2-HS-7</a> |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|                        | <a href="#">ESS3-HS-1</a> |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|                        | <a href="#">ESS3-HS-3</a> |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|                        | <a href="#">ESS3-HS-4</a> |                        |                           |                        |                           |                           |                           |                          |                        |                           |
|                        |                           |                        |                           |                        |                           |                           |                           |                          |                        |                           |

## **Appendix B: Glossary of Terms**

This tool provides terminologies that represent the overarching concepts and ideas needed to understand the Idaho State Science Standards. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building science content knowledge and understanding. This tool will assist in promoting consistency across disciplines, increasing student outcomes, and improving stakeholder communication.

**analyze** - studying the data of an investigation or experiment and looking for trends or patterns in the data or graph to see if the change had an effect

**argument/evidence-based account** - a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong, based on empirical evidence

**cause and effect** - the relationship between events or things, where one is the result of the other or others (action and reaction)

**claim** - to state or assert that something is true, typically without providing evidence

**classify** - grouping items together based on traits and/or characteristics

**data** - the result of your experimentation (facts, figures, and other evidence) that you usually record on a chart and then make a graph

**empirical** - verifiable by observation (using senses) or experience

**evidence** - the available body of facts or information indicating whether a claim or proposition is true or valid

**example** - a thing characteristic of its kind or illustrating a general rule/idea

**experimental design** - a method of research in which a controlled experimental variable is subjected to special treatment for the purpose of comparison with a variable kept constant

**fact** - an observation that has been repeatedly confirmed

**graph** - a diagram showing the visual relationship between variable quantities

**hypothesis** - a testable statement about the natural world that can be used to build more complex inferences and explanations

**inference** - a conclusion reached on the basis of evidence and reasoning

**interpret** - to explain and understand the meaning of evidence based on credible scientific information

**investigation** - a process to carry out a systematic or formal inquiry to discover and examine the facts

**law** - a descriptive generalization about how some aspect of the natural world behaves under stated circumstances

**measure** - to determine the dimensions, quantity or capacity of an object

**model (computational, mathematical, etc.)**- a representation of an idea, object, process or a system that is used to describe, explain, and make predictions about phenomena that cannot be experienced directly

**observation** - receiving knowledge of the natural world through our senses, recording information using scientific tools or instruments

**pattern/trend** - consistent and recurring set of characteristics or traits that helps in the identification of a phenomenon or problem and serves as an indicator or model for predicting future behavior

**prediction** - a forecast or statement about an uncertain event that is based upon experience or evidence

**relationship** - the connections between two variables

**science** - the process of trying to understand the world around us through exploration, invention, and problem solving

**scientific reasoning** - a justification that connects evidence to a claim

**simulation** - the imitation of the operation of a real-world process or system over time

**solution** - a method or a process for dealing with a problem that relies on scientific and/or engineering practices

**theory** - a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment; the scientific community validates each theory before it is accepted; if new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence

**variable** - any factor that can be controlled, changed, and/or measured; usually in an experiment

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Professional Standards Commission – 2015-2016 Annual Report.

**REFERENCE**

|               |                                                                                   |
|---------------|-----------------------------------------------------------------------------------|
| February 2015 | Board was accepted the Professional Standards Commission 2013-2014 annual report. |
| February 2016 | Board was accepted the Professional Standards Commission 2014-2015 annual report. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

**BACKGROUND/DISCUSSION**

In 1972, the Legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the Legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of eighteen (18) constituency members appointed or reappointed by the Board for terms of three (3) years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (3)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to the Board regarding the accomplishments of the commission.

**IMPACT**

This report advises the Board regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

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**ATTACHMENTS**

Attachment 1 – 2015-2016 Annual Report

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**STAFF COMMENTS AND RECOMMENDATIONS**

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of requests that were received for Alternate Authorization for Interim Certificates as well as the number of individuals completing Board approved non-traditional preparation programs. There are currently two non-traditional preparation programs approved by the Board, American Board for Certification of Teacher Excellence (ABCTE) and Teach for America (TFA).

Comparison of the 2014-2015 and 2015-2016 reported Alternate Authorizations:

| <b>2014-2015</b>                                       |                | <b>2015-2016</b>                                       |               |
|--------------------------------------------------------|----------------|--------------------------------------------------------|---------------|
| <b>Authorization</b>                                   | <b>Number*</b> | <b>Authorization</b>                                   | <b>Number</b> |
| Teacher to New Certification/<br>Endorsement           | 230/244        | Teacher to New<br>Certification/ Endorsement           | 230/244       |
| Content Specialist<br>Certification/Endorsements       | 56/64          | Content Specialist<br>Certification/Endorsements       | 348/402       |
| Pupil personnel Services<br>Certification/Endorsements | 3/3            | Pupil personnel Services<br>Certification/Endorsements | 6/6           |
| ABCTE Certification/<br>Endorsements                   | 103/127        | ABCTE Certification/<br>Endorsements                   | 162/207       |
| TFA Certification/<br>Endorsements                     | 0              | TFA Certification/<br>Endorsements                     | 11/14         |

\* Individuals may have multiple endorsements on a single certificate.

**BOARD ACTION**

I move to accept the Professional Standards Commission 2015-2016 Annual Report.

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

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# PROFESSIONAL STANDARDS COMMISSION

## ANNUAL REPORT

2015-2016

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## INTRODUCTION

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The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (3)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

### ***PSC Vision***

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

### ***PSC Mission***

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

***Statutory Responsibilities of the Professional Standards Commission***

1. "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."

Idaho Code §33-1254

2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
  - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
  - b. A local board of trustees."

Idaho Code §33-1209

3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

**STATE DEPARTMENT OF EDUCATION  
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***Professional Standards Commission Membership***

During the 2015-2016 academic year, the PSC met five times: July, October, January, March, and June. The following individuals served as members of the PSC:

|                               |                                  |                                                |
|-------------------------------|----------------------------------|------------------------------------------------|
| 1. Clara Allred               | Twin Falls SD #411               | Special Education Administrator                |
| 2. Margaret Chipman           | Weiser SD #431                   | School Board Member                            |
| 3. Kristi Enger               | Career & Technical Education     | Idaho Career & Technical Education             |
| 4. Dr. Deborah Hedeem         | Idaho State University           | Public Higher Education                        |
| 5. Esther Henry, Chair        | Jefferson County Joint SD #251   | Secondary Classroom Teacher                    |
| 6. Dr. Dana Johnson           | Brigham Young University – Idaho | Private Higher Education                       |
| 7. Pete Koehler               | Department of Education          | Idaho State Department of Education            |
| 8. Charlotte McKinney         | Mountain View SD #244            | Secondary Classroom Teacher                    |
| 9. Dr. Becky Meyer            | Lake Pend Oreille SD #84         | Secondary School Principal                     |
| 10. Kim Mikolajczyk           | Moscow SD #281                   | School Counselor                               |
| 11. Dr. Laural Nelson         | Idaho Digital Learning Academy   | Superintendent                                 |
| 12. Mikki Nuckols, Vice Chair | Bonneville Joint SD #93          | Secondary Classroom Teacher                    |
| 13. Dr. Tony Roark            | Boise State University           | Public Higher Education – Letters and Sciences |
| 14. Dr. Elisa Saffle          | Bonneville Joint SD #93          | Elementary School Principal                    |
| 15. Donna Sulfridge           | Mountain Home SD #193            | Elementary Classroom Teacher                   |
| 16. Dr. Heather Van Mullem    | Lewis-Clark State College        | Public Higher Education                        |
| 17. Virginia Welton           | Coeur d'Alene SD #271            | Exceptional Child Teacher                      |
| 18. Kim Zeydel                | West Ada SD #2                   | Secondary Classroom Teacher                    |

Lisa Colón served as administrator for the PSC from July 1, 2015, to June 30, 2016.



## INTERNAL OPERATION OF THE COMMISSION

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The PSC has five standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

**1. Authorizations Committee**

- Reviews and makes recommendations to the PSC regarding:
  - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil personnel services;
  - Policies and procedures for alternative authorizations;
  - The development and publishing of certification reports as needed.

**2. Budget Committee**

- Develops a yearly budget;
- Monitors and makes recommended revisions to the annual budget.

**3. Executive Committee**

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed;
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

**4. Professional Development Committee**

- Develops recommendations for the professional development of certified educators in the state of Idaho.

**5. Standards Committee**

- Develops recommendations for preservice educator standards for consideration by the State Board of Education;
- Develops and/or maintains standards and review processes for educator preparation programs including:
  - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements;
  - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards;
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores;
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

## ALTERNATIVE AUTHORIZATIONS

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Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The alternative authorization request shall be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position. The individual must have a plan that leads to certification in the assigned area.

For further detail regarding alternative authorizations, see  
<http://www.sde.idaho.gov/cert-psc/cert/alt-auth.html>.

| Authorization Type                       | Number of Authorizations |
|------------------------------------------|--------------------------|
| Teacher to New Certification/Endorsement | 230                      |
| Content Specialist                       | 348                      |
| Pupil Personnel Services                 | 6                        |
| Non-Traditional Route - ABCTE            | 162                      |
| Non-Traditional Route – TFA              | 11                       |
| <b>TOTAL</b>                             | <b>757</b>               |

There were 18,442 total certificated educators employed statewide during the 2015-2016 school year. The percentage of educators working with an alternative authorization was 4.10 percent.

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016**

**REQUESTS FOR TEACHER TO NEW CERTIFICATION/ENDORSEMENT  
AUTHORIZATIONS**

---

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 230 Teacher to New Certification authorizations with 244 total endorsements issued during the 2015-2016 school year as follows:

| <b>Number Issued</b> | <b>Endorsement</b>                         |
|----------------------|--------------------------------------------|
| 1                    | Agricultural Science & Technology 6/12     |
| 11                   | All Subjects K/8                           |
| 2                    | American Government/Political Science 6/12 |
| 2                    | Art K/12                                   |
| 12                   | Biological Science 6/12                    |
| 6                    | Birth through Grade 3                      |
| 5                    | Business Technology Education 6/12         |
| 5                    | Chemistry 6/12                             |
| 1                    | Consulting Teacher                         |
| 6                    | Director of Special Education              |
| 1                    | Drama 6/12                                 |
| 7                    | Early Childhood Special Education Pre-K/3  |
| 2                    | Earth Science 6/12                         |
| 3                    | Economics 6/12                             |
| 4                    | English 6/12                               |
| 2                    | English 6/9                                |
| 4                    | English as a New Language K/12             |
| 3                    | Family & Consumer Sciences 6/12            |
| 1                    | French 6/12                                |
| 1                    | French K/12                                |
| 46                   | Generalist K/12                            |
| 1                    | Geography 6/12                             |
| 5                    | Gifted & Talented K/12                     |
| 7                    | Health 6/12                                |
| 6                    | Health K/12                                |
| 1                    | Deaf/Hard of Hearing K/12                  |
| 2                    | History 6/12                               |
| 2                    | Literacy K/12                              |
| 1                    | Marketing Technology Education 6/12        |
| 10                   | Mathematics 6/12                           |

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| <b>Number Issued</b> | <b>Endorsement</b>               |
|----------------------|----------------------------------|
| 1                    | Mathematics 6/9                  |
| 4                    | Mathematics-Basic 6/12           |
| 1                    | Music K/12                       |
| 6                    | Natural Science 6/12             |
| 1                    | Natural Science 6/9              |
| 2                    | Physical Education 6/12          |
| 1                    | Physical Education K/12          |
| 5                    | Physical Science 6/12            |
| 3                    | Physics 6/12                     |
| 1                    | Psychology 6/12                  |
| 7                    | School Counselor K/12            |
| 22                   | School Principal Pre-K/12        |
| 1                    | Sociology 6/12                   |
| 6                    | Spanish 6/12                     |
| 2                    | Spanish K/12                     |
| 1                    | Sports Medicine/Athletic Trainer |
| 15                   | Superintendent                   |
| 5                    | Teacher Librarian K/12           |

**STATE DEPARTMENT OF EDUCATION  
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**REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS**

---

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does NOT hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 348 Content Specialist authorizations with 402 total endorsements issued during the 2015-2016 school year as follows:

| <b>Number Issued</b> | <b>Endorsement</b>                         |
|----------------------|--------------------------------------------|
| 1                    | Agricultural Science & Technology 6/12     |
| 99                   | All Subjects K/8                           |
| 4                    | American Government/Political Science 6/12 |
| 1                    | American Sign Language 6/12                |
| 3                    | Art 6/12                                   |
| 7                    | Biological Science 6/12                    |
| 2                    | Birth through Grade 3                      |
| 2                    | Building Trades Construction               |
| 8                    | Business Technology Education 6/12         |
| 1                    | Cabinet & Millwork                         |
| 4                    | Chemistry 6/12                             |
| 3                    | Communications 6/12                        |
| 2                    | Deaf/Hard of Hearing K/12                  |
| 1                    | Drafting                                   |
| 4                    | Drama 6/12                                 |
| 2                    | Early Childhood Special Education Pre-K/3  |
| 4                    | Earth Science 6/12                         |
| 3                    | Economics 6/12                             |
| 23                   | English 6/12                               |
| 2                    | English 6/9                                |
| 1                    | English as a New Language K/12             |
| 11                   | Family & Consumer Science 6/12             |
| 2                    | French 6/12                                |
| 1                    | General Engineering                        |
| 75                   | Generalist K/12                            |
| 4                    | Health 6/12                                |
| 1                    | Health K/12                                |
| 8                    | History 6/12                               |
| 1                    | Literacy K/12                              |
| 2                    | Mathematics - Basic 6/12                   |
| 1                    | Mathematics - Basic 6/9                    |

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| <b>Number Issued</b> | <b>Endorsement</b>             |
|----------------------|--------------------------------|
| 24                   | Mathematics 6/12               |
| 2                    | Microcomputer Applications     |
| 3                    | Music 6/12                     |
| 13                   | Music K/12                     |
| 18                   | Natural Science 6/12           |
| 2                    | Nursing Assistant              |
| 2                    | Orientation Health Occupations |
| 1                    | Physical Education K/12        |
| 5                    | Physical Education 6/12        |
| 4                    | Physical Science 6/12          |
| 1                    | Physics 6/12                   |
| 1                    | Psychology 6/12                |
| 13                   | School Counselor K/12          |
| 8                    | School Psychologist K/12       |
| 2                    | School Social Worker           |
| 2                    | Social Studies 6/12            |
| 1                    | Social Studies 6/9             |
| 6                    | Spanish 6/12                   |
| 2                    | Spanish K/12                   |
| 3                    | Speech Language Pathologist    |
| 1                    | Superintendent                 |
| 1                    | Teacher Librarian K/12         |
| 2                    | Technology Education 6/12      |
| 1                    | TV Production/Broadcasting     |
| 1                    | Visual Impairment K/12         |

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**REQUESTS FOR PUPIL PERSONNEL SERVICES AUTHORIZATIONS**

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The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does NOT hold a valid Idaho credential to serve in an assignment that requires the Pupil Personnel Services Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Personnel Services Certificate and the applicable endorsement. There were 6 Pupil Personnel Services authorizations with 6 total endorsements issued during the 2015-2016 school year as follows:

| <b>Number Issued</b> | <b>Endorsement</b>    |
|----------------------|-----------------------|
| 4                    | School Social Worker  |
| 2                    | School Counselor K/12 |

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**REQUESTS FOR NON-TRADITIONAL AUTHORIZATIONS (ABCTE AND TFA)**

---

The purpose of the non-traditional programs is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. There are two State Board-approved, non-traditional programs:

- **American Board for Certification of Teacher Excellence (ABCTE)**  
This is a computer-based route designed as an avenue to enter the teaching profession or to add additional certificates or endorsements to an already existing Idaho teaching credential. The candidate must first hold a bachelor's degree.
- **Teach For America (TFA)**  
Teach for America is a program designed to enlist college graduates with a bachelor's degree to teach in low-income communities for two years.

There were 162 Non-Traditional – ABCTE authorizations with 207 total endorsements issued during the 2015-2016 school year as follows:

| <b>Number Issued</b> | <b>Endorsement</b>      |
|----------------------|-------------------------|
| 96                   | All Subjects K/8        |
| 16                   | Biological Science 6/12 |
| 1                    | Chemistry 6/12          |
| 16                   | English 6/12            |
| 42                   | Generalist K/12         |
| 8                    | History 6/12            |
| 2                    | Literacy K/12           |
| 17                   | Mathematics 6/12        |
| 9                    | Natural Science 6/12    |

There were 11 Non-Traditional – TFA authorizations with 14 total endorsements issued during the 2015-2016 school year as follows:

| <b>Number Issued</b> | <b>Endorsement</b>      |
|----------------------|-------------------------|
| 1                    | All Subjects K/8        |
| 1                    | Basic Mathematics 6/12  |
| 2                    | Biological Science 6/12 |
| 1                    | Earth Science 6/12      |
| 2                    | English 6/12            |
| 4                    | Generalist K/12         |
| 2                    | Mathematics 6/12        |
| 1                    | Physical Science 6/12   |



## **EXECUTIVE COMMITTEE ACTIVITIES**

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Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2015-2016, the PSC received 85 written complaints of alleged educator ethical misconduct, out of which 58 cases were opened. In addition, there were 59 cases closed during 2015-2016. Three (3) of the 59 closed cases were for educators employed as an administrator. The data below represents the cases that were closed.

### ***2015-2016 Closed Ethics Cases***

| <b>Case Number</b> | <b>Category of Ethics Violation</b> | <b>Probable Cause Found</b> | <b>Disciplinary Action</b> |
|--------------------|-------------------------------------|-----------------------------|----------------------------|
| 21323              | Breach of Contract                  | Yes                         | Revocation                 |
| 21327              | Inappropriate Conduct with Student  | Yes                         | Suspension                 |
| 21336              | Substance Abuse                     | Yes                         | Revocation                 |
| 21410              | Inappropriate Conduct with Student  | Yes                         | Revocation                 |
| 21414              | Substance Abuse                     | Yes                         | Suspension                 |
| 21428              | Application Discrepancy             | No                          |                            |
| 21429              | Theft-Fraud                         | Yes                         | Letter of Reprimand        |
| 21430              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21434              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21436              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21437              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21440              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21441              | Application Discrepancy             | No                          |                            |
| 21443              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21450              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21502              | Miscellaneous                       | Yes                         | Letter of Reprimand        |
| 21504              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21506              | Inappropriate Conduct               | Yes                         | Letter of Reprimand        |
| 21508              | Breach of Contract                  | Yes                         | Letter of Reprimand        |
| 21509              | Breach of Contract                  | Yes                         | Letter of Reprimand        |
| 21510              | Substance Abuse                     | Yes                         | Suspension                 |

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| <b>Case Number</b> | <b>Category of Ethics Violation</b> | <b>Probable Cause Found</b> | <b>Disciplinary Action</b> |
|--------------------|-------------------------------------|-----------------------------|----------------------------|
| 21513              | Miscellaneous                       | Yes                         | Letter of Reprimand        |
| 21514              | Inappropriate Conduct with Student  | Yes                         | Suspension                 |
| 21516              | Theft-Fraud                         | No                          |                            |
| 21519              | Substance Abuse                     | Yes                         | Suspension                 |
| 21520              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21521              | Inappropriate Conduct               | Yes                         | Letter of Reprimand        |
| 21524              | Miscellaneous                       | No                          |                            |
| 21525              | Miscellaneous                       | No                          |                            |
| 21527              | Inappropriate Conduct with Student  | Yes                         | Suspension                 |
| 21529              | Miscellaneous                       | Yes                         | Letter of Reprimand        |
| 21530              | Miscellaneous                       | No                          |                            |
| 21531              | Miscellaneous                       | Yes                         | Letter of Reprimand        |
| 21532              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21533              | Inappropriate Conduct with Student  | Yes                         | Revocation                 |
| 21534              | Inappropriate Conduct with Student  | Yes                         | Revocation                 |
| 21540              | Miscellaneous                       | No                          |                            |
| 21541              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21542              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21543              | Breach of Contract                  | No                          |                            |
| 21544              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21545              | Application Discrepancy             | No                          |                            |
| 21546              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21547              | Application Discrepancy             | No                          |                            |
| 21548              | Application Discrepancy             | No                          |                            |
| 21549              | Application Discrepancy             | Yes                         | Voluntary Surrender        |
| 21551              | Application Discrepancy             | Yes                         | Letter of Reprimand        |
| 21552              | Sexual Misconduct with a Student    | Yes                         | Voluntary Surrender        |
| 21553              | Inappropriate Conduct with Student  | Yes                         | Suspension                 |
| 21555              | Application Discrepancy             | No                          |                            |
| 21556              | Application Discrepancy             | No                          |                            |
| 21558              | Miscellaneous                       | No                          |                            |
| 21560              | Breach of Contract                  | No                          |                            |
| 21562              | Application Discrepancy             | No                          |                            |
| 21601              | Inappropriate Conduct with Student  | Yes                         | Suspension                 |
| 21602              | Application Discrepancy             | No                          |                            |
| 21606              | Inappropriate Conduct with Student  | No                          |                            |
| 21608              | Application Discrepancy             | No                          |                            |
| 21613              | Miscellaneous                       | No                          |                            |

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***2015-2016 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found***

During 2015-2016 the PSC finalized disciplinary action in 39 cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

| <b>Category of Ethics Violation</b>  | <b>Number of Cases Closed</b> | <b>Percent of Cases Closed</b> |
|--------------------------------------|-------------------------------|--------------------------------|
| Application Discrepancy              | 16                            | 41%                            |
| Breach of Contract                   | 3                             | 8%                             |
| Felony (Other)                       | 0                             | 0%                             |
| Felony (Violent)                     | 0                             | 0%                             |
| Inappropriate Conduct                | 2                             | 5%                             |
| Inappropriate Conduct with Student   | 8                             | 21%                            |
| Miscellaneous                        | 4                             | 10%                            |
| Misdemeanor                          | 0                             | 0%                             |
| Sexual Misconduct Not with a Student | 0                             | 0%                             |
| Sexual Misconduct with a Student     | 1                             | 3%                             |
| Substance Abuse                      | 4                             | 10%                            |
| Theft-Fraud                          | 1                             | 3%                             |

| <b>Type of Disciplinary Action</b> | <b>Number of Cases Closed</b> | <b>Percent of Cases Closed</b> |
|------------------------------------|-------------------------------|--------------------------------|
| Conditioned Certificate            | 0                             | 0%                             |
| Letter of Reprimand                | 24                            | 62%                            |
| Reinstatement                      | 0                             | 0%                             |
| Revocation                         | 5                             | 13%                            |
| Revocation (Permanent)             | 0                             | 0%                             |
| Suspension                         | 8                             | 21%                            |
| Voluntary Surrender                | 2                             | 5%                             |

## STANDARDS COMMITTEE ACTIVITIES

---

The Standards Committee is responsible for completing educator preparation standards reviews and educator preparation program reviews and making recommendations to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

### EDUCATOR PREPARATION STANDARDS REVIEWS

---

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards are then reviewed and presented to the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards were reviewed by the PSC during the 2015-2016 school year:

- Elementary Education
- Mathematics
- Pre-Service Technology
- Science (Biology, Chemistry, Earth and Space Science, Natural Science, Physical Science, and Physics)
- Visual/Performing Arts (Music, Theater Arts, Visual Arts)

### EDUCATOR PREPARATION PROGRAM REVIEWS

---

Each teacher preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for beginning teachers and other professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the Manual of Instruction for State Approval of Idaho Teacher Preparation Programs on file at the State Department of Education, Certification/Professional Standards.

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The standards for evaluating teacher preparation programs are found in the [Idaho Standards for Initial Certification of Professional School Personnel](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification/ Professional Standards.

These documents are also available for review on the State Department of Education website: <http://sde.idaho.gov/cert-psc/psc/standards.html>

Current CAEP standards can be reviewed on the following CAEP website: <http://caepnet.org/>

Current PSC materials, reports, and resources are also available on the State Department of Education website at: <http://sde.idaho.gov/cert-psc/psc/>

The following educator preparation programs were reviewed by the PSC during the 2015-2016 school year:

- **Northwest Nazarene University**

A state/NCATE on-site program review visit was held at Northwest Nazarene University (NNU) on February 28 – March 3, 2015. The team reports from that on-site visit were subsequently submitted to the PSC at its May 19-20, 2015, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports.

The Idaho State Board of Education, at its June 15-16, 2016, meeting, approved the Northwest Nazarene University state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the State Board's website at the following address: <https://boardofed.idaho.gov/meetings/board/archive/2016/0615-1616/index.asp>

- **Idaho State University**

A state/NCATE on-site program review visit was held at Idaho State University (ISU) on September 20 – 22, 2015. The team reports from that on-site visit were subsequently submitted to the PSC at its March 31 – April 1, 2016, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports.

The Idaho State Board of Education, at its June 15-16, 2016, meeting, approved the Idaho State University state team report resulting from the on-site visit.

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Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the State Board's website at the following address: <https://boardofed.idaho.gov/meetings/board/archive/2016/0615-1616/index.asp>

## **PROFESSIONAL STANDARDS COMMITTEE MEETING SUMMARY**

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1. Standards reviews were conducted in the following content areas: Elementary Education; Mathematics; Technology (pre-service); Science (Biology, Chemistry, Earth/Space Science, Natural Science, Physical Science, and Physics); and Visual/Performing Arts (Theatre Arts, Music, and Visual Arts).
2. The Commission funded the participation of various Commission staff members in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI); the NASDTEC Winter Symposium; and the NASDTEC Annual Conference.
3. As of July 1, 2015, Professional Standards Commission and Certification funds were combined, thus sustaining both programs for a longer period of time without raising certification fees.
4. The Teacher Preparation Program Approval Review Schedule (2013-2027) was revised and posted to the Commission website; it now includes the reviews of non-traditional educator preparation programs (American Board for the Certification of Teacher Excellence or ABCTE and Teach For America or TFA).
5. The Commission passed the Standards Committee's recommendation to replace the Technology Education Praxis II test with the Computer Science Praxis II test with a cut score of 171 for the Computer Science endorsement candidates; that cut score was later decreased to 160.
6. Commission program approval review teams began providing justification/rationale for any performance indicator/standard rated as Unacceptable, thus helping those who review the materials and the institution in terms of knowing how to improve the standard.
7. Commission program approval review teams began holding institutions accountable for (piloted for now) state-specific requirements that will eventually be part of program approval reviews; these requirements focus on clinical practice as well as other components of effective teaching practices determined by legislation or Department of Education mandate.
8. The Commission funded Idaho's annual \$4,000 membership in NASDTEC and Idaho's annual \$3,977 annual membership in CAEP.
9. Commission staff conducted two certification application denial hearings and one ethics hearing during the 2015-2016 academic year.
10. The Commission paid \$5,692 for contracted investigative services during the 2015-2016 academic year.
11. The Commission accepted proposed language to be added to the Commission Procedures Manual to post disciplinary-complaint disposition documents to the Commission website beginning July 1, 2016; ethics cases will not be posted retroactively; settlement agreements will now include language explaining the practice of possible posting.
12. During the academic year, the Commission was updated on the work of the Indian Education Committee and the academic gaps in Idaho between all students and American Indian students; the PSC will now make Native American tribes and other



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groups in the state aware of representation vacancy opportunities on the Commission and on Commission-related committees.

13. The Commission was informed of the transition from the No Child Left Behind (NCLB) Act of 2001 to the new Every Student Succeeds Act (ESSA) of 2015, including the removal of the highly qualified requirement for certificated educators and the move, for all states, to one system that meets applicable state certification and licensure requirements, including requirements for alternative certification routes.
14. The Commission conducted regional career fairs in Nampa, Pocatello, Coeur d'Alene, Moscow, and Twin Falls; the fairs provided an opportunity where teacher education candidates could meet with district superintendents who were seeking to fill teaching positions within their districts.
15. Commission members were informed that as of September 1, 2015, individuals renewing or applying for certification (online and paper) must submit official transcripts.
16. The Authorizations Committee began compiling a break out by regions of total alternative authorizations during a given year.
17. The Commission offered an Educational Testing Service (ETS) Data Manager Tool Training to teacher preparation program representatives in the state; this allowed for analysis of the types of questions missed on Praxis exams that teacher preparation program candidates must take.
18. The Standards Committee received a draft of the Idaho Indian Education 2016-2021 strategic plan and a recommendation to incorporate culturally relevant pedagogy (specific to American Indian history and culture) into Idaho Core Teaching Standards.
19. The 2014-2022 schedule for teacher preparation standards reviews was revised (adding new endorsements such as computer science, engineering, and consulting teacher; moving the Administrator Standards to 2016-2017; moving the Teacher Leader Standards to 2017-2018; and moving the Online Teaching Standards to 2017-2018) and posted to the Commission website.
20. The Commission was presented with revised language for the certification application form; the deputy attorney general to the Commission developed the proposed language; the revised language intended to clarify how an applicant should answer on the form if he/she had been involved in any past legal action.
21. The Commission accepted and supported the proposal by State Board of Education staff to use, for the current Title II reporting year, Idaho's existing program review process as criteria for the identification of Low-Performing and At-Risk-for-Low-Performing institutions; as such, a "Conditionally Approved" university program would be "At-Risk-for-Low-Performing" and a "Not Approved" university program would be "Low-Performing".
22. The Commission passed the Standards Committee's recommendation to conditionally approve the Brigham Young University-Idaho Special Education – K/12 Generalist Teacher new program proposal.
23. The Commission, after consideration of ISU's planned revisions for its English as a New Language, Economics, and English Language Arts programs, passed the Standards

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Committee's recommendation to approve the ISU program review state team report as written with a change in status from Not Approved to Conditionally Approved for the following programs: English as a New Language; Economics; English Language Arts.

24. The Commission passed the Standards Committee's recommendation to approve the revised Program Review Manual for use, with minor technical changes as necessary by staff, for implementation during 2016-2017; the manual covers the full unit review, state-specific requirements, and focused visits.
25. The Commission passed the Standards Committee's recommendation to encourage the training of Department of Education program approval state team members by CAEP to review the educator preparation programs of Idaho institutions that do not participate in CAEP; each of those institutions will cover the cost of the CAEP portion of their program review.
26. The Commission passed the Standards Committee's recommendation to approve the Mathematics Standards and Mathematics Endorsement as written.
27. The Commission passed the Standards Committee's recommendation to approve the Biology, Chemistry, Earth/Space Science, Natural Science, Physical Science, and Physics Standards as written and to approve the Biology, Chemistry, Earth/Space Science, Natural Science, Physical Science, and Physics Endorsements with the change to remove capitalization in text when referring to content, not a specific course name.
28. The Commission passed the Standards Committee's recommendation to approve the Pre-Service Technology Standards as written.
29. The Commission passed the Standards Committee's recommendation to approve the Visual/Performing Arts Standards and the Visual/Performing Arts Endorsement as written.
30. The Commission accepted its FY2017 proposed budget.
31. The Commission passed the Executive Committee's recommendation to add subpoint e. to Principle VI in the *Code of Ethics for Idaho Professional Educators* to read as follows: "e. Keeping for oneself donations, whether money or items, that were solicited or accepted for the benefit of a student, class, classroom, or school."
32. The Commission administrator was given discretion to deny in first-time certification application discrepancies, explain that application questions must be answered correctly, and report the denial to NASDTEC. In second-time application discrepancies, the administrator will be able to deny and open an ethics case. In this way, those with an application discrepancy the first time will be reported to NASDTEC only once.
33. In a ballot election for 2016-2017 Commission officers, Charlotte McKinney was elected chair and Donna Sulfridge was elected vice-chair.

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**APPENDIX**

**FISCAL YEAR 2016 BUDGET EXPENDITURES**

| <b>PSC Revenue/Expense details FY 2016</b>          |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  |                  | <b>Index Code 2003</b> |                  |  | <b>(Budget: Approved 5-30-2015)</b> |  |  |
|-----------------------------------------------------|-----------------|-----------------|-----------------|-------------------|-------------------|-------------------|-------------------|------------------|-----------------|-------------------|-----------------|------------------|------------------|------------------------|------------------|--|-------------------------------------|--|--|
|                                                     | Jul 15          | Aug 15          | Sept 15         | Oct 15            | Nov 15            | Dec 15            | Jan 16            | Feb 16           | Mar 16          | Apr 16            | May 16          | June 16          |                  |                        |                  |  |                                     |  |  |
| <b>Revenue (actual)</b>                             | <b>\$78,756</b> | <b>\$78,985</b> | <b>\$46,090</b> | <b>\$24,720</b>   | <b>\$16,150</b>   | <b>\$15,660</b>   | <b>\$30,790</b>   | <b>\$37,195</b>  | <b>\$34,845</b> | <b>\$33,800</b>   | <b>\$64,530</b> | <b>\$115,140</b> | <b>\$576,661</b> | <b>\$0</b>             |                  |  |                                     |  |  |
| <b>Cash needed to balance FY2016</b>                |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | <b>\$0</b>       |                        |                  |  |                                     |  |  |
| <b>Cash balance 6/30/2015</b>                       |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | <b>\$446,455</b> |                        |                  |  |                                     |  |  |
|                                                     |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | <b>Actual</b>    | <b>Budget</b>          | <b>% Remain</b>  |  |                                     |  |  |
|                                                     |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | <b>FY16</b>      | <b>Amt</b>             | <b>of budget</b> |  |                                     |  |  |
| <b>PERSONNEL</b>                                    |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  |                  |                        |                  |  |                                     |  |  |
| Salaries, benefits                                  | \$49,131        | \$30,779        | \$30,926        | \$32,946          | \$31,583          | \$44,267          | \$31,612          | \$31,501         | \$31,607        | \$36,821          | \$34,710        | \$36,950         | \$422,830        | \$400,000              | -5.71%           |  |                                     |  |  |
| <b>OPERATING</b>                                    |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  |                  |                        |                  |  |                                     |  |  |
| PSC-Commission Work                                 |                 |                 |                 |                   |                   |                   | \$701             |                  | -\$701          |                   |                 |                  |                  |                        |                  |  |                                     |  |  |
| PSC Mtg Travel/meals                                | \$180           | \$5,578         | \$247           | \$5,546           | \$100             | \$413             | \$6,631           | \$237            | \$100           | \$5,907           | \$140           | \$556            | \$25,636         | \$39,000               | 34.27%           |  |                                     |  |  |
| Public relations/hearings                           |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Commission Prof Dev & Training                      |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$2,500                | 100.00%          |  |                                     |  |  |
| Governmental Overhead                               |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$13,000               | 100.00%          |  |                                     |  |  |
| Legal Services                                      |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| <b>Committee Work</b>                               |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  |                  |                        |                  |  |                                     |  |  |
| Leadership Team                                     |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Strategic Planning                                  |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| SBOE Meetings                                       |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Exec. - Printing (brochure/poster)                  |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Investigations/hearings/training                    |                 |                 | \$85            |                   |                   |                   | \$26              | \$127            |                 | \$266             | \$962           | \$66             | \$1,533          | \$6,000                | 74.44%           |  |                                     |  |  |
| Contract investigative services                     | \$936           |                 | \$1,066         |                   | \$1,422           | \$2,269           |                   |                  |                 |                   |                 |                  | \$5,692          | \$15,000               | 62.05%           |  |                                     |  |  |
| NASDTEC Professional Pract.                         |                 | \$2,730         | \$44            | \$1,920           | \$445             |                   |                   |                  |                 |                   |                 |                  | \$5,140          | \$7,500                | 31.47%           |  |                                     |  |  |
| NASDTEC Dues                                        |                 |                 |                 |                   |                   |                   |                   |                  |                 | \$4,000           |                 |                  | \$4,000          | \$4,000                | 0.00%            |  |                                     |  |  |
| Authorizations                                      |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Alternate Routes                                    |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Teacher Licensure/Comp                              |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Standards                                           |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Standards Maintenance                               |                 |                 |                 | \$150             | \$3,288           | \$4,056           | \$4,943           | \$4,498          | \$1,328         | \$2,516           |                 |                  | \$20,778         | \$11,000               | -88.89%          |  |                                     |  |  |
| Praxis                                              |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Prep Program Review Re-write                        |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Prep Program Review & Focus visits (PPR) & Training |                 | -\$50           | \$4,436         | \$2,506           |                   |                   |                   |                  | \$350           | \$3,224           |                 |                  | \$10,465         | \$15,000               | 30.23%           |  |                                     |  |  |
| CAEP (NCATE) Partnership dues                       |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 | \$3,977          | \$3,977          | \$4,000                | 0.58%            |  |                                     |  |  |
| Prof Development Committee                          |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Communication                                       | \$186           | \$1,653         | \$887           | \$1,005           | \$1,225           | \$424             | \$454             | \$206            | \$607           | \$710             | \$787           | \$331            | \$8,475          | \$12,000               | 29.38%           |  |                                     |  |  |
| Employee Development                                |                 |                 |                 |                   |                   |                   |                   | \$65             |                 |                   |                 |                  | \$65             | \$1,000                | 93.50%           |  |                                     |  |  |
| Prof. Services-Consultant                           |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$0                    | N/A              |  |                                     |  |  |
| Repairs and Maintenance Svcs. & supplies            |                 |                 |                 |                   |                   | \$90              |                   |                  |                 |                   |                 |                  | \$90             | \$1,000                | 91.05%           |  |                                     |  |  |
| Admin. services                                     | \$127           | \$115           | \$213           | \$210             | \$90              | \$279             | \$282             |                  | \$117           | -\$10             | \$115           | \$69             | \$1,607          | \$2,800                | 42.59%           |  |                                     |  |  |
| Computer services                                   |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$250                  | 100.00%          |  |                                     |  |  |
| Employee Travel Costs                               | \$362           |                 | \$15            | -\$15             | \$309             | \$739             | \$746             | \$1,004          | \$406           | \$2,330           | -\$545          | \$1,390          | \$6,740          | \$12,500               | 46.08%           |  |                                     |  |  |
| Admin. Supplies (Office supplies)                   | \$61            | \$2,176         | \$236           | \$97              | \$1,712           | \$80              | \$183             | \$36             | \$10            | \$94              | \$13            | \$38             | \$4,737          | \$7,000                | 32.32%           |  |                                     |  |  |
| Computer Supplies                                   |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$250                  | 100.00%          |  |                                     |  |  |
| Insurance                                           |                 | \$204           |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$204            | \$800                  | 74.44%           |  |                                     |  |  |
| Rentals & operating leases                          |                 | \$4,718         |                 |                   |                   |                   |                   | \$4,741          |                 |                   |                 |                  | \$9,459          | \$10,000               | 5.41%            |  |                                     |  |  |
| Payroll/Accounting                                  |                 | \$1,797         |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$1,797          | \$2,000                | 10.15%           |  |                                     |  |  |
| <b>CAPITAL</b>                                      |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  |                  |                        |                  |  |                                     |  |  |
| Computer equipment                                  |                 |                 | \$4,928         |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$4,928          | \$2,000                | -146.41%         |  |                                     |  |  |
| Office equipment                                    |                 |                 |                 |                   |                   |                   |                   |                  |                 |                   |                 |                  | \$0              | \$1,000                | 100.00%          |  |                                     |  |  |
| <b>TOTALS</b>                                       | <b>\$50,982</b> | <b>\$49,702</b> | <b>\$43,083</b> | <b>\$44,364</b>   | <b>\$40,174</b>   | <b>\$52,616</b>   | <b>\$45,578</b>   | <b>\$42,415</b>  | <b>\$33,823</b> | <b>\$55,858</b>   | <b>\$36,182</b> | <b>\$43,377</b>  | <b>\$538,155</b> | <b>\$569,600</b>       | <b>\$0</b>       |  |                                     |  |  |
| <b>Revenue less expenses</b>                        | <b>\$27,774</b> | <b>\$29,283</b> | <b>\$3,007</b>  | <b>(\$19,644)</b> | <b>(\$24,024)</b> | <b>(\$36,956)</b> | <b>(\$14,788)</b> | <b>(\$5,220)</b> | <b>\$1,022</b>  | <b>(\$22,058)</b> | <b>\$28,348</b> | <b>\$71,763</b>  | <b>\$38,506</b>  |                        |                  |  |                                     |  |  |

**STATE DEPARTMENT OF EDUCATION  
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**SUBJECT**

Emergency Provisional Certificates

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1201 and 33-1203, Idaho Code

**BACKGROUND/DISCUSSION**

Emergency provisional applications were received by the State Department of Education from the following school districts:

**Jerome School District #261**

**Applicant Name:** Colby Argyle

**Content & Grade Range:** All Subjects (K-8)

**Declared Emergency:** August 23, 2016 Jerome School District Board of Trustees declared an area of need exists for the 2016-2017 school year

**Summary of Recruitment Efforts:** Position was advertised using various methods beginning July 2016. Two applications were received which included Colby Argyle and a district music teacher.

**Years of Education or Degrees Attained:** Associates Degree, Baccalaureate Degree.

**Applicant Name:** Roxana Camacho

**Content & Grade Range:** All Subjects (K-8)

**Declared Emergency:** August 23, 2016 Jerome School District Board of Trustees declared an area of need exists for the 2016-2017 school year

**Summary of Recruitment Efforts:** Position was advertised using various methods. Active recruitment for Spanish bi-literate elementary teacher applicants was conducted. Ten (10) applications were received:

- Four (4) were incomplete applications.
- One (1) received very poor recommendations from previous supervisors.
- One (1) was offered the position, but declined.
- One (1) was offered another position in the district.
- One (1) did not hold a degree or credits towards an education degree.
- One (1) had no indication of bi-literacy or references.

**Years of Education or Degrees Attained:** Associates Degree

**Applicant Name:** Jonathan Sheen

**Content & Grade Range:** Health (6-12)

**Declared Emergency:** September 27, 2016 Jerome School District Board of Trustees declared an area of need exists for the 2016-2017 school year

**Summary of Recruitment Efforts:** Position was advertised using various methods beginning August 2016 as that is when the position became open due to the teacher choosing to leave the district after three days on contract. Three applications were received which included Jonathan Sheen. One of the other applications had a total of 12 credits earned, and the other had no education listed.

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**Years of Education or Degrees Attained:** Associates Degree, Baccalaureate Degree.

**Madison School District #321**

**Applicant Name:** Joshua Spencer

**Content & Grade Range:** All Subjects (K-8)

**Declared Emergency:** July 21, 2016 Madison School District Board of Trustees declared hiring emergency of Joshua Spencer

**Summary of Recruitment Efforts:** Position was advertised from May 27, 2016 to June 6, 2016. Prior to hiring Mr. Spencer, the district had filled six (6) positions in grades 5-6 interviewing approximately eighteen (18) applicants.

**Years of Education or Degrees Attained:** Master's Degree.

**Mountain Home School District #193**

**Applicant Name:** Nathan Bundy

**Content & Grade Range:** Mathematics (6-12)

**Declared Emergency:** District declared emergency in October 2016

**Summary of Recruitment Efforts:** Position was advertised using various methods beginning April 2016. There were two applicants; one was certified the other was not. The district hired the certified teacher. On August 1<sup>st</sup>, the districts discovered that Mr. Bundy (who was already a certificated employee) had not passed the Praxis for Secondary Math. There were no other applicants in the pool.

**Years of Education or Degrees Attained:** Baccalaureate Degree.

**West Jefferson School District #253**

**Applicant Name:** Paiten Morton

**Content & Grade Range:** All Subjects (K-8)

**Declared Emergency:** August 11, 2016 West Jefferson School District Board of Trustees declared emergency openings.

**Summary of Recruitment Efforts:** Position was advertised beginning June 2016. District "had a very difficult time finding applicants or qualified people to hire"

**Years of Education or Degrees Attained:** Over two (2) years.

**IMPACT**

If emergency provisional certificates are not approved, the school districts will have no certificated staff to serve in these classrooms.

**ATTACHMENTS**

Attachment 1 – Application Packet for Emergency Provisional Certificate Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

Section 33-1203, Idaho Code requires, except in the limited fields, for all standard certificate holders prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college

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training and allows the Board to authorize in emergencies, which must be declared, provisional certificates based on not less than two (2) years of college training. Each of the applicants have at least two (2) years of training from an accredited postsecondary institution.

**BOARD ACTION**

I move to approve one year emergency provisional certificates for Colby Argyle, Roxana Camacho, Jonathan Sheen, Joshua Spencer, Nathan Bundy, and Paiten Mortan to teach the content area and grade ranges at the specified school districts as provided herein.

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

**OR**

I move to approve one year emergency provisional certificates for Colby Argyle, to teach all subjects kindergarten through grade eight in the Jerome School district #261.

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

I move to approve one year emergency provisional certificates for Roxana Camacho, to teach all subjects kindergarten through grade eight in the Jerome School district #261.

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

I move to approve one year emergency provisional certificates for Jonathan Sheen to teach Health in grades six through twelve in the Jerome School district #261.

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

I move to approve one year emergency provisional certificates for Joshua Spencer to teach all subjects kindergarten through grade eight in the Madison School District #321.

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

I move to approve one year emergency provisional certificates for Nathan Bundy to teach Mathematics in grades six through twelve in the Mountain Home School District #193.

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

I move to approve one year emergency provisional certificates for Paiten Morton to teach all subjects kindergarten through grade eight in the West Jefferson School District #253.

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



**APPLICATION PACKET  
FOR  
STATE BOARD OF EDUCATION  
EMERGENCY PROVISIONAL  
CERTIFICATE  
2016-2017**

**REVISED  
MAY 2016**

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016  
STATE BOARD OF EDUCATION  
EMERGENCY PROVISIONAL CERTIFICATE**

**TITLE 33  
EDUCATION**

**CHAPTER 12  
TEACHERS**

**33-1203. ACCREDITED TEACHER TRAINING REQUIREMENTS.** Except in the limited fields of trades and industries, and specialists certificates of school librarians and school nurses, the state board shall not authorize the issuance of any standard certificate premised upon less than four (4) years of accredited college training, including such professional training as the state board may require; but in emergencies, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training.

History:

[33-1203, added 1963, ch. 13, sec. 145, p. 27.]

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**STATE BOARD OF EDUCATION - EMERGENCY PROVISIONAL CERTIFICATE**

**INFORMATION:**

- The State Board of Education (SBOE) will now review all applications for one-year emergency provisional certification. The Professional Standards Commission will continue to review all applications for the Alternative Authorization-Teacher to New, Content Specialist, and Pupil Personnel Services.
- **Emergency Provisional Certificate** application allows a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement.
- **Emergency Provisional Certificate** is a district request, and the application must be submitted as one complete packet.
- The district/charter must provide documented proof that an emergency exists.
- The candidate for whom the authorization is being requested must have at least two (2) years of college training.
- In order to determine what endorsement is needed for specific assignments, please access the annual SDE Assignment Credential Manual which is posted under the ISEE Manuals drop down toward the bottom of the following ISEE website: <http://sde.idaho.gov/tech-services/isee/index.html>
- The SBOE will review the application(s) submitted. The SBOE will review only complete packets. If approved, the emergency provisional certification will be valid for the school year for which the application is submitted and approved.
- The candidate for whom the **Emergency Provisional Certificate** is approved can teach under the emergency provisional certification one time only. If the candidate wishes to continue teaching with a district/charter the following school year, the candidate must be enrolled in an educator preparation program and be eligible for the Alternative Authorization-Teacher to New, Content Specialist, or Pupil Personnel Services.
- Candidates who have previously taught under the Provisional Authorization and/or Alternative Authorization-Content Specialist are not eligible for emergency provisional certification.
- While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.
- Review of all applications for emergency provisional certificates will adhere to the SBOE's formal meeting schedule.
- Applications for emergency provisional certificates will be reviewed within two SBOE meetings (i.e., if the application does not make it onto the agenda for the upcoming SBOE meeting, it will be put on the agenda for the next SBOE meeting).

**IMPORTANT:** The emergency provisional **cannot be used for Special Education**, per IDEA.

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**A COMPLETE APPLICATION MUST INCLUDE THE FOLLOWING (use this as a checklist):**

**1. Completed and signed *District Request for State Board of Education – Emergency Provisional*** ☐

- This form is located in the packet and is to be completed by the District Administrator of the school you will be teaching in.

**2. Declaration** ☐

- Include a declaration by the local school board, documented in board minutes that an area of need exists in the district for this particular position. An agenda for the next school board meeting can be used in lieu of board minutes in an emergency situation, but minutes must follow as soon as available..

**3. Letter from the district** ☐

- A letter from the district that details how the vacancy was advertised
- How many applicants the district had for the vacancy
- How many applicants were interviewed
- Why the district has chosen the candidate for whom the emergency provisional certification is being requested.

**4. Copy of the advertised vacancy announcement** ☐

- This should be an actual screen shot of the vacancy announcement.
- Include the length of time the vacancy was advertised.

**5. Form B1-A** ☐

- This form is located in the packet and must be completed and signed by the individual for which the request is for.

**6. Official transcripts** ☐

- Attach transcripts verifying at least two (2) year of college training.

**7. Completed fingerprint card and forms for a Criminal History Check, if applicable** ☐

- Include a completed fingerprint card, the associated forms, and the applicable \$32.00 fee. An Idaho certificate/credential will not be issued unless the applicant has cleared a Criminal History Check.
- Fingerprint cards are **NOT** available on the State Department of Education website. Please contact [fingerprintrequest@sde.idaho.gov](mailto:fingerprintrequest@sde.idaho.gov) to obtain the fingerprint card, forms, and instructions or call (208) 332-6883 or further information regarding fingerprint requirements.
- Packets will be considered incomplete and returned to the district if it does not contain a new fingerprint card, forms, and fees. Please review all guidelines by accessing the following website:  
<http://www.sde.idaho.gov/cert-psc/cert/background-check.html>

**8. Criminal History Check fee - \$32.00\*, if applicable** ☐

**9. Application fee - \$100\*** ☐

- Checks and money orders are to be made payable to the *State Department of Education*. Credit cards are not accepted. Cash in the exact amount will be accepted for walk-ins. Payment is non-refundable.

\*One check or money order for both fees is acceptable.

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DISTRICT REQUEST FORM

FOR APPROVAL OF

STATE BOARD OF EDUCATION – EMERGENCY PROVISIONAL CERTIFICATE

(TO BE FILLED OUT BY A DISTRICT ADMINISTRATOR – Please make sure all items are completed.)

1. This request for approval of an **Emergency Provisional Certificate** is being made by:

School District/Charter Name and District # (or other Educational Agency) Name of Superintendent

Name of Contact Person Email Address Phone #

Mailing Address or PO Box #

City, State, and Zip Code

2. This request for an **Emergency Provisional Certificate** is being made on behalf of:

Last Name First Name Middle Initial EDUID #

Date of Birth Email Address Phone #

Mailing Address or PO Box #

City, State, and Zip Code

3. What is the specific school year for which the request is being made?

4. What is the certificate/endorsement for which this request is being made?

☐ Elementary Endorsement(s) \_\_\_\_\_

☐ Secondary Endorsement(s) \_\_\_\_\_

☐ Exceptional Child Endorsement(s) \_\_\_\_\_

☐ Other (Administrator, Pupil Personnel, etc.)

Endorsement(s) \_\_\_\_\_

5. What is the specific ISEE assignment code and assignment title for which this request is being made?  
(Please consult the current Assignment Credential Manual at <http://sde.idaho.gov/tech-services/isee/index.html>)

6. Who will be the designated supervisor/mentor and what is the title of the mentor (e.g. Teacher-Math, Principal, Director of Special Education, etc.)

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7. Have you verified there is a copy of the school board minutes indicating emergency with the application packet?

☐ **YES**

☐ **NO**

8. Is a letter from the district that details how the vacancy was advertised, how many applicants the district had for the vacancy, how many applicants were interviewed, and why the district has chosen the candidate for whom the emergency certification is being applied included in the application packet?

☐ **YES**

☐ **NO**

**We, the undersigned, have:**

- a. declared an area of emergency need exists in our district for this particular position and included necessary documentation demonstrating the measures taken to hire the appropriately certificated and endorsed person;
- b. recorded this declaration in official minutes of the Board of Trustees meeting; and,
- c. included a copy of the board minutes and a letter from the district with this application (**must be included or packet will be returned**).

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**Printed name of Chairperson of the Local School Board or Educational Agency**

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**Signature of Chairperson of the Local School Board or Educational Agency**

**Date**

---

**Printed name of Superintendent/Charter Administrator**

---

**Signature of Superintendent /Charter Administrator**

**Date**

**APPLICATION**

FOR

**Alternative Authorization - Teacher to New Certificate/Endorsement, Content Specialist, Provisional (Emergency) and Interim ABCTE, School Nurse or Speech Language Pathologist**

|                                               |     |           |         |              |             |              |           |
|-----------------------------------------------|-----|-----------|---------|--------------|-------------|--------------|-----------|
| <b>THIS SECTION FOR<br/>OFFICIAL USE ONLY</b> | Fee | Date Paid | Check # | Date Entered | Date Issued | Date Expired | FP Status |
|-----------------------------------------------|-----|-----------|---------|--------------|-------------|--------------|-----------|

**Item #1 Indicate Type of Application:** Please check the one which applies.

|                          |                                                                                                                                                                                                                                                                    |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Alternative Authorization – Teacher to New Certificate/Endorsement (the request is for an individual who already holds a current valid Idaho certificate/credential and is will to work toward meeting the requirements of an additional certificate/endorsement). |
| <input type="checkbox"/> | Alternative Authorization – Content Specialist (the applicant has a baccalaureate degree or higher and has a letter from a college or university indicating the completion of 8-16 weeks of pedagogy and the passage of the appropriate Praxis II assessment).     |
| <input type="checkbox"/> | Alternative Authorization – Pupil Personnel Services Certificate (the applicant has a master's degree and a valid license from the Bureau of Occupational License in the area they are seeking a certificate/endorsement).                                         |
| <input type="checkbox"/> | Interim ABCTE (applicant has a valid ABCTE certificate and is applying for the Idaho interim certificate).                                                                                                                                                         |
| <input type="checkbox"/> | Interim School Nurse (applicant has a current valid Idaho professional nursing (RN) license but has not completed a school nurse program).                                                                                                                         |
| <input type="checkbox"/> | Emergency Provisional Certificate (Emergency Use ONLY) - applicant has at least two (2) years college training.                                                                                                                                                    |
| <input type="checkbox"/> | Postsecondary Specialist (applicant is a current faculty member at an Idaho university/college and is teaching in the content area for which certification is desired.)                                                                                            |
| <input type="checkbox"/> | Interim Speech Language Pathologist (applicant has bachelor's degree in speech /language pathology but has not completed an SLP master's program)                                                                                                                  |

**Item #2 Personal Information:** Please enter your name exactly as you want it to appear on the certificate.

|                       |  |                                                                      |
|-----------------------|--|----------------------------------------------------------------------|
| Legal Name            |  | Last 4 digits of SS#                                                 |
| Maiden/Other Name     |  | EDU ID #                                                             |
| Email Address         |  | Birth Date                                                           |
| Street or PO Box #    |  | Phone #                                                              |
| City, State, Zip Code |  | Gender <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE |

**Item #3 Certificates:** List the certificate(s) for which you are applying (i.e., Elementary, Secondary, Administration etc.).

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| Certificate # 1 |  | Certificate # 3 |  |
| Certificate # 2 |  | Certificate # 4 |  |

**Item #4 Endorsements:** List the educational endorsement(s) for which you are applying (i.e., English, Principal, etc.).

|                 |  |                 |  |
|-----------------|--|-----------------|--|
| Endorsement # 1 |  | Endorsement # 4 |  |
| Endorsement # 2 |  | Endorsement # 5 |  |
| Endorsement # 3 |  | Endorsement # 6 |  |

**Item #5 Educational Institutions:** List the colleges/universities you have attended (start with the most recent). You will need to include official transcripts from each institution listed, (if not already on file).

|    | College/University Name | Course Title | Semester Attended | Credits Earned |
|----|-------------------------|--------------|-------------------|----------------|
| a. |                         |              |                   |                |
| b. |                         |              |                   |                |
| c. |                         |              |                   |                |

**Item #6 Teaching Assignment:** List the employing school district(s)/educational agency(s) and the assignment

|    | School District Name | Assignment |
|----|----------------------|------------|
| a. |                      |            |
| b. |                      |            |

**Item #7 Assessment(s):** Attach verification of the Praxis II score(s), if applicable (i.e., photocopy of score sheet) OR the notarized photocopy of the ABCTE certificate of completion. (Not required for Emergency Provisional applications)

**Item #8 Consortium:** List the name, title and phone number of the consortium members, if applicable. (Not applicable for Emergency Provisional applications)

| Consortium Member                                        | Name | Title | Phone # |
|----------------------------------------------------------|------|-------|---------|
| College/university contact (NA for ABCTE)                |      |       |         |
| School District Representative (Principal/Administrator) |      |       |         |
| Mentor                                                   |      |       |         |



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**Item #9 Licensing and Legal History:**

**Important note:** For each question under Item 8, you must answer "yes" to each question that applies to you, even if you have already answered "yes" in a previous application. Answering "yes" to a question does not lead to the automatic denial of your application.

- 1. Have you ever had a professional license or certificate (such as a teacher certificate) denied by any professional licensing authority, whether federal, state, local, or tribal?**

Check one ☐ YES ☐ NO

- 2. Have you ever had disciplinary action taken against, or in lieu of disciplinary proceedings have you ever voluntarily relinquished a professional license or certificate (such as a teacher certificate) that you hold or have held, issued by a federal, state, local, or tribal licensing authority? Disciplinary action includes revocation, suspension, probation, letters of reprimand or conditions.**

Check one ☐ YES ☐ NO

- 3. Is there an action or investigation (that you know of) pending against a professional license or certificate held by you from any professional licensing authority, whether federal, state, local, or tribal?**

Check one ☐ YES ☐ NO

**Required documentation if you answer "yes" to question 1, 2, or 3**

**All applicants answering yes** - Include a detailed written explanation of each licensing issue. If you have provided a written explanation with a previous application, you do not need to re-submit a written statement, even though you must answer yes to the question.

- 4. Have you ever been investigated for (that you know of), arrested for, taken into custody for, cited for, charged with, indicted for, tried for, pleaded guilty to, or were convicted of a felony or misdemeanor, or found to have committed a probation or parole violation? Exclude minor traffic violations such as infractions, parking tickets, and speeding tickets.**

In responding to this question, include any pending investigation (that you know of) or charge. Include all cases from federal, state, tribal, and military tribunals. You must also include all cases that were dismissed, settled, sealed, expunged, closed by a withheld judgment or through retained jurisdiction, etc., or handled through juvenile proceedings. Even if you pleaded nolo contendere (no contest) or entered an *Alford* plea, you must disclose this.

Check one ☐ YES ☐ NO

**Required documentation if you answer "yes" to question 4**

**All applicants answering yes** - Include a detailed written explanation of each criminal issue indicating what happened, date of arrest/conviction and what the final disposition was. If you have provided a written explanation with a previous application, you do *not* need to re-submit a written statement, even though you must answer yes to the question.

**Applicants with a misdemeanor conviction** - If you were convicted of a misdemeanor and the conviction occurred less than five years ago from the date of this application; you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do *not* need to re-submit the judgment, even though you must answer yes to the question.

**Applicants with a felony conviction** - If you were convicted of a felony, at any time, you must include a copy of the judgment of conviction. If you have provided the judgment with a previous application, you do not need to re-submit the judgment, even though you must answer yes to the question.

**NOTE:** A printout from the State Judiciary repository will NOT be accepted as relevant court documents. Please obtain court records from the courthouse.

**IMPORTANT:** FAILURE TO ANSWER THE ABOVE QUESTIONS COULD RESULT IN DENIAL OF A CERTIFICATE, REVOCATION OR SUSPENSION OF AN EXISTING CERTIFICATE.

I attest and affirm that I have read the *Code of Ethics for Idaho Professional Educators*. (For a copy of the Code of Ethics, go to [www.sde.idaho.gov/site/teacher\\_certification](http://www.sde.idaho.gov/site/teacher_certification).)

I attest and affirm that all statements made by me on this application are true and correct to the best of my knowledge.

I understand that penalties, which may include revocation, suspensions, denial, or conditions, will be imposed under Section 33-1208, Idaho Code, for making any false statement(s) on this application or required documents.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

**RETURN FORM, TRANSCRIPTS  
AND FEE IN ONE PACKET TO:  
SDE**

State Department of Education  
Teacher Certification/Professional Standards  
PO Box 83720  
Boise, ID 83720-0027

**TAB 4 Page 12**  
Revised 5-25-16

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**SUBJECT**

Idaho Bias and Sensitivity Committee recommendations to remove items from the 2017 Idaho Standards Achievement Test (ISAT) administration

**REFERENCE**

|               |                                                                                                                                                                        |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November 2014 | The Board appointed thirty (30) committee member for a two (2) or four (4) year term. A list of ninety (90) additional members were appointed to do a one-time review. |
| February 2015 | The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.                                                  |
| August 2016   | The Board appointed new committee members.                                                                                                                             |

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-134, Idaho Code – Assessment Item Review Committee

**BACKGROUND/DISCUSSION**

In accordance with Section 33-134, Idaho Code, the Board approved a review committee of thirty (30) individuals from each of the six (6) educational regions in the state, representing parents of students, teachers, administrators, and school board members in Idaho's public education system. The committee reviews the computer adaptive test questions on the summative ISAT developed by Smarter Balanced, in ELA/Literacy and Math, for bias and sensitivity.

The committee is authorized to make recommendations to the Board and the State Department of Education to revise or eliminate summative computer adaptive test questions from the assessment forms. The Board shall make the final determination regarding the adoption or rejection of the committee's recommendations.

The Bias and Sensitivity Committee is recommending the removal of the following items from the 2017 ISAT by Smarter Balanced Assessment:

- Three (3) ELA items
- One (1) grade 11 passage with five (5) associated items
- One (1) grade 8 passage with eleven (11) associated items
- One (1) grade 6 math items

**IMPACT**

If any or all items/passages are approved for removal by the Board, this action will require a new and separate item configuration for the online delivery of both the ELA and Math assessments for the state of Idaho. The work required to generate the separate test configuration will carry a one-time financial impact of \$57,000.

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Additionally, the grade 8 passage ID 1507 appears on the accommodated paper test form. If this passage is approved for rejection, there will be an estimated \$30,000 cost associated with having to produce a new accommodated grade 8 ELA form. The Smarter Balanced Consortium would also need to be involved in this effort.

**ATTACHMENTS**

|                                                           |         |
|-----------------------------------------------------------|---------|
| Attachment 1 – 2016 Bias and Sensitivity Committee Report | Page 3  |
| Attachment 2 – Idaho Bias and Sensitivity Review          | Page 17 |
| Attachment 3 – LABS Guidelines Handout                    | Page 37 |
| Attachment 4 – Content Rater and Rules                    | Page 39 |
| Attachment 5 – ISAT Bias and Sensitivity Guidelines       | Page 65 |

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-134, Idaho Code, the Bias and Sensitivity Committee is charged with reviewing any new test items that have been added to any summative computer adaptive test, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status.

**BOARD ACTION**

I move to approve the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item, as submitted.

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

**OR**

I move to reject the recommendation from the Assessment Review Committee and the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item, as submitted.

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

# **Bias and Sensitivity**

## **Review Committee Recommendations**

**September 2016**

### **Background and Introduction**

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the American Institutes for Research (AIR) and the Idaho State Department of Education (SDE) established a review committee intended to ensure that stakeholders of Idaho’s public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee of thirty individuals representing each of the six education regions of the state annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the State Department of Education regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors.

In 2016, pursuant to this law, 798 items (515 English Language Arts/Literacy and 283 Mathematics) items required committee review. Following recommendations by the Idaho Technical Advisory Committee (TAC), a process was established by which each item was reviewed by three committee members, chosen at random from the overall committee pool. Small group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 2/3<sup>rds</sup> of the committee members. General, large group discussions ensued for items that were “flagged” as displaying bias and sensitivity issues by 1/3<sup>rd</sup> of the small group discussion participants.

After being trained by AIR staff in how to identify items displaying bias and sensitivity concerns (Attachments 1 and 2), committee participants were asked to call out (“flag”) items for possible small group discussion. Figure 1 illustrates the Content Rater Interface (a software application) in which panelists would view the item, “flag” it if necessary, and add a comment. In Round Two, the panelists discussed the multi-flagged items in small groups and then the panelists individually voted on the items again. Items which were flagged by 2/3 (18 members) of the committee moved onto Round Three, which consisted of large group discussions designed to determine the final list of items that would be recommended to the State Board of Education for their review. The State Board would consider rejecting these flagged items from the spring 2017 summative computer adaptive tests.

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This year's committee of twenty-seven (27) members included six (6) teachers, six (6) administrators, eleven (11) parents and four (4) school board members.

**Process and Training**

For ease of assignment and review by the committee, AIR organized the items into batches broken down by subject. There were 35 English Language Arts/Literacy (ELA/L) batches and 18 Mathematics batches were created by AIR prior to the committee meeting. The 515 ELA/L items were assembled into thirty-five batches. Each batch contained between 13 and 19 items. Each of the 35 ELA/L batches was then assigned to three different committee members at random. The 283 Mathematics items were assembled into eighteen batches. Each batch contained between 12 and 17 items. Each of the eighteen Mathematics batches was then assigned to three different committee members at random.

AIR configured its' Item Tracking System software to create a "Bias and Sensitivity (BnS) Survey" in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displayed each item with a "click-to-enlarge" box that contained the "Item Rating Question" (with comment boxes for feedback), an "Item Overview" dialog pane, which included information about the content alignment of the item, and an "Item Content Web Preview" dialog pane, which presents a rendering of the item as it would appear to a student taking an actual administration. The Content Rater application contained a single question for the committee to answer: "Bias and Sensitivity: Meets Criteria." A response of "Yes" or "No" was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation, and as per standing AIR L.A.B.S. guidelines (i.e., the item **did** display a bias and sensitivity concern; see Attachment 3), then the panelist would select "No." A "No" response from a panelist would require a comment explaining the panelist's reasoning.

Prior to the committee meeting, AIR created usernames and passwords for each committee member within the Item Tracking System. AIR loaded and pre-assigned (randomly) several batches for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignments.

Figure 1. Content Rater Interface

The screenshot displays the 'AIR Item Tracking System' interface for a 'Content Rater'. At the top, it shows the user is logged in as 'Kayla Convery (Item Content Validation Rater)'. The main header includes 'SBAC Field Test' and navigation buttons for 'Home' and 'Content Rater'. The central panel is titled 'Item 19993 in Batch ELA Batch 1 (ID: 400)'. It features two tabs: 'Item Rating Questions' and 'Item Overview'. Under 'Item Rating Questions', there is a question '1: Bias and Sensitivity: Meets Criteria' with radio buttons for 'Yes' and 'No', a 'Comment' text area, and a 'General Comment: optional' text area. Below these are 'Save', 'Reset', 'Return to list', and 'Next Item' buttons. The 'Item Overview' tab shows 'Item Content Webpreview' with a dropdown for 'Item 19993', a 'Languages' dropdown set to 'ENU', and a 'Preview Content' button. Navigation icons for 'Previous', 'Next', 'Item', 'reject', 'Score', 'Item Card', and 'View Attributes' are present. At the bottom, a large blue box displays the item ID '19993'.

In order to train the committee on identifying possible bias and sensitivity concerns in items, AIR created and presented the “Idaho Bias & Sensitivity Review” PowerPoint presentation that is shown in Attachment 2. Additionally, AIR provided a handout entitled “Summary of Language Accessibility, Bias, and Sensitivity (L.A.B.S.) Guidelines” (Attachment 3) that committee members were able to reference during their reviews.

Upon completion of the Bias and Sensitivity training, the committee was trained on how to log into the Item Tracking System to use Content Rater to submit their feedback on each item electronically.

### **Round One—Specific Procedure and Results**

AIR set up computers in a classroom-style room arrangement in order to facilitate individual reviews by the panelists. In order to monitor the committee’s progress, AIR provided daily progress reports to SDE for review each morning. At the conclusion of Round One, all 798 items were reviewed by at least three committee members. In order to determine which items would move on to Round Two for small group discussion, AIR identified which Item ID’s had been flagged by two or more committee members. Specifically, an item was flagged when a committee member answered “No” to the “Bias and Sensitivity: Meets Criteria” question. Therefore, an item with “Zero Flags” means that none of the committee members answered “No.” An item with “One Flag” means that one of the committee members answered “No.” An item with “Two Flags” means that two of the committee members answered “No.” An item



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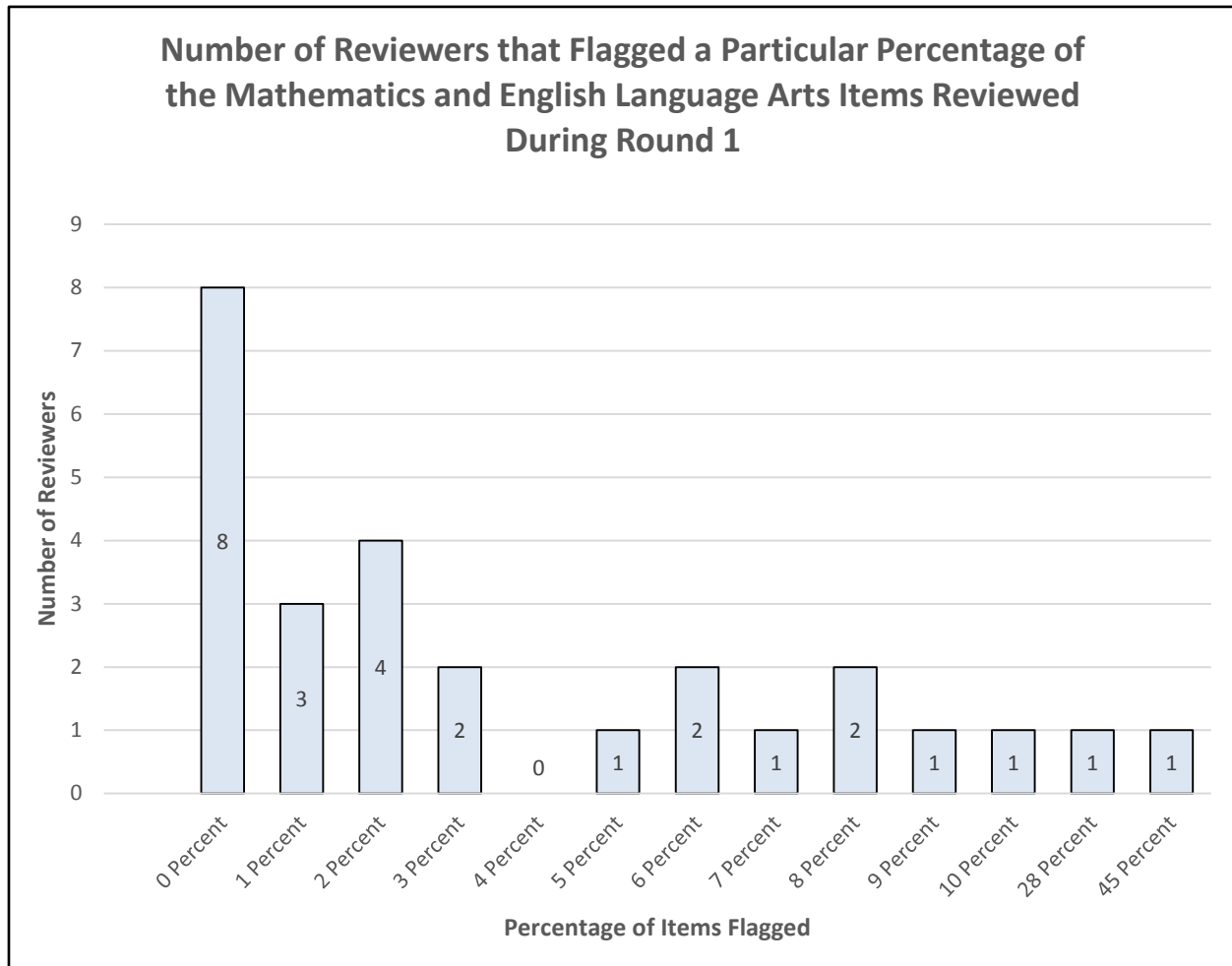
with “Three Flags” means that three of the committee members answered “No.” As advised by Idaho’s TAC, only the items with two or more flags would move on to Round Two. A detailed summary of results of Round One is given below in Table 1.

**Table 1. Results of Round One**

|              | <b>Total Items Reviewed</b> | <b>Number of Items with Zero Flags</b> | <b>Number of Items with One Flag</b> | <b>Number of Items with Two Flags</b> | <b>Number of Items with Three Flags</b> |
|--------------|-----------------------------|----------------------------------------|--------------------------------------|---------------------------------------|-----------------------------------------|
| <b>ELA</b>   | <b>515</b>                  | 427                                    | 84                                   | 4                                     | 0                                       |
| <b>MATH</b>  | <b>283</b>                  | 263                                    | 19                                   | 1                                     | 0                                       |
| <b>TOTAL</b> | <b>798</b>                  | <b>690</b>                             | <b>103</b>                           | <b>5</b>                              | <b>0</b>                                |

Figure 2 below is a graph of the number of reviewers that flagged a particular percentage of the ELA/L and Mathematics items they reviewed during Round One. From the graph, it can be noted that a significant majority flagged between zero and one percent of the items (8 and 3 panelists, respectively). One reviewer flagged 45% of all of the Mathematics and English Language Arts/Literacy items he/she reviewed.

**Figure 2. Number of Reviewers that Flagged a Particular Percentage of Items**



### **Round Two—Specific Procedure and Results**

For Round 2, the committee was asked to conduct another individual review on each item that was flagged by two or more members from Round 1 then discuss the item(s) in small group break-out session. Prior to the small group discussions, all committee members were given the opportunity to view each item/passage that was advanced to Round 2. At the end of the small group discussions, the committee members were asked to vote individually on the multi-flagged items a second time. Round 1 had multi-flagged a total of 7 ELA items, 4 ELA passages and one math item for review by the smaller group and a batch of the one multi-flagged item was created. The small group committee members used the same Content Rater Interface and were asked to answer the same “Bias and Sensitivity: Meets Criteria” question. A response of “Yes” or “No” was required for each item; if individuals determined the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and the

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L.A.B.S. guidelines, then he/she answered the “Bias and Sensitivity: Meets Criteria” question “No,” and entered a comment explaining his/her reasoning.

A detailed summary of the results of Round 2 is below in Table 2 (ELA) and Table 3. (Math).

**Table 2. Results of Round Two Analysis – ELA Items and Passages**

**ID BnS Item Review – ELA Round 2 Results**

|                | ELA |    |
|----------------|-----|----|
| Item ITS ID    | Yes | No |
| 123955         | 18  | 9  |
| 124164         | 12  | 15 |
| 124233         | 9   | 18 |
| 124251         | 20  | 7  |
| 123757         | 13  | 14 |
| 123751         | 12  | 15 |
| 26534          | 20  | 7  |
|                | ELA |    |
| Passage ITS ID | Yes | No |
| 1586           | 17  | 10 |
| 1598           | 12  | 15 |
| 4439           | 19  | 8  |
| 1507           | 24  | 3  |

**Table 3. Results of Round Two Analysis – Math Items**

**ID BnS Item Review – Math Round 2 Results**

|             | Math |    |
|-------------|------|----|
| Item ITS ID | Yes  | No |
| 42953       | 19   | 9  |

Following the same 1/3<sup>rd</sup> vote rule that was established for moving items from Round Two to Round Three as was implemented during last year’s Bias and Sensitivity Committee Review, AIR analyzed the multi-flagged items that were flagged by 1/3<sup>rd</sup> of all committee members after Round Two. Based on this information, the group of 27 committee members, as required by law, would review 5 ELA items, 3 ELA passages and one math item during Round Three.

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**Round Three—Specific Procedure and Results**

During Round Three, the committee reconvened in a large group setting to discuss the 6 multi-flagged items and 3 multi-flagged ELA/L passages. Items that received a 2/3<sup>rd</sup> vote at the end of this final round were sent to the State Board of Education for consideration in removing from the summative computer adaptive test as required by Idaho Code § 33-134. As detailed in below in Table 3, the committee found Bias and Sensitivity concerns with the 3 ELA/L items, two ELA/L passages and one math item. However, please note that the ELA/L passages have 16 associated items (5 associated to stimulus ID 1586 and 11 associated to stimulus ID 1507) that all passed the committee’s review without concern.

**Table 4. Results of Round 3 Analysis - ELA Items and Passages**

**ID BnS Item Review – ELA Round 3 Results**

| Item ITS ID    | ELA |    |
|----------------|-----|----|
|                | Yes | No |
| 123955         | 14  | 13 |
| 124164         | 13  | 14 |
| 124233         | 5   | 22 |
| 123757         | 5   | 22 |
| 123751         | 4   | 23 |
| Passage ITS ID | ELA |    |
|                | Yes | No |
| 1586           | 5   | 22 |
| 1598           | 10  | 17 |
| 1507           | 3   | 24 |

**Table 5. Results of Round Three Analysis – Math Items**

**ID BnS Item Review – Math Round 2 Results**

| Item ITS ID | Math |    |
|-------------|------|----|
|             | Yes  | No |
| 42953       | 9    | 18 |

### **Final Result**

Of the 798 items that required review by this committee per Idaho Code § 33-134, 3 ELA items (one grade 4, one grade 7, & one grade 8), one ELA grade 11 passage that has 5 associated items, and one ELA grade 8 passage that has 11 associated items, and one grade 6 math item were determined as having concerns with Bias or Sensitivity according to a 2/3<sup>rd</sup> committee vote although the passage passed committee reviewed last year. These items, passages, and all associated items have been sent to the Idaho State Board of Education for consideration of rejection from the operational 2017 Grade 4, Grade 7, Grade 8 and Grade 11 ELA assessments and 2017 Grade 6 Math assessment. Details results for each item/passage are presented below.

The committee determined the ELA/L grade 4 item ID 123751 did not pass guidelines #2 (sensitive or controversial subjects) and #3 (advice). As seen in Figure 3, the committee voted 4 to 23 that this item does not meet the Bias and Sensitivity guidelines.

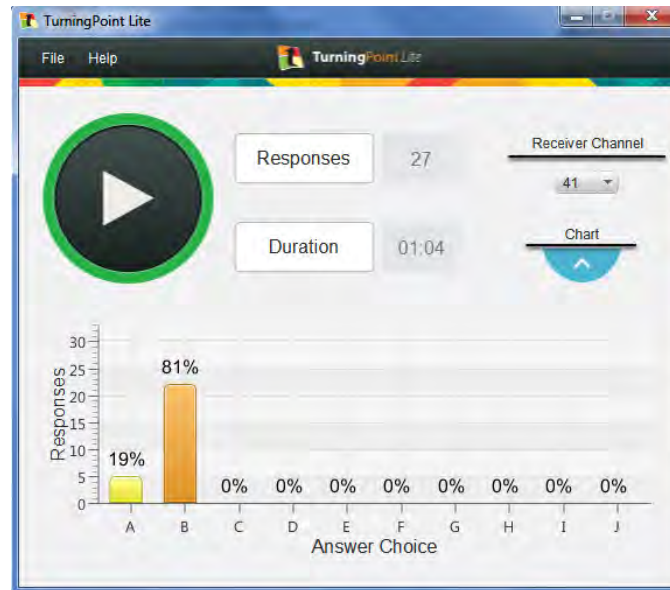
**Figure 3. Round 3 Poll Results for ELA/L item 123751**



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The committee determined ELA/L grade 7 item ID 123757 did not pass guideline #2 (sensitive or controversial subjects). As seen in Figure 4, the committee voted 5 to 22 that this item does not meet the Bias and Sensitivity guidelines.

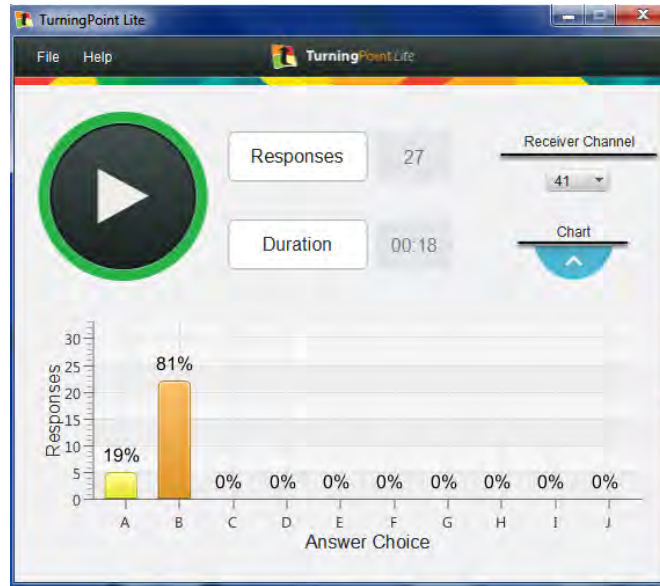
**Figure 4. Round 3 Poll Results for ELA/L item 123757**



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The committee determined ELA/L grade 8 item ID 124233 did not pass guidelines #4 (dangerous activities), #2 (sensitive or controversial subjects), and #3 (advice). As seen in Figure 5, the committee voted 5 to 22 that this item does not meet the Bias and Sensitivity guidelines.

**Figure 5. Round 3 Poll Results for ELA/L item 124233**

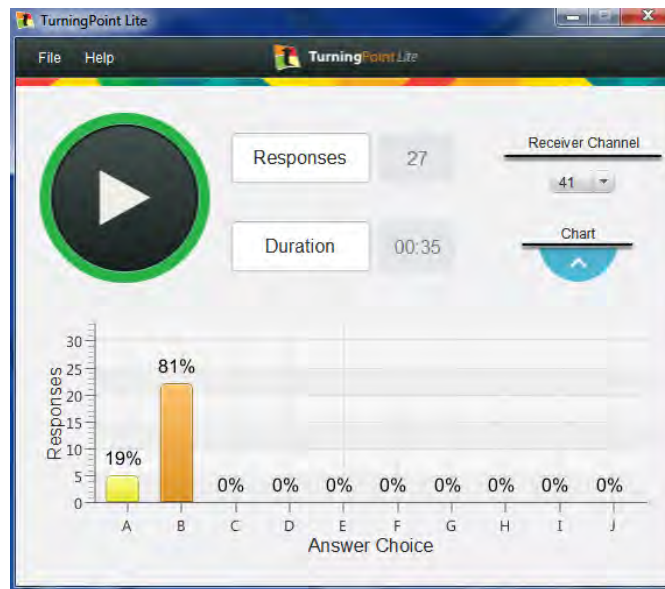




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The committee determined ELA/L grade 11 passage ID 1586 “Horseman” did not pass guidelines #1 (stereotyping) and #2 (sensitive or controversial subjects). As seen in Figure 6, the committee voted 5 to 22 that this item does not meet the Bias and Sensitivity guidelines. This passage is associated to 5 items that were previous reviewed by this committee and all associated items have passed the committee without concern.

**Figure 6. Round 3 Poll Results for ELA/L passage 1586**



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The committee determined ELA/L grade 8 passage ID 1507 “On One Occasion” did not pass guidelines #7 (language accessibility), #2 (sensitive or controversial subjects) and #1 (stereotyping). As seen in Figure 7, the committee voted 3 to 24 that this item does not meet the Bias and Sensitivity guidelines. This passage is associated to 11 items that were previous reviewed by this committee and all associated items have passed the committee without concern.

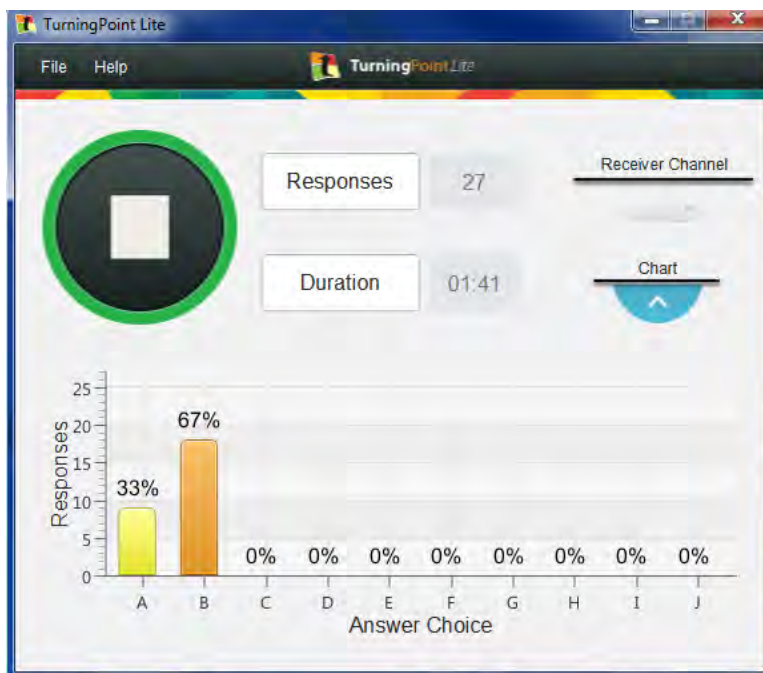
**Figure 7. Round 3 Poll Results for ELA/L passage 1507**



**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016**

The committee determined math grade 6 item ID 42953 did not pass guidelines #1 (stereotyping). As seen in Figure 8, the committee voted 9 to 18 that this item does not meet the Bias and Sensitivity guidelines.

**Figure 8. Round 3 Poll Results for math item 42953**



**Implications of Rejecting All Proposed Items/Passages**

AIR has completed the analysis of the impacted Item Bank pools to determine risks associated with rejecting all the items and passage identified by the 2016 Bias and Sensitivity Committee. It is AIR's recommendation that if any or all items/passages are approved for rejection by the State Board of Education, that this action will require a new and separate item configuration for the online delivery of both the ELA and Math assessments for the state of Idaho. The work required to generate the separate test configuration will carry a one-time financial impact of \$57,000.

Additionally, the grade 8 passage ID 1507 appears on the accommodated paper test form. If this passage is approved for rejection, there will be an estimated \$30,000 cost associated with having to produce a new accommodated grade 8 ELA form. The Smarter Balanced Consortium would also need to be involved in this effort.

For additional questions, please contact Karlynn Laraway, Interim Director of Assessment, at the Idaho State Department of Education, 208-332-6976, or [klaraway@sde.idaho.gov](mailto:klaraway@sde.idaho.gov).

# Idaho Bias & Sensitivity Review

Mathematics & English Language Arts/ Literacy  
Wednesday, September 28 and Thursday,  
September 29, 2016  
Boise, Idaho



## Introductions

- SDE Personnel
  - Karlynn Laraway
  - Nancy Thomas Price
  - Stephanie Lee
  - Heidi Arrate
  - Beverly Bracewell
- AIR Personnel
  - David Eberhart
  - Kayla Convery
  - Kevin Chandler
  - Josh Smith
  - Eric Rose



## What is Bias & Sensitivity Review?

- The committee, known as the Bias and Sensitivity Committee, was created by the Idaho Legislature in 2014 through Idaho Code 33-133.
  - SB1396. Adds to existing law to establish a review committee and to provide that the committee will review certain test questions and make recommendations.
- The review increases test validity by removing features of a test that are construct-irrelevant, that is, features that could unfairly interfere with a test-taker's performance.



## AIR Fairness Guidelines

1. Stereotypes
2. Inflammatory or Controversial Material
3. Advice
4. Dangerous Activities
5. Population Diversity
6. Topic Familiarity
7. Language Inclusiveness
8. Linguistic Features/ Language Accessibility



# 1. Stereotypes

- Tests must not use stereotypes, which are standardized mental pictures held about members of a group that represent an oversimplified opinion, affective attitude, or uncritical judgment.



## Examples of Stereotyping

- Boys outscoring girls in math & reading
- Men hunting & women cooking
- Men as doctors & women as nurses
- African Americans as urban dwellers
- Asian Americans as restaurant owners



## “Loaded” Words to Avoid

- Backward
- Crafty
- Inscrutable
- Miserly
- Savage
- Superstitious



## Example Item - Stereotyping

There are 15 boys and 10 girls in Mr. Granger’s math class. On the last test, 87% of the boys and 20% of the girls received an A.

How many students in all received an A?

- A. 10
- B. 15
- C. 20
- D. 25





## 2. Inflammatory or Controversial Material

- Tests must avoid topics that are upsetting, divisive, and unrelated to the content under measurement.



## Emotional Topics to Avoid

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Abortion</li><li>• AIDS/ other STDs</li><li>• Animal Rights/ Abuse</li><li>• Birth Control</li><li>• Car Accidents</li><li>• Child Abuse</li><li>• Colonialism</li><li>• Death</li><li>• Divorce</li><li>• Drugs/ Alcohol/ Tobacco</li><li>• Euthanasia</li><li>• Gambling</li><li>• Gangs</li><li>• Guns/ Gun Control</li><li>• Hate</li><li>• Homelessness</li><li>• Hunting</li><li>• Incest</li></ul> | <ul style="list-style-type: none"><li>• Murder</li><li>• Nuclear Energy</li><li>• The Occult</li><li>• Oppression</li><li>• Politics</li><li>• Racism</li><li>• Rape</li><li>• Religion</li><li>• Religious Holidays</li><li>• Sex/ Sexuality</li><li>• Sexual Preference/ Orientation</li><li>• Slavery</li><li>• Suicide</li><li>• Teen Pregnancy</li><li>• Terrorism</li><li>• Torture</li><li>• Violence</li><li>• War</li></ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



## Examples of Specific Topics to Avoid

- Racial composition of a team or a classroom
- Descriptions of physical characteristics of students (e.g., eye color, weight)
- Descriptions of car accidents
- Units of food offered or served
- Graphic descriptions of specific weather or other natural disasters



## Example Item - Inflammatory or Controversial Material

Mark created a survey to see whether the war in Iraq or the American economy is most important in determining a candidate for the upcoming election. Which sample should Mark use to get the most valid results?

- A. All registered Republicans
- B. All registered Democrats
- C. All registered voters
- D. All war veterans



### 3. Advice

- Tests must not advise on matters pertaining to health and well-being about which there is not universal agreement.



### Examples of Advice to Avoid

- Diet
- Health
- Religion
- Sex
- Wellness



## Example Item - Advice

Mary is 5 foot 6 inches tall and weighs 175 pounds. She should weigh 145 pounds.

If Mary can lose 1 pound every 2 days. How long will it take for Mary to reach her target weight?



## 4. Dangerous Activities

- Tests must not contain content that portrays people engaged in, or explains how to engage in, dangerous activities.



## Examples of Dangerous Activities to Avoid

- Binging and purging
- Drinking alcohol to excess
- Driving while intoxicated
- Not using a car seatbelt
- Riding a bicycle without a helmet
- Smoking
- Using legal or illegal drugs (marijuana, prescriptions)
- Using weapons



## Example Item – Dangerous Activities

Martina's bathroom is very dirty. To get it as clean as possible, she is mixing in a bucket her glass cleaning liquid with a tile cleaner.

What kind of change is taking place with the liquids?



## 5. Population Diversity

- Tests should reflect in a positive fashion the racial and ethnic composition of the testing population.
- Tests must avoid ethnocentrism.



## Reflect the Diversity of the Population

- Use materials written by members of diverse groups.
- Use material that reflects the experiences of diverse groups.
- Portray people in positive, nontraditional roles.
- Be accurate when referring to population subgroups.
- Consider factors such as names, cultural references, pictures, and roles.



## Appropriate References

- Be as specific as possible.
- Use the term people use to refer to themselves.



## 6. Topic Familiarity

- Tests must avoid words, phrases, concepts, and beliefs that are irrelevant to the testing domain and are likely to be differentially familiar to groups (gender, racial, geographical, socioeconomic, religious, ethnic, disability) of the testing population.





## Examples of Topics with Differential Familiarity

- Agriculture
- Construction
- Finance
- Law
- Military
- Politics
- Sports
- Technology
- Transportation



## Socioeconomic Status-Related Concerns

- Possessions
- Financial concepts
- Leisure activities
- Social functions

However, incidental reference to commonly accessible, middle-class concepts (car, TV, cell phone, home computer) are permitted.



## Regional Concerns

- Weather
- Geographical features
- Occupations
- Ethnic groups



## Underlying Assumptions

- Be aware of cultural assumptions that underlie the content of a passage or an item.



## Example Item - Topic Familiarity

According to the passage, buying stocks, bonds and commodities in one market and selling them to traders at an increased price in **another** is known as arbitrage.

What does the word **another** refer to?

- A. stocks
- B. commodities
- C. traders
- D. market



## 7. Language Inclusiveness

Language must be inclusive as possible.

### **Avoid "man" words**

- Generic "he"
- Mankind
- Known to man
- Manmade
- manpower

### **And Female Stereotypes**

- Old maid
- Old wives' tale
- Pollyanna



## Use Equal Pairs

- Husband and wife (*not* man and wife)
- John and Abigail Adams (*not* John Adams and his wife)
- Condoleezza Rice and John Kerry (*not* Rice and Kerry)



## Avoid Regional Vocabulary

- Soft drink (*not* pop, soda, or tonic)
- Sandwich (*not* submarine, hoagie, hero or grinder)
- Water fountain (*not* bubbler)
- Stream (*not* brook, creek or rill)
- Mountain lion (*not* cougar, panther, or puma)



## 8. Linguistic Features/ Language Accessibility

- Tests must be free of language that could unfairly hinder the performance of nonnative speakers of nonstandard dialects of English, and people with language disorders.



## Three Categories

- Style
- Grammar
- Vocabulary



## Style Issues to Avoid

- Wordiness
- Multiple Subordinate Clauses
  - A group of words that has both a subject and a verb but (unlike an independent clause) cannot stand alone as a sentence.
  - e.g., She said that I don't know what I want Bill to do.
- Unnecessary and unclear passive construction
  - A passive construction occurs when you make the object of an action into the subject of a sentence.
  - e.g., Why was the road crossed by the chicken?



## Style Issues to Avoid

- Unnecessary conditionals
  - The conditional mood of the verb.
  - e.g., Water boils when it will reach 100°C.
- Idioms
  - a group of words established by usage as having a meaning not deducible from those of the individual words
  - e.g., raining cats and dogs



## Style Issues to Avoid

- Too many words between subject and verb
  - e.g., Farmers that understand the difference between the soil requirements of plants when they are seedlings and their requirements when they are mature are in high demand.
- Negative stems
  - e.g., Which organism would *not* live in a forest ecosystem?



## Grammar Issues to Avoid

- Rarefied structures
- Missing or unclear antecedents
  - an expression (word, phrase, clause, etc.) that gives its meaning to a pro-form (pronoun, pro-verb, pro-adverb, etc.).
- Grammatical double negatives
- Incorrect grammar





## Vocabulary to Avoid

- Inappropriate register
  - e.g., academic language, language that is too familiar or conversational
- Unnecessary jargon
- Long compound nouns and adjectives
- Gratuitous synonyms



## Vocabulary to Avoid

- Words with several meanings
- Unusual or low-frequency words
- Dialect and regionalisms
- Words, phrases, and names with secondary meanings that are sexual or naughty



## In Conclusion

- Questions about Policy for SDE
  - Record on 3x5 Index Cards in Rooms
  - Submit to SDE for Answering at Later Time
- Paperwork
  - Sign Non-Disclosure & Submit to Room Leader **Before** Starting
  - Submit Remaining Paperwork to Cathy Salas
- Small Group Trainings on How to Use System
  - Is the next training in this room



**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016  
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY  
GUIDELINES**

**1. STEREOTYPING**

Testing materials should not present persons stereotyped according to the following characteristics:

- Age
- Disability
- Gender
- Race/Ethnicity
- Sexual orientation

**2. SENSITIVE OR CONTROVERSIAL SUBJECTS**

Controversial or potentially distressing subjects should be avoided or treated sensitively. For example, a passage discussing the historical importance of a battle is acceptable whereas a graphic description of a battle would not be. Controversial subjects include:

- |                      |                  |
|----------------------|------------------|
| • Death and Disease  | • Race relations |
| • Gambling*          | • Religion       |
| • Politics (Current) | • Sexuality      |
|                      | • Superstition   |
|                      | • War            |

(References to gambling should be avoided in Mathematics items related to probability.)

**3. ADVICE**

Testing materials should not advocate specific lifestyles or behaviors except in the most general or universally agreed upon ways. For example, a recipe for a healthful fruit snack is acceptable but a passage recommending a specific diet is not. The following are categories of advice to be avoided completely:

- Religion
- Sexual preference

**4. DANGEROUS ACTIVITIES**

Care should be taken not to present dangerous activities in such a way as to make them seem appealing or acceptable.

**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016  
SUMMARY OF LANGUAGE ACCESSIBILITY, BIAS, AND SENSITIVITY  
GUIDELINES**

**5. POPULATION DIVERSITY, REPRESENTATIVENESS, AND ETHNOCENTRISM**

Testing materials should:

- Reflect the diversity of the testing population
- Use stimulus materials (such as works of literature) produced by members of minority communities
- Use personal names from different ethnic origin communities
- Use pictures of people from different ethnic origin communities
- Avoid ethnocentrism (the attitude that all people should share a particular group's language, beliefs, culture, or religion)

**6. DIFFERENTIAL FAMILIARITY: ELITISM AND DIF**

Specialized concepts and terminology extraneous to the core content of test questions should be avoided. This caveat applies to terminology from the fields of:

- |                |                   |
|----------------|-------------------|
| • Construction | • Military topics |
| • Finance      | • Politics        |
| • Sports       | • Science         |
| • Law          | • Technology      |
| • Machinery    | • Agriculture     |

**7. LANGUAGE ACCESSIBILITY**

Language should be as direct, clear, and inclusive as possible. The following should be avoided or used with care:

- Passive constructions
- Idioms
- Multiple subordinate clauses
- Pronouns with unclear antecedents
- Multiple-meaning words
- Nonstandard grammar
- Dialect
- Jargon

**8. GRAPHICS**

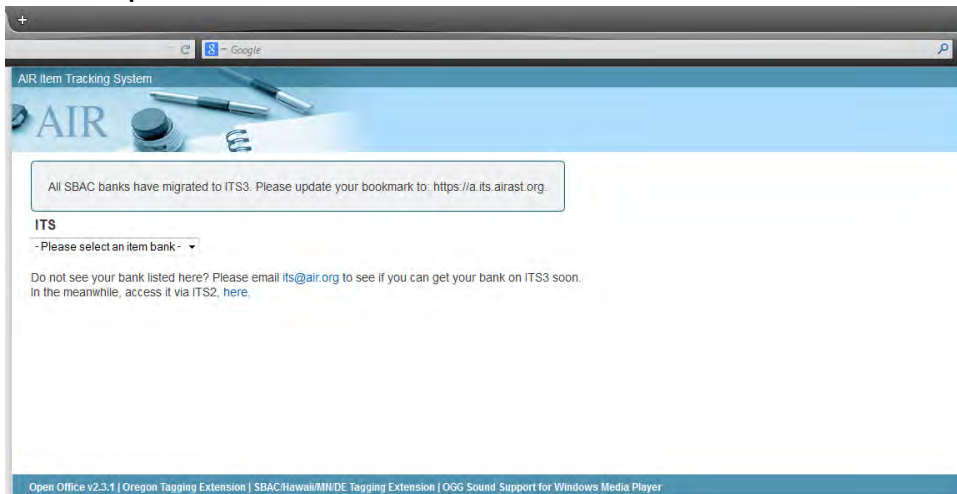
All of the relevant foregoing standards apply to graphics.

## SBAC Field Test Content Rater

Idaho Parent Bias & Sensitivity Meeting  
Wednesday, September 28 – Thursday,  
September 29, 2016

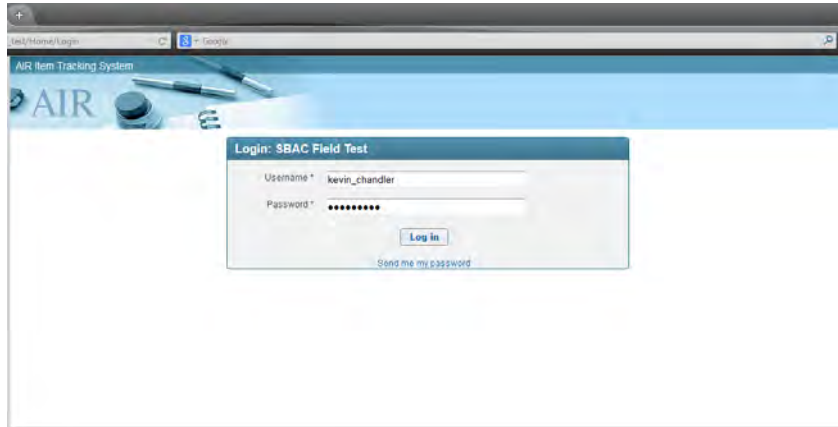
### Idaho Parent Bias & Sensitivity Meeting

- Open Mozilla Firefox to SBAC Item Banks



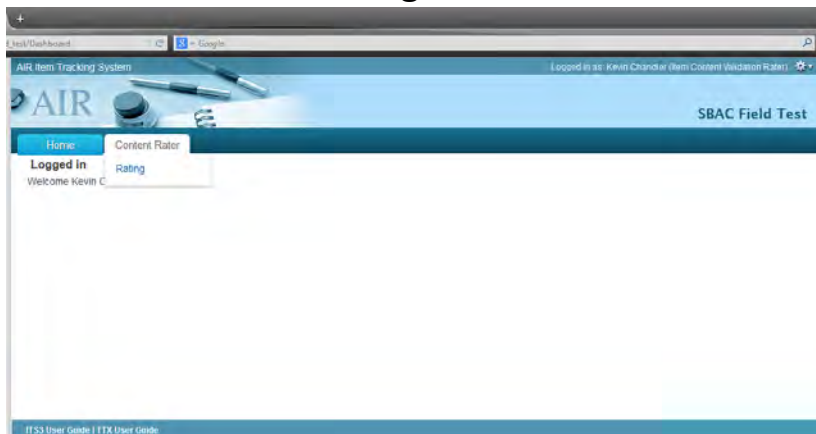
## Idaho Parent Bias & Sensitivity Meeting

- Choose “SBAC Field Test” Bank
- Log-In using Credentials on Name Tag



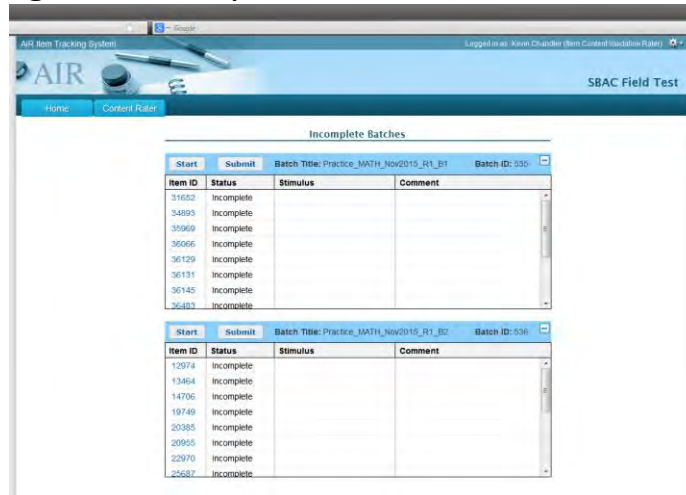
## Idaho Parent Bias & Sensitivity Meeting

- “Item Content Validation Rater” access
- Content Rater > Rating



## Idaho Parent Bias & Sensitivity Meeting

- Assigned Incomplete Batches Shown



The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below the navigation bar, there are tabs for "Home" and "Content Rater". The main section is titled "Incomplete Batches". It contains two tables, each with a "Start" button, a "Submit" button, a "Batch Title", and a "Batch ID".

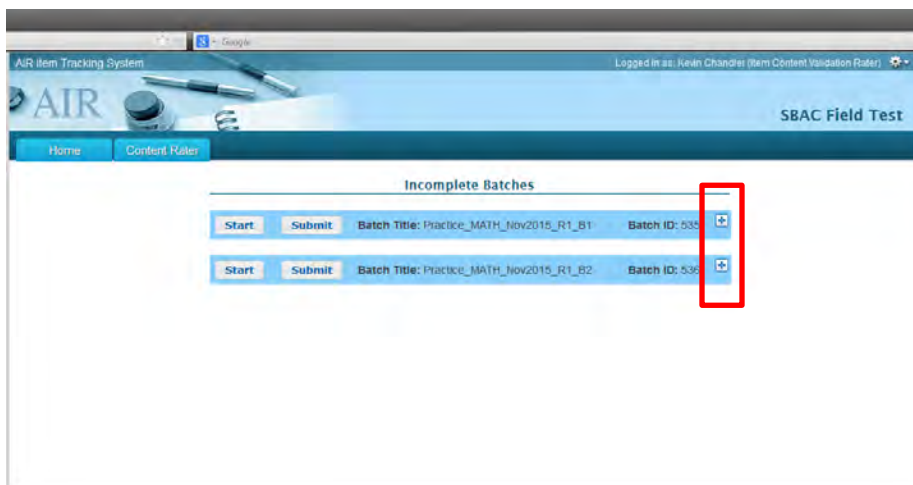
| Start   | Submit     | Batch Title: Practice_MATH_Nov2015_R1_B1 | Batch ID: 530 |
|---------|------------|------------------------------------------|---------------|
| Item ID | Status     | Stimulus                                 | Comment       |
| 31652   | Incomplete |                                          |               |
| 34893   | Incomplete |                                          |               |
| 35969   | Incomplete |                                          |               |
| 36066   | Incomplete |                                          |               |
| 36129   | Incomplete |                                          |               |
| 36131   | Incomplete |                                          |               |
| 36145   | Incomplete |                                          |               |
| 36493   | Incomplete |                                          |               |

| Start   | Submit     | Batch Title: Practice_MATH_Nov2015_R1_B2 | Batch ID: 536 |
|---------|------------|------------------------------------------|---------------|
| Item ID | Status     | Stimulus                                 | Comment       |
| 12574   | Incomplete |                                          |               |
| 13464   | Incomplete |                                          |               |
| 14706   | Incomplete |                                          |               |
| 19749   | Incomplete |                                          |               |
| 20385   | Incomplete |                                          |               |
| 20955   | Incomplete |                                          |               |
| 22970   | Incomplete |                                          |               |
| 25687   | Incomplete |                                          |               |

## Idaho Parent Bias & Sensitivity Meeting

- Minimize



The screenshot shows the AIR Item Tracking System interface. At the top, it says "AIR Item Tracking System" and "Logged in as: Kevin Chandler (Item Content Validation Rater)". Below the navigation bar, there are tabs for "Home" and "Content Rater". The main section is titled "Incomplete Batches". It contains two tables, each with a "Start" button, a "Submit" button, a "Batch Title", and a "Batch ID". A red box highlights the minimize button (a small square with a horizontal line) in the top right corner of each table's header row.

| Start   | Submit     | Batch Title: Practice_MATH_Nov2015_R1_B1 | Batch ID: 530 |
|---------|------------|------------------------------------------|---------------|
| Item ID | Status     | Stimulus                                 | Comment       |
| 31652   | Incomplete |                                          |               |
| 34893   | Incomplete |                                          |               |
| 35969   | Incomplete |                                          |               |
| 36066   | Incomplete |                                          |               |
| 36129   | Incomplete |                                          |               |
| 36131   | Incomplete |                                          |               |
| 36145   | Incomplete |                                          |               |
| 36493   | Incomplete |                                          |               |

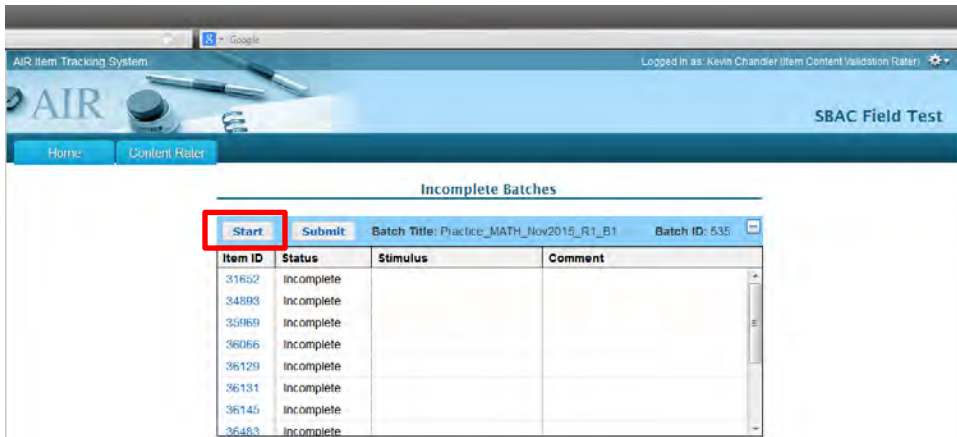
  

| Start   | Submit     | Batch Title: Practice_MATH_Nov2015_R1_B2 | Batch ID: 536 |
|---------|------------|------------------------------------------|---------------|
| Item ID | Status     | Stimulus                                 | Comment       |
| 12574   | Incomplete |                                          |               |
| 13464   | Incomplete |                                          |               |
| 14706   | Incomplete |                                          |               |
| 19749   | Incomplete |                                          |               |
| 20385   | Incomplete |                                          |               |
| 20955   | Incomplete |                                          |               |
| 22970   | Incomplete |                                          |               |
| 25687   | Incomplete |                                          |               |

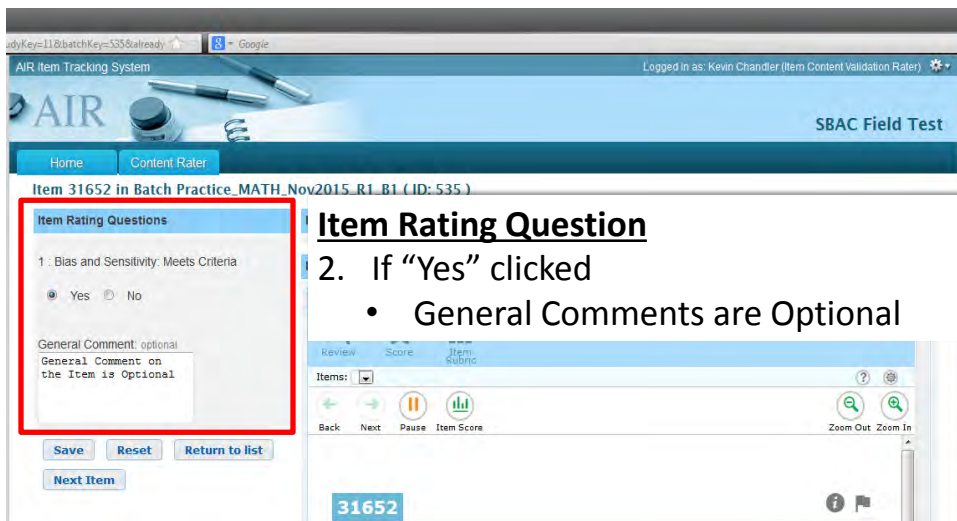


## Idaho Parent Bias & Sensitivity Meeting

- Click Start



## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 535)

**Item Rating Questions**

1. Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional  
General Comments are still Optional

Save Reset Return to list

Next Item

**Item Rating Question**

3. If "No" clicked

- Required Comment Box Appears
- General Comments are still Optional

31652

## Idaho Parent Bias & Sensitivity Meeting

AIR Item Tracking System

Logged in as: Kevin Chandler (Item Content Validation Rater)

SBAC Field Test

Home Content Rater

Item 31652 in Batch Practice\_MATH\_Nov2015\_R1\_B1 (ID: 535)

**Item Rating Questions**

1. Bias and Sensitivity: Meets Criteria

☐ Yes ☒ No

Comment: required

Reason why Item does NOT meet Bias and

General Comment: optional  
General Comments are still Optional

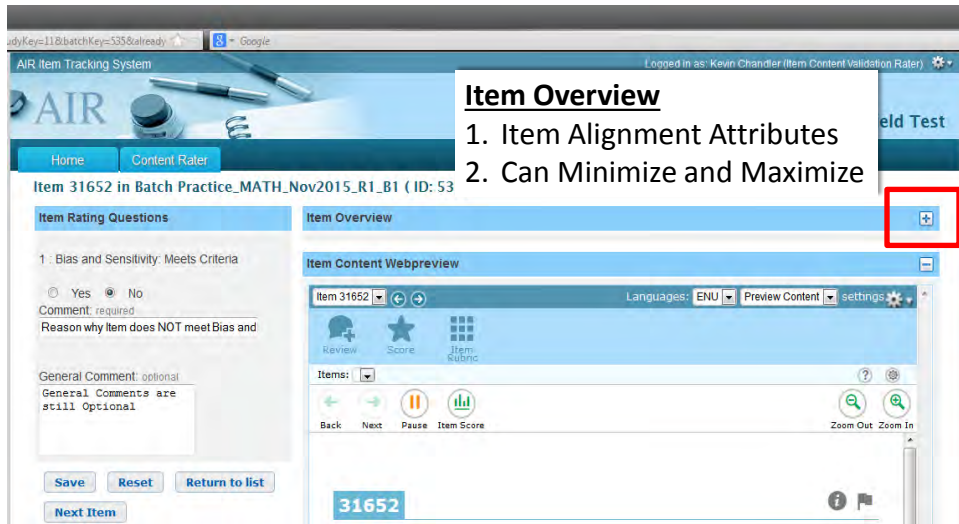
Save Reset Return to list

Next Item

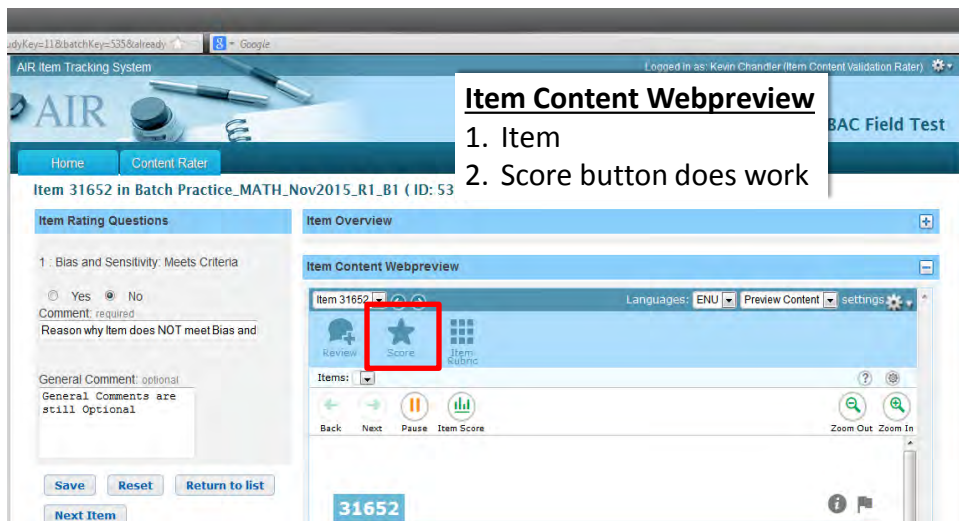
**Buttons**

- Save = Saves Comment **AND** move to next item
- Reset = Deletes Selection **AND** Comments
- Return to List = Returns to List of Pre-Assigned Batches
- Next Item = Moves to Next Item and does **NOT** save Selection or Comments

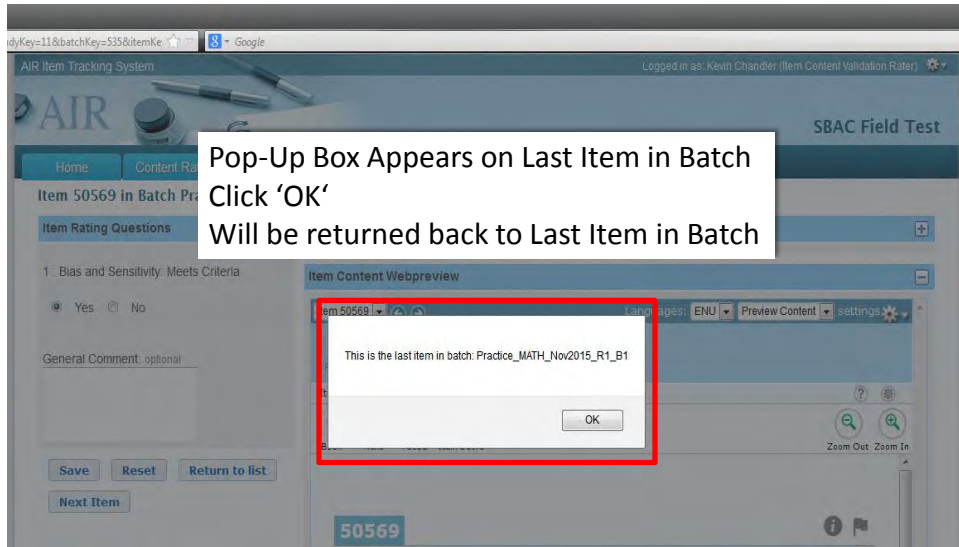
## Idaho Parent Bias & Sensitivity Meeting



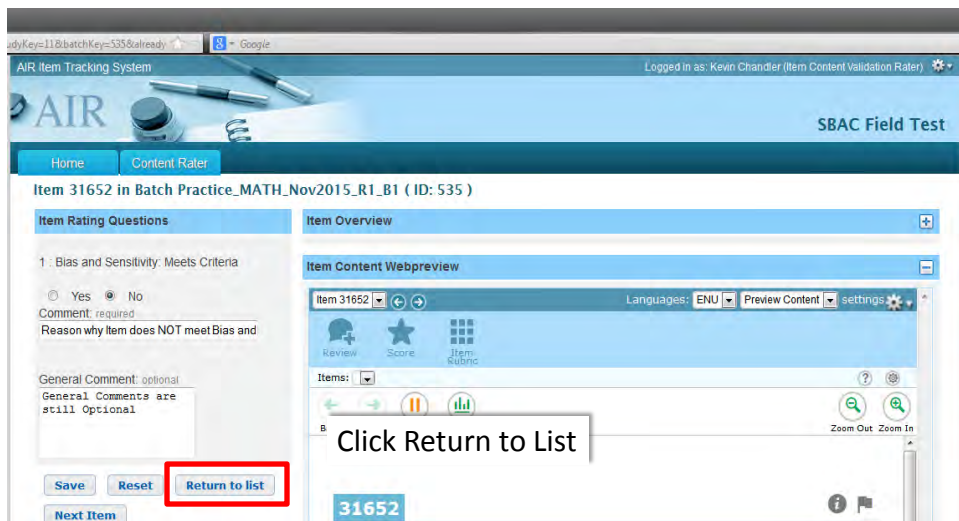
## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting

AIR Item Tracking System

SBAC Field Test

Home Content

Batch Title: Practice\_MATH\_Nov2015\_R1\_B1 Batch ID: 535

Complete Batches

Status = Completed  
OR  
Status = Incomplete

General Comments Shown

| Item ID | Status     | Stimulus | Comment |
|---------|------------|----------|---------|
| 35969   | Completed  |          |         |
| 36066   | Completed  |          |         |
| 36129   | Completed  |          |         |
| 36131   | Completed  |          |         |
| 36145   | Incomplete |          |         |
| 36483   | Incomplete |          |         |
| 42051   | Incomplete |          |         |
| 49065   | Incomplete |          |         |

## Idaho Parent Bias & Sensitivity Meeting

AIR Item Tracking System

SBAC Field Test

Home Content Rater

Batch Title: Practice\_MATH\_Nov2015\_R1\_B1 Batch ID: 535

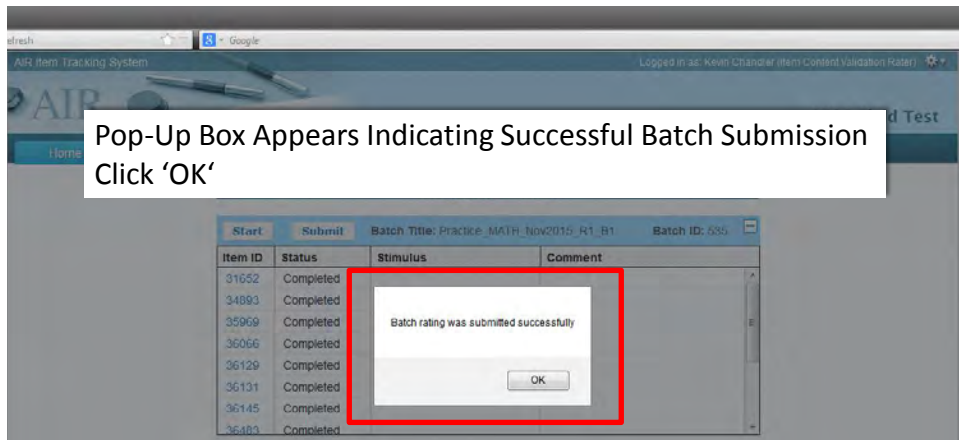
Incomplete Batches

Make Sure Status of ALL Items in Batch is "Completed"

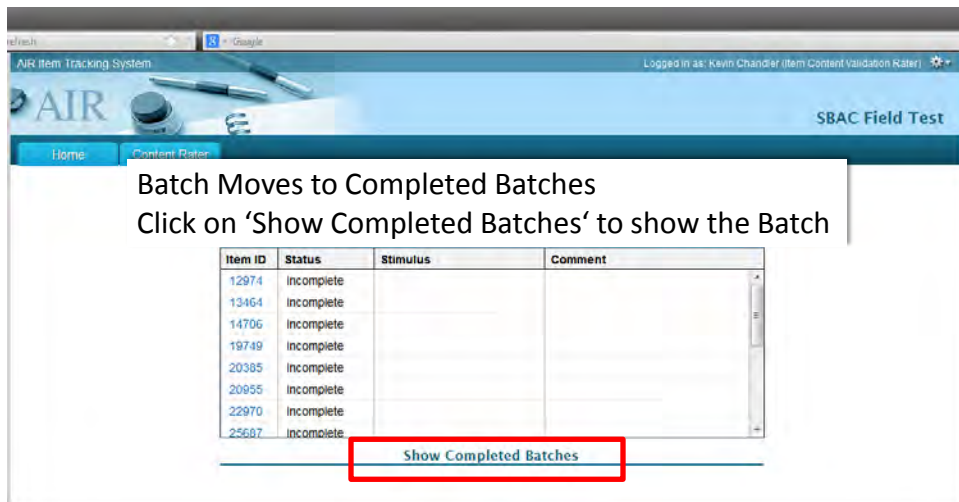
Click "Submit" to Submit Batch

| Item ID | Status    | Stimulus | Comment |
|---------|-----------|----------|---------|
| 31652   | Completed |          |         |
| 34893   | Completed |          |         |
| 35969   | Completed |          |         |
| 36066   | Completed |          |         |
| 36129   | Completed |          |         |
| 36131   | Completed |          |         |
| 36145   | Completed |          |         |
| 36483   | Completed |          |         |

## Idaho Parent Bias & Sensitivity Meeting



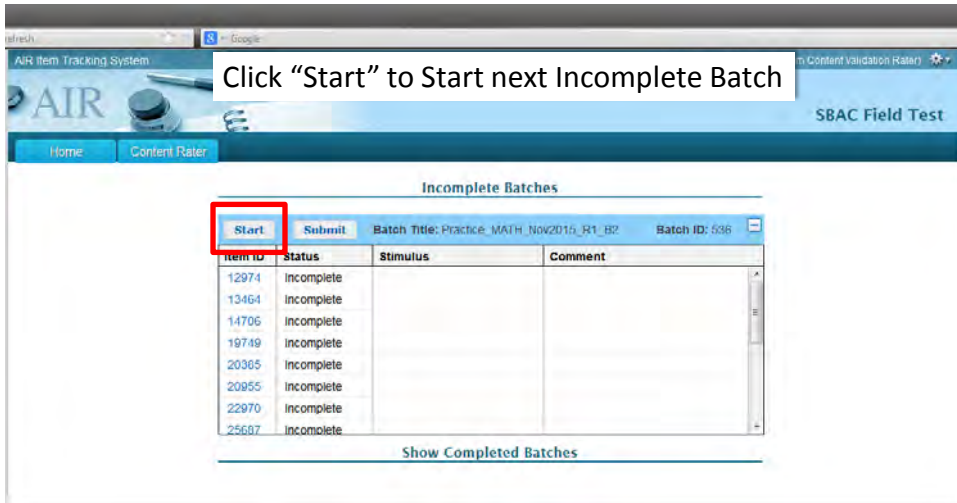
## Idaho Parent Bias & Sensitivity Meeting





## Idaho Parent Bias & Sensitivity Meeting

Click "Start" to Start next Incomplete Batch



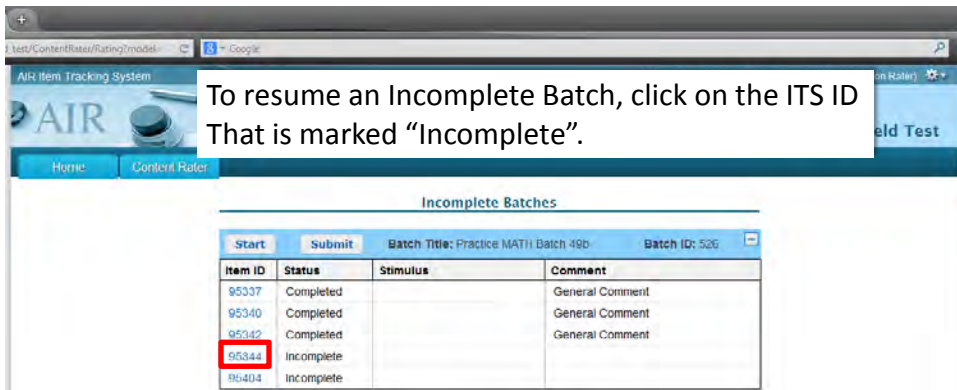
The screenshot shows the AIR Item Tracking System interface. At the top, there is a navigation bar with 'Home' and 'Content Rater' buttons. Below this, the 'Incomplete Batches' section is displayed. It includes a table with columns for 'Item ID', 'Status', 'Stimulus', and 'Comment'. The table lists several items with a status of 'Incomplete'. A red box highlights the 'Start' button in the top left corner of the table area.

| Item ID | Status     | Stimulus | Comment |
|---------|------------|----------|---------|
| 12974   | Incomplete |          |         |
| 13464   | Incomplete |          |         |
| 14706   | Incomplete |          |         |
| 19749   | Incomplete |          |         |
| 20365   | Incomplete |          |         |
| 20955   | Incomplete |          |         |
| 22970   | Incomplete |          |         |
| 25687   | Incomplete |          |         |

Show Completed Batches

## Idaho Parent Bias & Sensitivity Meeting

To resume an Incomplete Batch, click on the ITS ID That is marked "Incomplete".

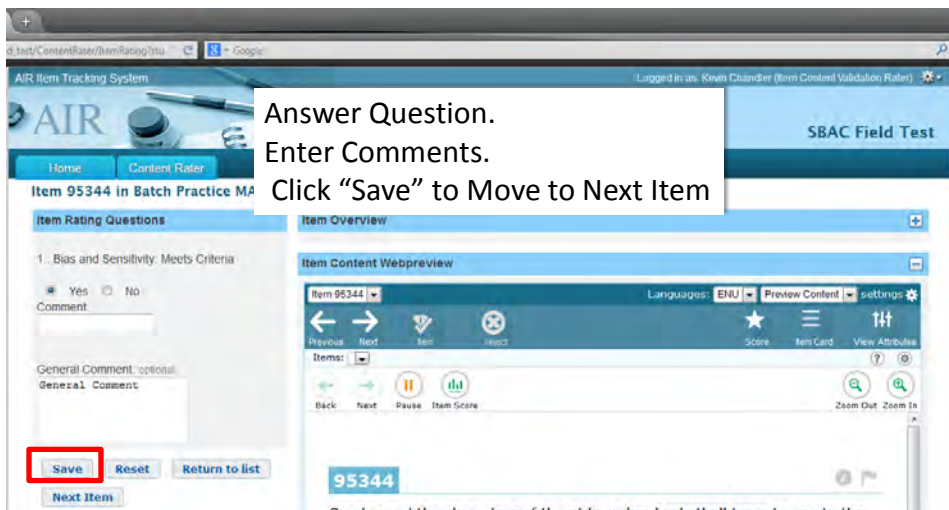


The screenshot shows the AIR Item Tracking System interface. At the top, there is a navigation bar with 'Home' and 'Content Rater' buttons. Below this, the 'Incomplete Batches' section is displayed. It includes a table with columns for 'Item ID', 'Status', 'Stimulus', and 'Comment'. The table lists several items with a status of 'Completed' and one item with a status of 'Incomplete'. A red box highlights the ITS ID 95344 in the 'Item ID' column.

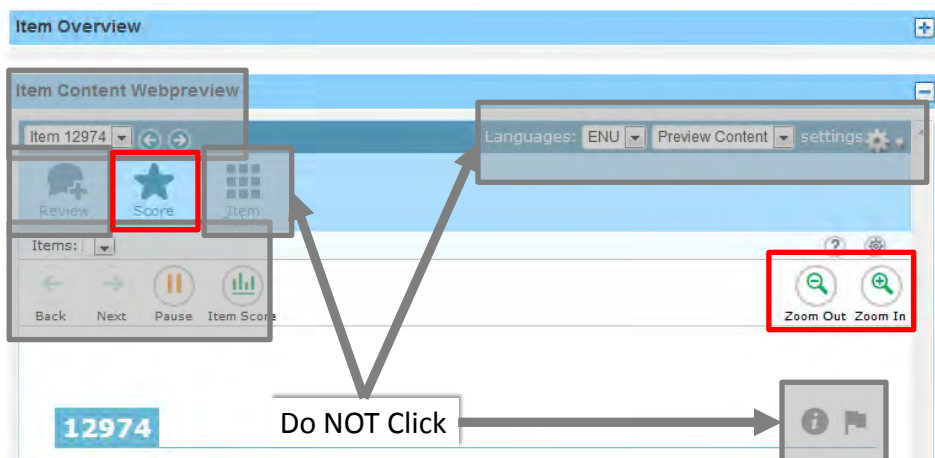
| Item ID | Status     | Stimulus | Comment         |
|---------|------------|----------|-----------------|
| 95337   | Completed  |          | General Comment |
| 95340   | Completed  |          | General Comment |
| 95342   | Completed  |          | General Comment |
| 95344   | Incomplete |          |                 |
| 95404   | Incomplete |          |                 |



## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting



## Idaho Parent Bias & Sensitivity Meeting

Questions about Content Rater?

## Idaho Parent Bias & Sensitivity Meeting – Process & Procedures

September 2016

## Idaho Parent Bias & Sensitivity Meeting – Round 1 Batches

- English Language Arts (ELA) Batches
  - 515 Items
    - 299 Discrete Items & 216 Passage Associated Items
  - 35 Batches Total
    - Batches of 13 to 19 Items
  - Each ELA Batch Reviewed by 3 Reviewers
    - All Reviewers will review at least 1 ELA Batch
  - Batches Organized by Passage NOT Grade
  - All ELA Batches Reviewed First

## Idaho Parent Bias & Sensitivity Meeting – Round 1 Batches

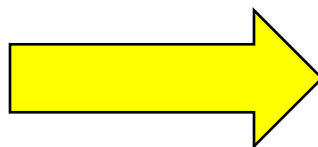
- Mathematics (MATH) Batches
  - 283 Items
    - 283 Discrete Items
  - 18 Batches Total
    - Batches of 12 Items to 17 Items
  - Each MATH Batch Reviewed by 3 Reviewers
    - All Reviewers will review at least 1 MATH Batch

## Idaho Parent Bias & Sensitivity Meeting – Round 1 Process

- Individual Review
- Three Reviewers for Each Item (Item & Passage)
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria
- IF Two (or More) Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 2

## Idaho Parent Bias & Sensitivity Meeting – Moving from Round 1 to Round 2

During Round 1  
 $\geq 2$  Individual  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 2

## Idaho Parent Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

- Small Group Review
- Three Small Groups of ~10 Reviewers
- Each Small Group Reviews ALL Items that were Flagged in Round 1 in Content Rater
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

## Idaho Parent Bias & Sensitivity Meeting – Round 2 Process (If Necessary)

- Review & Discuss ALL Items in Small Group
- Each Member of the Group Individually Votes on the Item in Content Rater
- IF 1/3 (or More) of Total Number of Reviewers Answer 'No' for an item THEN that item is 'Flagged' and will move on to Round 3

## Idaho Parent Bias & Sensitivity Meeting – Moving from Round 2 to Round 3

During Round 2  
 $\geq 1/3$  Total  
Number of  
Reviewers  
Answer 'No' to  
'Meets Criteria'  
Question



Round 3

## Idaho Parent Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Large Group Review
- One Large Group of ALL Reviewers
- Large Group Reviews ALL Items that were Flagged in Round 2
  - **Yes** = Meets Bias & Sensitivity Criteria
  - **No** = Does NOT Meet Bias & Sensitivity Criteria

## Idaho Parent Bias & Sensitivity Meeting – Round 3 Process (If Necessary)

- Items Presented on Projector
- Review & Discuss ALL Items in Large Group
- Each Member of the Group Individually Votes on the Item with “Clicker”
- Results Presented to Large Group
- IF 2/3 (or More) of Total Number of Reviewers Answer ‘No’ for an item THEN that item is ‘Flagged’ and will Recommend to BoE for Rejection

## Idaho Parent Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3  
 $\geq 2/3$  Total  
Number of  
Reviewers  
Answer ‘No’ to  
‘Meets Criteria’  
Question



Recommend  
Rejection to  
BoE



Idaho Parent Bias & Sensitivity  
Meeting

Questions about the Process  
& Procedures?

Idaho Parent Bias & Sensitivity  
Meeting

Additional Questions about the Idaho  
Parent Bias & Sensitivity Meeting can be  
directed to Idaho State Department of  
Education

**User Name: ID\_ReviewerX**

**Password: IDBNS10X**

**User Name: ID\_Reviewer34**

**Password: IDBNS134**

## **SBAC Field Test Content Rater**

Idaho Community Bias & Sensitivity Meeting  
Thursday, September 29, 2016

## Results – Items & Passages Moving to Round 2

- Math = 1 Item
- ELA = 7 Items
- ELA = 4 Passages

## Round 2 Process

- Individual Review of ALL items and passages in Content Rater
  - Vote & Record Notes on the items and passages
  - **Do Not Submit**
- Small Group Review of ALL items and passages
  - Share your Opinions on the Items & Passages
  - Identifying Specific Guidelines IF Not Met
- Individual Voting of ALL items and passages in Content Rater
  - Submit Batches when done

## Reviewing PASSAGES Batch

| Incomplete Batches                 |            |                                          |               |
|------------------------------------|------------|------------------------------------------|---------------|
| <div>Start</div> <div>Submit</div> |            | Batch Title: ID_ELA_Sept2016_R2_passages | Batch ID: 652 |
| Item ID                            | Status     | Stimulus                                 | Comment       |
| 50475                              | Incomplete | 1586: 8487                               |               |
| 50726                              | Incomplete | 1598: 8514                               |               |
| 123897                             | Incomplete | 4439: 41IS2_A Place for Butterflies      |               |
| 63305                              | Incomplete | 1507: 8449                               |               |

## Idaho Parent Bias & Sensitivity Meeting

Item 50475 in Batch ID\_ELA\_Sept2016\_R2\_passages ( ID: 656 )

Item Rating Questions

1 : Bias and Sensitivity: Meets Criteria

☒ Yes ☐ No

General Comment: optional

Passage Concern - Does Not Meet Guideline #4

Save Reset Return to list

Next Item

**Item Rating Question Applies to Item**

**Record Feedback for Passage in General Comments**

## **SBAC Field Test Content Rater**

Idaho Community Bias & Sensitivity Meeting  
Thursday, September 29, 2016

### **Results – Items & Passages Moving to Round 3**

- Math = 1 Item
- ELA = 5 Items
- ELA = 3 Passages

## Round 3 Process

- Display MATH Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector

## Round 3 Process

- Display ELA Item on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Item & Repeat Process

## Round 3 Process

- Display ELA Passage on Projector
- Large Group Discussion
- Individual Vote with Clickers
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria
- Show Results on Projector
- Go to Next ELA Passage & Repeat Process

## Idaho Parent Bias & Sensitivity Meeting – Moving from Round 3 to Board of Education

During Round 3  
 $\geq 2/3$  Total  
Number of  
Reviewers (**18  
People**) Answer  
'No' to 'Meets  
Criteria'  
Question



Recommend  
Rejection to  
BoE



## Clicker Instructions

- Press “Ch” (Channel)
- Press “4/D”
- Press “1/A”
- Press “Ch” (Channel) Again
- Press “1/A” or “2/B” to vote
  - 1/A. Yes = Meets Bias & Sensitivity Criteria
  - 2/B. No = Does NOT Meet Bias & Sensitivity Criteria

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# Smarter Balanced Assessment Consortium: Bias and Sensitivity Guidelines

Developed by ETS  
April 16, 2012





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**STATE DEPARTMENT OF EDUCATION  
DECEMBER 15, 2016**

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# Smarter Balanced Assessment Consortium: Bias and Sensitivity Guidelines

## Introduction

### Purpose

The purpose of the *Smarter Balanced Assessment Consortium Bias and Sensitivity Guidelines* (hereafter referred to as “the *Guidelines*”) is to help ensure that the Smarter Balanced assessments are fair for all groups of test takers, despite differences in characteristics including, but not limited to, disability status, ethnic group, gender, regional background, native language, race, religion, sexual orientation, and socioeconomic status.

The goal of fairness in assessment can be approached by ensuring that test materials are as free as possible of unnecessary barriers to the success of diverse groups of test takers. Those unnecessary barriers can be reduced by following some fundamental rules:

- Do not measure irrelevant knowledge or skill.
- Do not anger, offend, upset, or otherwise distract test takers.
- Treat all groups of people with appropriate respect in test materials.

This document describes in detail how to follow these rules for the Smarter Balanced assessments of the Common Core State Standards in English language arts and mathematics. Some aspects of the *Guidelines*, such as the rule dealing with evolution, are not appropriate for tests of specific subjects such as biology or psychology.

### Uses

Though many people think of bias and sensitivity guidelines as applying primarily to the review of test items after they have been written, fairness must be considered in all phases of test development and use.

The intended use of the *Guidelines* is in the development of the Smarter Balanced assessments, particularly in item writing and review. This document describes the rules agreed upon by the Smarter Balanced Assessment Consortium states for achieving fairness in test content and will help reduce subjectivity in evaluating test items for fairness. Only items that are in compliance with the *Guidelines* will be included in the Smarter Balanced assessments. The *Guidelines* will help ensure

that the test content is fair for test takers as well as acceptable to the many stakeholders and constituent groups within the Smarter Balanced states.<sup>1</sup>

Use of the *Guidelines* will help the Smarter Balanced assessments comply with Standard 7.4 of the *Standards for Educational and Psychological Testing*:

Test developers should strive to identify and eliminate language, symbols, words, phrases, and contents that are generally regarded as offensive by members of racial, ethnic, gender, or other groups except when judged to be necessary for adequate representation of the domain (AERA, APA, & NCME, 1999, p. 82).

### **Link to ECD**

The Smarter Balanced assessments are developed using the principles of Evidence-Centered Design (ECD). Three basic elements of ECD are: 1) stating the claims to be made about test takers, 2) deciding what evidence is required to support the claims, and 3) administering test items that provide the required evidence (Mislevy, Steinberg, & Almond, 1999). ECD provides a chain of evidence-based reasoning linking test performance to the claims to be made about test takers. Fair assessments are essential to the use of ECD. If the items are not fair, then the evidence they provide means different things for different groups of test takers. Under those circumstances, the claims cannot be equally well-supported for all test takers. Appropriate use of the *Guidelines* helps to ensure that the evidence provided by the items means the same thing for various groups of test takers and allows ECD to work as intended.

## **Defining Validity, Bias, Sensitivity, and Fairness**

### **Validity**

To define “fairness” and “bias” for the purposes of the *Guidelines*, it is necessary to understand the meaning of “validity.” Validity is the extent to which the inferences and actions made on the basis of test scores are appropriate and backed by evidence (Messick, 1989). More simply, validity can be thought of as the extent to which test scores accurately reflect the relevant knowledge and skills of test takers. For the Smarter Balanced assessments, the relevant knowledge and skills are defined by the Common Core State Standards.

### **Bias and sensitivity**

According to the *Standards for Educational and Psychological Testing*, “bias in tests and testing refers to construct-irrelevant [i.e., invalid] components that result in systematically lower or higher scores for identifiable groups of examinees” (AERA, APA, & NCME, 1999, p. 76). “Sensitivity” is used to refer to an awareness of the need to avoid bias in assessment. In common usage, reviews of tests for bias and sensitivity are reviews to help ensure that the test items and stimuli are fair for various groups of test takers.

### **Fairness**

“Fairness” is a more difficult word to define because, as indicated in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999, p. 74), “fairness is used in many different

<sup>1</sup> The Consortium is committed to addressing concerns that have been raised regarding some special populations (including indigenous populations and Native Americans) and will continue to collaborate on finding practicable resolutions to the issues.

ways and has no single technical meaning.” For an extensive discussion of the meanings of “fairness” in assessment, see Camilli, 2006. A useful definition of fairness for the purposes of the *Guidelines* is the extent to which the test scores are valid for different groups of test takers. For example, a math item may contain difficult language unrelated to mathematics. If the language interfered about equally with all test takers, validity would be reduced for all test takers, but the item would not necessarily be unfair. If, however, the language were a bigger barrier for students who are not native speakers of English than for other students, then the item would be unfair.

Even if the items are more difficult for some groups of students than for other groups of students, the items may not necessarily be unfair. For example, if an item were intended to measure the ability to comprehend a reading passage in English, score differences between groups based on real differences in comprehension of English would be valid and, therefore, fair. As Cole and Zieky (2001, p. 375) noted, “If the members of the measurement community currently agree on any aspect of fairness, it is that score differences alone are not proof of bias.”

Fairness does not require that all groups have the same average scores. Fairness requires any existing differences in scores to be valid. An item would be unfair if the source of the difficulty were not a valid aspect of the item. For example, an item would be unfair if members of a group of test takers were distracted by an aspect of the item that they found highly offensive. But if the difference in difficulty reflected real and relevant differences in the group’s level of mastery of the tested Common Core State Standards, the item would be fair.

## **Judgmental and Empirical Evaluations of Fairness**

### **Judgmental evaluations**

No quantitative indicator of fairness can replace human judgment in evaluations of fairness. Issues that may affect fairness are often too subtle to be captured by any statistic. Therefore, the first line of defense against the inclusion of unfair materials in the Smarter Balanced assessments is the judgment of trained test developers who follow these *Guidelines*. Judges may, however, miss potential fairness issues that sophisticated statistical analyses later find (Bond, 1993). Therefore, both judgmental and statistical evaluations of fairness are required.

### **Empirical evaluations**

In addition to judgmental reviews for fairness, items in the Smarter Balanced assessments receive an empirical check for fairness. Items in the assessments are field tested to see how well they work before they are used to evaluate students. At that stage, a statistic called Differential Item Functioning (DIF) is used as a statistical indicator of fairness. DIF studies are required by Standard 7.3 of the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999, p. 81).

Merely calculating differences between groups in the difficulty of items is not a useful indicator of fairness because the differences may be valid. That is, the groups may actually differ on relevant knowledge that is supposed to be measured by the item. Though the statistics involved may be considered complicated, DIF is based on the straightforward concept that people who know the same amount about a subject should perform similarly on test items concerning that subject, regardless of differences in such factors as gender or race. Deciding which people know the same amount is most often done on the basis of test scores. People with the same or very similar scores are considered to be “matched.” Significant differences in the difficulties of test items for matched people in different groups result in elevated values of the DIF statistic.

DIF alone, however, is not proof of bias. No test is perfect. Therefore, no matching of test takers on the basis of test scores can be perfect. A fair item may show DIF merely because the test scores

have not matched people well on the particular knowledge or skill validly measured by the item. (See Holland & Thayer, 1988; Dorans, 1989; and Zieky, 1993, for more information about DIF and its uses in test development.)

### **Combinations of evaluations**

Neither DIF nor any other statistic can be considered proof that an item is either fair or biased, but appropriate statistics can help identify any potentially unfair items. Using a combination of judgmental reviews and statistical data on the performances of matched test takers in different groups is the best method available to help ensure the fairness of the Smarter Balanced assessments.

## **Proper Balance in Interpreting the *Guidelines***

An overly zealous interpretation of the *Guidelines* can be as harmful as an overly lax interpretation. Critics have responded very negatively to what they consider the excesses of some bias and sensitivity reviews. For example, with respect to what she considered rampant over-generalizations of bias and sensitivity guidelines, Diane Ravitch (2003, p. 4) wrote, “What began with admirable intentions has evolved into an increasingly broad and increasingly bizarre policy of censorship that has gone far beyond its original scope.”

The position of the Consortium and other professionals in the field of measurement is that, when done appropriately, bias and sensitivity reviews are not a “bizarre policy of censorship” but are instead a sincere attempt to make fair and valid tests. It is not true that anything that anybody might possibly object to in test materials is necessarily judged to be unfair. In fact, one purpose of using written guidelines such as the ones in this document is to limit overly broad, idiosyncratic judgments about the fairness of test materials. There must be a balance between striving to ensure fairness and the ability to measure the full range of the Common Core State Standards with authentic and interesting materials. Proper use of the *Guidelines* will help maintain that balance.

## **Issues Often Confused with Fairness**

### **Difficulty of items**

The difficulty of items should not be confused with fairness. A difficult item is not necessarily unfair if the sources of difficulty are valid. For example, the Common Core State Standards call for students to read documents important in the history of the United States. Some of those documents are difficult to read, and valid items will appropriately reflect that difficulty.

### **Overextending guidelines**

Reviewers should avoid overextending the *Guidelines* to contrive situations in which an innocuous topic is judged to be unfair. That practice inappropriately limits test content because any topic can be judged to be potentially upsetting in some set of circumstances for some test takers. For example, a reviewer might say that an innocuous depiction of a mother with her child might upset a test taker who is an orphan. A topic that is upsetting on its face is probably unfair, but an innocuous topic that might possibly be upsetting for some atypical test taker(s) under some particular set of circumstances is not necessarily unfair.

## **Content and Language that Is Fair to Include in Smarter Balanced Assessments**

### **Fairness of content**

With respect to the validity and fairness of the Smarter Balanced assessments, any content that is required by the Common Core State Standards, consistent with the Consortium's item specifications guidelines and reviewed through the processes described by the Consortium's item review procedures, may be included in the Smarter Balanced assessments. In addition, state laws and state policies in one or more of the states may also affect the content of the assessments that states present to their students. For example, a state law may require the inclusion of content based on the achievements of specific groups. Any content required by state law or state policy may be administered during the same test event as a Smarter Balanced assessment but will need to conform to the Consortium's policies regarding the addition of state-specific content. These policies may include, at a minimum, the ability to derive a score that excludes the additional state content such that a comparable score may be reported for all students taking a Smarter Balanced assessment.

### **Exposure to information**

Stimuli for English language arts items have to be about some topic. Mathematics problems are often placed in real-world contexts. The Common Core State Standards cover only mathematics and English language arts. They do not include all of the content areas from which topics and contexts must be drawn. Which topics and contexts are fair to include in the Smarter Balanced assessments? One fairness concern is that students differ in exposure to information through their life experiences outside of school. For example, some students experience snow every winter, and some have never experienced snow. Some students swim in the ocean every summer, and some have never seen an ocean. Some students live in houses, some live in apartments, some live in mobile homes, and some are homeless.

Even though curricula differ, the concepts to which students are exposed in school tend to be much more similar than are their life experiences outside of school. If students have become familiar with concepts through exposure to them in the classroom, the use of those concepts as topics and contexts in test materials is fair, even if some students have not been exposed to the concepts through their life experiences. For example, a student in grade 4 should know what an ocean is through classroom exposure to the concept, even if he or she has never actually seen an ocean. A student does not have to live in a house to know what a house is, if there has been classroom exposure to the term. Similarly, a student does not have to be able to run in a race to know what a race is. Mention of snow does not make an item unacceptable for students living in warmer parts of the country if they have been exposed to the concept of snow in school.

### **Information in the stimulus**

A major purpose of reading is to learn about new things. Therefore, it is fair to include material that may be unfamiliar to students if the information necessary to answer the items is included in the tested material. For example, it is fair to test the ability of a student who has never been in a desert to comprehend an appropriate reading passage about a desert, as long as the information about deserts needed to respond to the items is found in the passage.

### **Students with disabilities**

A similar issue arises for students with disabilities. Is it fair to include material about the visual arts or music for students who cannot experience them directly? Is it fair to include passages about physical activities for students who cannot participate in them? As noted above, it is acceptable to include material that may be unfamiliar to some students through life experiences, as long as the information necessary to answer the items is included in the stimuli or is part of the information

expected from classroom exposure. For students with certain disabilities, it is necessary to add the provision that the information necessary to answer the items does not need to be obtained through direct, personal experience. For example, a high school student who is deaf could fairly be expected to know what a bell is, but could not fairly be expected to know what a bell sounds like.

### **English language learners**

Unnecessarily difficult language can be a source of unfairness when the language itself is not the focus of measurement. This is particularly true for English language learners. The language in mathematics items should not be a barrier to a correct answer for people who could do the required mathematics. For mathematics assessments, therefore, nonmathematical language should be targeted no higher than the grade level below the tested grade level. For English language arts (ELA) assessments, the focus is on the use of language. Valid assessment of the ELA Common Core State Standards requires the use of language targeted at the tested grade level. In general, when the language itself is not being tested, the clearest language consistent with validity should be used. For more detail on appropriate language for English language learners, see the *Smarter Balanced Assessment Consortium Accessibility Guidelines for English Language Learners* (2012).

## **Barriers to Fairness**

Fairness review is intended to remove barriers to valid measurement that may affect different groups of test takers in different ways. There are three major types of barriers related to fairness.

### **Barriers related to invalid knowledge**

Barriers related to invalid knowledge occur when uncommon information—not reasonably expected of some group(s) of students and not related to the Common Core State Standards—is required to answer a test item. For example, assuming a student knows what a “foyer” is would be unfair because the term: 1) is more likely to be known by some groups of students than by other groups of students, 2) is not required by the Common Core State Standards, and 3) is not likely to have been routinely used in the classroom.

### **Barriers related to emotional reactions**

Barriers related to emotional reactions may occur if language or images cause strong emotional reactions among members of some groups of test takers and those reactions potentially interfere with test performance. For example, if a passage advocates for one position of a controversial issue such as gun control, a student who is a strong supporter of the opposite position may be disadvantaged by having to put his or her beliefs aside to respond correctly to items.

Even if the performances of students are not directly affected, the presence of offensive, inflammatory, controversial, upsetting, or disrespectful material in tests will lower the confidence of students, parents, politicians, educators, and other community members in the test.

### **Barriers related to physical abilities**

Barriers related to physical abilities occur if test takers have difficulty seeing or hearing the test materials or have physical difficulty responding to the test under standard conditions (e.g., manipulating a computer mouse). The Consortium uses the principles of Universal Design (Thompson, Johnstone, & Thurlow, 2002) to help reduce physical barriers to valid measurement, but some accommodations for students with disabilities and modifications to test materials will still be necessary.

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The Consortium has decided that accessibility concerns are best conveyed in a separate document. See the *Smarter Balanced Assessment Consortium General Accessibility Guidelines* (2012) for information about how to ensure that the Smarter Balanced assessments are as accessible as possible for all students, including students with disabilities.



## **Avoidance of Invalid Knowledge**

It is necessary to avoid unfair barriers to success based on group differences in knowledge unrelated to the purpose of the test. Requiring specialized invalid knowledge to answer a test item is unfair. For example, requiring prior knowledge of the number of people on a soccer team to answer an item in the Smarter Balanced assessments is unfair because people who know the valid content may not have the invalid knowledge of soccer needed to answer the item. (Note that testing specialized knowledge is appropriate when that knowledge is valid. Requiring knowledge about the number of people on a soccer team may be perfectly appropriate on a physical education test.) This guideline prohibits the testing of specialized knowledge when that knowledge is not relevant to the purpose of the test. Specialized knowledge that is explained in the stimulus material or can be inferred by contextual clues is acceptable, however, if the understanding of such explanations or the making of such inferences is supposed to be tested.

The following topics have been common sources of specialized invalid knowledge in tests like the Smarter Balanced assessments. Familiarity with these topics and other similarly specialized knowledge—when unrelated to the purpose of the test—should not be required to answer items, unless the necessary information is provided in the stimulus material.

### **Regionalisms**

Avoid requiring knowledge of words and phenomena limited to a region or certain regions of the country and words that carry different meanings in different regions (e.g., “hero” for “sandwich,” “snow days” at school, “tonic” or “pop” for “soda,” “muffler” as an article of clothing, “bubbler” for “water fountain.”)

### **Religion**

Avoid requiring knowledge of any particular religion. For example, to say that something is “as colorful as an Easter egg” may be an unfamiliar comparison for some students.

### **Occupational and technical information**

Avoid requiring knowledge of specialized information and terminology—not related to the purpose of the test—that is associated with a particular occupation or field of knowledge such as agriculture, law, mechanics, military, science, sports, technology, transportation, or weapons. For example, avoid requiring irrelevant knowledge of the purpose of a silo, the less common names for tools, the chain of command in military organizations, the functions of parts of weapons, the scoring systems or rules of play in various sports, the uses of a flange, or the meaning of “lumen.”

The point at which words become too specialized is a matter of judgment and will vary with the grade level of the students who are being tested. The best judges of the appropriateness of words associated with a particular field of knowledge are experienced teachers of students at the tested grade level.

### **Idioms**

Avoid requiring understanding of idioms and figures of speech unless understanding them is called for by the Common Core State Standards, as in some English language arts items (e.g., spill the beans, hit the hay, fly in the ointment, flash in the pan).

### **Topics to Avoid**

Certain topics are extremely controversial, upsetting, inflammatory, and often judged by parents and communities to be inappropriate for children. Such topics should be excluded from the Smarter Balanced assessments unless required to measure the Common Core State Standards. The goal is to avoid material that may cause extreme negative emotions in test takers because such emotions have the potential to interfere with test performance. It is best not to include materials that may cause strong negative emotions such as anger, disgust, fear, hatred, or sadness.

The following list is intended to indicate the nature of topics that should be excluded from Smarter Balanced assessments, but the list is not exhaustive. Current events may add topics that are so problematic that they should be excluded from the assessments. Topics to be avoided include, for example:

- abortion
- abuse of people or animals
- contraception
- deportation of immigrants
- experimentation on people or animals that is dangerous or painful
- killing of animals for sport
- the occult, witches, ghosts, vampires
- pregnancy of human beings
- rape
- sexual behavior or sexual innuendo
- suicide
- torture

Other issues have become so sensitive that the topics are difficult to treat in a way that does not cause fairness problems. It is safest not to include topics such as the following in Smarter Balanced assessments:

- euthanasia
- gun control
- climate change caused by human behavior
- prayer in school
- current or recent partisan political issues, ethnic conflicts, and religious disputes

## **Topics to Be Treated with Care**

Other sensitive but less upsetting topics may be included in Smarter Balanced assessments. Such topics must, however, be treated carefully to minimize potential fairness issues. Guidelines that forbid a topic are easy to apply. Guidelines that require treating a topic with care are more difficult to apply because different people will have different opinions about what is acceptable.

When making judgments about the suitability of materials on topics such as those listed below, it is important to keep in mind that the Smarter Balanced assessments must not only be fair and valid for test takers, they must also appear to be fair and valid in the opinions of various constituencies within the Consortium. It is counterproductive to use test materials that various groups within the Consortium will consider inappropriate for their children.

### **Accidents and natural disasters**

Mention of these topics or general, objective discussions may be acceptable, but avoid a focus on suffering, destruction, or graphic, gruesome details that may upset or frighten students.

### **Advocacy**

The Smarter Balanced assessments should not support one side on a controversial issue unless it is necessary to do so for validity, as in presenting an argument for test takers to evaluate. Avoid advocacy when possible because test takers with opposite views may be disadvantaged. If, however, advocacy is required to measure a Common Core State Standard, indicate that the material does not necessarily represent the views of the Consortium. Do not use brand names to avoid the impression that the Consortium is advocating use of a particular brand. Avoid advocating for or against a political party unless doing so is important to measure a Common Core State Standard.

### **Alcohol, tobacco, and illegal drugs**

The goal is to avoid giving any impression of approval of these substances. It is best to avoid depictions of people using these substances. In particular, do not depict use of these substances as pleasurable, alluring, or as signs of sophistication and maturity. Warnings against the use of these substances may be acceptable for students in middle or high school.

### **Animals that are frightening to children**

Younger students are more likely to be upset by certain dangerous animals than are older students. Depictions of spiders and poisonous snakes have been cited as causing problems for some children and are best avoided. Objective depictions of a food chain or nonthreatening descriptions of animals are acceptable, but avoid depicting predators engaged in violent, threatening behavior. For example, a discussion of how members of a wolf pack interact with each other is likely to be acceptable. A depiction of a wolf ripping the entrails from a fawn or attacking a child should be avoided.

### **Antisocial, criminal, or inappropriate behaviors**

(e.g., bullying, cheating, cutting school, joining gangs, fighting, lying, stealing). One goal is to avoid modeling inappropriate or bad behavior for students. It is particularly important to avoid making such behavior appear to be attractive, fun, glamorous, sophisticated, or something to be emulated. Another goal is to avoid upsetting students who may have been the victims of such behavior by others.

### **Biographical materials**

Take care in selecting biographical materials. Some biographical materials may be controversial because different groups of people may view the individuals depicted very differently. For example, one group's heroic freedom fighter is another group's cowardly terrorist. A possible concern with the use of biographical material about living people is that a person who is widely admired at the time he or she is included in test materials may become involved in a highly publicized scandal before the test is administered.

### **Dancing**

Allow all forms of dance except couples social dancing, which is the type most likely to draw criticism from some groups.

### **Dangerous activities**

The goal is to avoid modeling behaviors that are inherently dangerous and making dangerous behaviors appear to be attractive, fun, glamorous, or something to be emulated. Particularly for younger children, avoid showing potentially dangerous behavior such as running away from home, going with strangers, or using dangerous tools or weapons without supervision, even if all turns out well. Common actions that are dangerous if done improperly (such as crossing the street, riding a bicycle, hiking, or swimming) are acceptable if depicted as being done properly. Describing dangerous substances or devices such as weapons, poisons, or explosives in ways that make them appear attractive or safe is not acceptable.

### **Death and dying**

Detailed depictions of the death of parents, siblings, contemporaries, and family pets should be avoided unless necessary to measure a Common Core State standard. It is acceptable to mention death (e.g., Dr. Martin Luther King, Jr., died in 1968), but it is not acceptable to depict gruesome details.

### **Evolution**

Evolution of human beings or similarity of human beings to other primates should be avoided as highly controversial for some groups. Evolution within a species (such as evolution of bacteria to withstand antibiotics) is much less problematic and could be allowed if treated with care. Fossils and the age of Earth are acceptable if not linked to evolution of human beings. (In tests intended to measure knowledge of science, any aspect of evolution required for validity is acceptable.)

### **Family problems**

The goal is to avoid upsetting test takers with detailed descriptions of serious family problems such as the loss of a job, divorce, or serious illness of a parent or sibling, except as needed in historical or literary materials to measure Common Core State Standards.

### **Gambling**

Instruments used for gambling such as playing cards and dice may be used as required in math problems, but do not assume that all students will be familiar with them and will know such things as the number of cards in a deck or the maximum number obtainable on a pair of dice. Depictions of people gambling for fun or profit should be avoided.

### **Holidays and birthdays**

Not all test takers will be familiar with every religious or quasi-religious holiday (e.g., Halloween). Not all test takers celebrate birthdays. Mention of holidays and birthdays is acceptable as long as all of the information necessary to answer items is included in the stimulus material. The general need to avoid religious materials would argue against extended discussion of religious holidays.

### **Homelessness and evictions**

These topics may be upsetting to students, particularly those who have direct experience with them or fear having a future experience with them. If the inclusion of any of these topics is important to measure a Common Core State Standard, the topic must be treated factually rather than emotionally and must not focus on anguish and distress.

### **Immigration**

Immigration has become very controversial. If the inclusion of the topic is important to measure a Common Core State Standard, the topic must be treated factually and objectively.

### **Junk food**

The goal is to avoid modeling unhealthy behavior by showing excessive consumption of junk food or the selection of junk food in preference to more healthful food. However, it is acceptable to mention eating a cookie, for example, or to use the sharing of a pie to illustrate a fraction.

### **Luxuries**

The goal is to avoid elitism and the impression that ordinary people are excluded from the test materials. However, test materials do not have to be limited to what is affordable by the least affluent of families. Luxuries such as servants, mansions, and yachts should be avoided except as needed in literary or historical materials to measure the Common Core State Standards. Avoid more common luxuries such as ski trips and private tennis lessons. Avoid depicting expenditures that most people would consider excessive. For example, in a math item, do not have a man purchase three suits at \$1500 per suit.

### **Medicines, including diet supplements**

Treatments for serious illnesses may be upsetting to some students and should be avoided. Do not model the use of drugs, even prescription drugs, as a way to solve problems. Some groups are opposed to medical treatment, so it is best to avoid the topic unless it is important for the measurement of a Common Core State Standard.

### **Obesity and body-image problems**

The goal is to avoid upsetting children who depart from the norm in height, weight, or other physical attributes with negative depictions of people who depart from the physical norm. A wide range of body types should be represented in any pictorial material, but stereotypes and negative depictions of people with atypical body shapes should be avoided.

### **Personal questions**

Items must not invade the privacy of students by asking them to divulge personal or family issues such as religion, political preference, or antisocial or criminal behavior. For example, do not use an item that asks a test taker to describe a time when he or she was caught doing something wrong. It

is best to avoid constructed-response items that require students to reveal how they would act in situations contrary to their beliefs about appropriate behavior.

### **Religion**

Religion was cited previously as a source of information that is not common to all students. Religion is cited here as a topic best treated with great care in Smarter Balanced assessments. Some people will see even an objective description of a religion as proselytizing. However, it is acceptable to mention religion. For example, mentioning that Buddhism is one of the main religions in Singapore is acceptable. Going into detail about the practices of adherents of Buddhism is not acceptable. In particular, avoid praising or criticizing the practices of a religion. Also avoid references to God, euphemisms for God, or Creationism except in historical or literary documents important for the measurement of the Common Core State Standards.

### **Serious illnesses**

Serious illnesses include mental as well as physical illnesses. Illnesses that primarily affect certain groups, such as some genetic diseases, may be particularly problematic. Mention of serious illnesses may be acceptable, but avoid a focus on suffering or graphic, gruesome details that may upset students.

### **Slavery**

This topic may be included in historical or literary documents if important for the measurement of the Common Core State Standards. A focus on graphic, upsetting aspects of slavery should be avoided.

### **Terrorism, wars, violence, suffering**

These topics may be included in historical or literary documents if important to measure the Common Core State Standards. A focus on graphic, upsetting, or frightening aspects of the topics should be avoided.

## **Avoidance of Stereotypes**

Materials in Smarter Balanced assessments should not reinforce stereotypes. It is acceptable to show traditional behavior (e.g., a woman caring for children), but traditional behaviors must be balanced by depictions of nontraditional behaviors to avoid reinforcing stereotypes. For adaptive tests (assembled by computer as they are administered to a student), balance is best handled at the level of the item pool. To help ensure that the pool is balanced, item writers should produce items showing nontraditional behaviors whenever they produce items showing traditional behaviors that could be considered stereotyped.

All types of stereotypes should be avoided, but the following types have been particularly problematic:

### **Stereotyped language**

Representations of dialect are not acceptable unless in historical or literary material important for the measurement of a Common Core State Standard. Phrases such as “man-sized job,” or “Dutch uncle” should be avoided. Language that uses different terms for the same characteristic in men and women is not acceptable. For example, it is not appropriate to label a man as “forceful” or “assertive” and a woman as “pushy” or “controlling” for exhibiting the same behavior. Language that assumes all members of a profession are one gender is unacceptable (e.g., use “sales representative” instead of “salesman,” “firefighter” instead of “fireman,” “mail carrier” instead of

“mailman”). Some stereotyped language may be acceptable in literary or historical material important for the measurement of a Common Core State Standard.

### **Stereotyped images**

Avoid stereotyped images. For example, do not show all girls in frilly dresses and all boys in jeans. Do not show all White men in suits and ties and all Black men dressed as laborers. If it is impossible to show diversity in a single image, diversity should be shown across images.

### **Stereotyped social/occupational roles**

There should be a mix of genders and races shown in any social or occupational role. For example, do not depict all male doctors with all female nurses. Do not show all Black workers with all White bosses. If it is impossible to show diversity in a single item, diversity should be shown across items.

### **Stereotyped behaviors and characteristics**

Do not treat all members of a gender, sexual orientation, racial, ethnic, national, or other such group as though they all share the same characteristic. For example, do not depict all Native American people as close to nature or all Asian American students as smart. It is particularly important to avoid offensive stereotypes of any such group. For example, do not portray any such group as more (or less) lazy, immoral, primitive, ignorant, prone to crime, gullible, violent, miserly, arrogant, or dirty than any other such group.

## **Appropriate Labels for Groups**

It is very important to avoid derogatory labels for any group. Whenever possible, use the label that the group prefers. History has shown that the following groups have often been mislabeled.

### **African American people**

Use “Black” or “African American.” Do not use “Negro” or “Colored” except in the names of institutions, or in historical or literary material important for the measurement of the Common Core State Standards.

### **Asian American people**

When possible, use specific terms such as “Japanese American” or “Chinese American.” Terms such as “Pacific Island American,” “Native Hawaiian,” and “Asian/Pacific Island American” should be used as appropriate. Do not use the word “Oriental” to refer to people except in historical or literary material important for the measurement of the Common Core State Standards.

### **People with disabilities**

Put the person before the disability. For example, use “a person who is blind” rather than “a blind person.” In general, avoid using adjectives as nouns for people with disabilities (e.g., “the blind” or “the deaf”) except in the names of organizations or in literary or historical material important for measurement of the Common Core State Standards. Avoid euphemisms such as “challenged.” Use objective language rather than emotionally loaded terms (e.g., “uses a wheelchair” rather than “confined to a wheelchair”). Do not depict people with disabilities, including people with learning disabilities and people with developmental disabilities, as helpless victims. Terms to be avoided include “dumb” for a person who is mute, “handicapped” for a person with a disability, and “retarded” for a person with a cognitive disability.



### **Latino/Latina American people**

The terms “Latino American” (for men) and “Latina American” (for women) are acceptable. The term “Hispanic American” is also acceptable. When appropriate for the context, it is preferable to use specific group names such as “Cuban American,” “Dominican American,” or “Mexican American.”

### **Native American people**

“Native American” and “American Indian” are both acceptable. When possible, use specific names for peoples such as “Pequot” or “Mohegan.” Some Native Americans prefer the words “nation” or “people” to the word “tribe.”

### **Older people**

It is best to refer to older people by specific ages or age ranges. Minimize the use of euphemisms such as “seniors.”

### **Women and men**

The primary rule is to use parallel terms for men and women. For example, do not use titles for men and first names for women, as in “Dr. Sanchez and his wife, Juanita.” Do not refer to women as “wives” unless men are referred to as “husbands” in the same context. Do not refer to women by physical attributes and to men by accomplishments as in “the successful lawyer and his beautiful wife.” Do not refer to males as “men” and women of similar ages as “girls.” Do not use the generic “he” or “man” to refer to all human beings. Historical or literary material important for the measurement of the Common Core State Standards is acceptable even if it uses outmoded terms and nonparallel language for women and men.

## **Representation of Diversity**

There should be representations of different groups in the pool of items so tests built from the pool will, on average, be appropriately balanced. In items and stimuli that mention people, the following conditions are required in the pool of items and should be reflected in assignments to item writers:

- Males and females should be approximately equally represented.
- People who are members of what are traditionally considered to be minority groups must be represented.
- People of different ages, physical abilities, and social classes should be depicted.
- A wide variety of life situations, living conditions, types of housing, types of families (including single-parent families), regions, and the like should be depicted.

## **A Final Word**

Neither this nor any other set of guidelines can cover all of the possible variations in content that will have to be evaluated for fairness in the Smarter Balanced assessments. Current events (e.g., natural disasters, issues raised during political campaigns, terrorist attacks) can add new topics that may cause fairness problems. Issues that were neutral may become controversial. If the specific guidelines do not offer sufficient guidance in some particular situation, the best practice is to turn to the fundamental rules and ask:

- Do the items measure any irrelevant knowledge or skill? If so, will some group(s) be more greatly affected than others?

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- Will any aspect of the test materials anger, offend, upset, or otherwise distract test takers? If so, will some group(s) be more greatly affected than others?
- Do the test materials treat all groups of people with respect? If not, will some group(s) be more greatly offended than others?

If some group(s) will be more greatly affected than others, a potential fairness problem exists. The next step is to determine whether or not the potential problem is a real one. Has difficulty been confused with fairness? Has a guideline been overgeneralized? Has a “treat carefully” guideline been interpreted as a “must avoid” guideline? Has a situation been contrived to make innocuous content seem unfair? Is the material important for valid measurement of the Common Core State Standards?

Finally, it is important to keep in mind that the intent of using the *Guidelines* is to remove unnecessary barriers to the success of diverse groups of test takers. Some potential barriers, such as difficult language in an ELA stimulus based on historical documents, may be necessary to allow valid measurement of the Common Core State Standards and are acceptable.

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## Appendix

### Examples of Acceptable and Unacceptable Test Materials

Following are excerpts from test items and stimuli. Some of the excerpts illustrate various violations of the guidelines. Others illustrate items that are acceptable in terms of fairness.

#### Math problems

The first set of examples consists of math problems or excerpts from math problems. Note the tension between adding realistic context to a math problem and avoiding linguistic complexity and irrelevant knowledge requirements.

1. The drawing below shows a roof truss. Highlight the two triangles that are congruent with each other.
  - a. **Unacceptable.** Few children are likely to be familiar with a roof truss, and knowledge of a roof truss is not related to the purpose of the question.
2. In the drawing below, highlight the two triangles that are congruent with each other.
  - a. **Acceptable.** The reading load is reduced, and there is no unfamiliar context.
3. Shaquan helps assemble food packages for poor people at Christmas. Each box holds 6 cans in a row. There is room for 4 rows in a box. Write the expression that best describes the number of cans in one full box.
  - a. **Unacceptable.** The first sentence adds to the reading load of a math question but adds no useful information. The references to “Christmas” and “poor people” are inappropriate and unnecessary.
4. Two people who were conversing at a street corner parted and moved away from the corner in straight lines that are perpendicular to each other. If one person walked at 3 miles per hour and the second person jogged at 4 miles per hour, how far apart would they be after one hour?
  - a. **Unacceptable.** The linguistic load is high for a math question. The sentences are long, and the syntax is complicated. “Conversing” is a difficult synonym for “talking,” and the people’s actions before they started to move are not relevant in any case. (“Perpendicular” is acceptable as a valid mathematical term.)
5. Two people stood next to each other. They started walking in straight lines that are perpendicular to each other. One person walked at 3 miles per hour. The other person walked at 4 miles per hour. How far apart are they after one hour?
  - a. **Acceptable.** Unnecessary information has been deleted. Two long sentences have been replaced by five shorter sentences. The conditional syntax (“If one person. . .”) has been replaced by brief statements of fact.
6. A modem can send X bits per second. Write the expression that shows how many seconds it would take to send Y bits.

- a. **Unacceptable.** The mention of a “modem” and “bits” is irrelevant and is likely to be unfamiliar. A student might skip the item or waste time wondering what “bits” are or what a “modem” is.
7. Lee can walk  $X$  miles an hour. Write the expression that shows how many hours it would take Lee to walk  $Y$  miles.
- a. **Acceptable.** The context is familiar.
8. If one card is taken at random from a deck of playing cards, what is the probability that the card will be an ace?
- a. **Unacceptable.** The question assumes knowledge of the number of aces and the total number of cards in a deck of playing cards. It is acceptable to ask about probability, and it is acceptable to use playing cards in math problems. According to the guideline about gambling, however, it is not acceptable to assume that test takers have knowledge of the characteristics of a deck of playing cards.
9. There are 4 aces in a deck of 52 playing cards. If one card is taken at random from the deck, what is the probability that the card will be an ace?
- a. **Acceptable.** No knowledge of the characteristics of a deck of cards is required to answer the item.
10. When Ms. Luna pulled her car into the parking garage, the machine at the gate issued a ticket stamped with the time, 11:30 a.m. When she left the garage that afternoon, her ticket was stamped with the time she left, 12:15 p.m. What was the total length of time that Ms. Luna’s car was in the parking garage?
- a. **Unacceptable.** The question is very wordy and uses an unfamiliar context for many children. In addition, “pulled her car” is an idiom that children may not know.
11. Sandip went to the library at 11:30 in the morning. He left at 12:15 that afternoon. How long did Sandip stay in the library?
- a. **Acceptable.** The reading load is reduced, and the context is familiar.
12. It takes Sarah an average of 30 minutes to clean her bedroom. She cleans her bedroom once a week. How many hours would Sarah spend cleaning her bedroom in one year? Acceptability depends on the mix of items in the test.
- a. **Unacceptable** if many questions in the test had girls cleaning rooms or doing what was traditionally considered “woman’s work,” because the test would reinforce a stereotype and be unfair.
- b. **Acceptable** if combined with questions showing women doing nontraditional work. Not all children have their own bedrooms, but the concept that some children have individual bedrooms should be neither strange nor upsetting. Whether or not the required knowledge of the number of minutes in an hour and the number of weeks in a year is fair depends on the grade level of the test takers.
13. According to the graph, the number of unemployed workers was highest in which year?
- a. **Acceptable.** The mere mention of unemployed workers is acceptable.

14. Marisa hit the bull's-eye with her rifle 7 times out of 9 shots. What percent of the time did Marisa hit the bull's-eye?
- a. **Unacceptable.** Students who are not familiar with the phrase “bull's-eye” in the context of a target will have a rather gruesome mental picture of Marisa's shooting. The use of guns tends to be controversial in any case.
15. The data tables below show how long a driver will be impaired based on the consumption of 1, 2, or 3 ounces of alcohol within one hour. Use the data to predict the amount of time a driver will be impaired after consuming 4 or 5 ounces of alcohol in one hour. Explain your reasoning for obtaining the predicted values.
- a. **Unacceptable.** A brief item concerning alcohol might be acceptable in the higher grades in the context of showing impairment, but basing an entire performance item on the topic is excessive. Also, showing consumption of more than 1 or 2 drinks per hour models inappropriate or even dangerous behavior.
16. A pizza is cut into 8 slices. If 5 girls eat one slice each, how many slices will be left?
- a. **Acceptable.** One slice of pizza is not excessive consumption of junk food.

**Excerpts from stimuli for English language arts**

The next set of examples consists of brief excerpts from ELA stimuli.

1. Wagner used the orchestra to achieve certain effects in much the same way that other composers of operas used the singers.
- a. **Acceptable** if the knowledge needed to answer the questions was included in the passage. The mere mention of opera or a composer does not make the excerpt unfair.
- b. **Unacceptable** if understanding the passage required knowledge of opera and how composers “used” the orchestra or “used” singers.
2. The African Americans living in Middletown tended to be part of households consisting of extended families living together.
- a. **Acceptable.** The statement of fact about a particular group of African American people is acceptable and does not reinforce a stereotype.
3. Cyanide is one of the fastest-acting poisons known to science.
- a. **Unacceptable.** The excerpt violates the guideline about avoiding dangerous actions and substances. Parents are likely to oppose including information about lethal substances in the test.
4. The AIDS epidemic, which has devastated some countries in sub-Saharan Africa, has affected children as well as adults, leaving many children not only orphaned and uncared for, but also malnourished, diseased, and close to death.
- a. **Unacceptable.** Excessive detail about the suffering of children makes the excerpt unacceptable.



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5. Harlow was best known for the experiment in which he separated infant monkeys from their mothers shortly after the infants were born.
  - a. **Unacceptable.** The excerpt violates the guideline that prohibits inclusion of painful or harmful experimentation. The excerpt would be acceptable in a psychology test, however.
6. I love to make videos! I use the camera in my phone to capture my friends having a good time with their dates at parties and at school dances.
  - a. **Unacceptable.** Owning a cell phone with video capabilities is currently a luxury beyond the reach of many test takers. The references to “dates” and “dances” are not in compliance with the guideline concerning social dancing.
7. An ancestor of the modern horse the size of a dog gave rise to progressively larger species.
  - a. **Acceptable.** The passage concerns the evolution of horses, which is in compliance with the guideline that identifies the evolution of human beings as the aspect of evolution to avoid.
8. The Japanese immigrants enrolled in Ms. Kubota’s class worked very hard.
  - a. **Acceptable.** The reference is to a particular group of Japanese immigrants, so it does not stereotype all Japanese immigrants.
9. The amount of caffeine in a cup of coffee can still affect the human body more than three hours after it has been ingested.
  - a. **Acceptable.** The mention of caffeine appears to be in an objective discussion of the effects of drinking coffee and would be in compliance with the guideline on harmful substances, if the passage did not encourage the drinking of coffee.
10. People who drive gas-guzzling SUVs contribute to global warming.
  - a. **Unacceptable.** This excerpt is a clear violation of the guideline against advocating for one side in a controversial situation.
11. In the 17th century, many convicted criminals were hanged, but some were slowly crushed to death.
  - a. **Unacceptable.** Death by slow crushing is clearly out of compliance with the guidelines about death and suffering.
12. A large influx of immigrants will destroy the equilibrium of a neighborhood.
  - a. **Unacceptable.** The negative view of immigrants in the excerpt makes it out of compliance with the guideline forbidding offensive stereotypes of any group. The verb “destroy” is particularly harsh in that context.
13. There has been an increase in the number of people who identify themselves as American Indians.
  - a. **Acceptable.** Either “American Indian” or “Native American” is appropriate. The fact that more people than before identify themselves as American Indians is not a fairness problem.
14. Surprisingly, a girl won the math contest.

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- a. **Unacceptable.** By expressing surprise that a girl won the math contest, the excerpt reinforces the stereotype that girls have less quantitative ability than boys.
- 15. The soldiers and their wives attended the ceremony.
  - a. **Unacceptable.** Unless the reference is to a previously specified group of all male soldiers, refer to “the soldiers and their spouses” to avoid the implication that only males are soldiers.
- 16. ...that all men are created equal, that they are endowed by their Creator with certain unalienable Rights...
  - a. **Acceptable.** In spite of the use of “men” to refer to all people and in spite of the reference to God, the excerpt is acceptable because it is from an important historical document of the type required by the Common Core State Standards.
- 17. Bridges with steel frames are more likely to survive an earthquake than are stone bridges.
  - a. **Acceptable.** The mention of a natural disaster is acceptable. There is no focus on death and destruction.
- 18. Lee’s father and Juan’s father are both policemen.
  - a. **Unacceptable.** Even though both officers are male, “police officers” is preferred to “policemen” to avoid the impression that only men are police officers.
- 19. The ancient Romans played handball and engaged in other sports while nude in the public baths.
  - a. **Unacceptable.** Though unintended, “engaged in other sports while nude” could be taken as sexual innuendo.
- 20. Many of the people in the United States who speak Spanish come from Mexico.
  - a. **Acceptable.** The excerpt is a statement of fact and is not a violation of any guideline.
- 21. He be at work...
  - a. **Unacceptable.** The use of dialect is stereotyped language and is in violation of the guideline unless it is important to measure a Common Core State Standard in literary or historical material.
- 22. The men’s room is on the right; the girls’ room is on the left.
  - a. **Unacceptable.** Parallel language would call for “women” to match “men” or “boy” to match “girl.”
- 23. Some Native Americans claim to be members of the Algonquian tribe, but according to anthropologists, “Algonquian” is a general term applied to many Native American peoples who speak related languages, not the name of any particular tribe.
  - a. **Unacceptable.** There is a problem in that the academic definition of “Algonquian” is taken as correct, but the usage of Native Americans about themselves is taken as incorrect. The excerpt is out of compliance with the guideline to call people what they prefer to be called.

24. Frederick Douglass, the great African American abolitionist, was said to be born on Valentine's Day.

- a. **Acceptable.** The excerpt requires no knowledge of how or why Valentine's Day is celebrated, nor any agreement that it should be celebrated.

25. Edward Said and Daniel Barenboim cofounded a children's orchestra.

- a. **Unacceptable.** Though there is nothing overtly problematic about the excerpt, Edward Said was famous as a Palestinian activist and remains a highly controversial figure. He is viewed very positively by some groups and very negatively by other groups. Reviewers who are not familiar with the people depicted in test materials should check reference sources to avoid the inadvertent inclusion of controversial figures.

26. That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free.

- a. **Acceptable.** Mention of slavery is acceptable, and the Common Core State Standards call for the inclusion of documents important in American history, such as the Emancipation Proclamation.

#### **English language arts items**

The next set of examples consists of items or parts of English language arts items.

1. According to the passage, how long ago did Homo sapiens evolve into a distinct species?

- a. **Unacceptable.** To answer the question about when human beings evolved implies that human beings evolved from other species. That implication is not in compliance with the guideline regarding evolution.

2. The character delivering the monologue attributes the arrogance of the French to which of the following?

- a. **Unacceptable.** Describing all of the people in a nation as "arrogant" is a clear case of offensive stereotyping. The question is not in compliance with the guideline concerning stereotypes.

3. Describe the changes within the ecosystem portrayed in the video, including the impact of man's activities on weather patterns, and possible solutions to correct ecological problems.

- a. **Unacceptable.** The question uses "man" to refer to all people, which is not in compliance with the guideline on appropriate terminology for men and women. The influence of people on climate change is highly controversial and is out of compliance with the guideline on the avoidance of advocacy.

4. The author compares the artist's use of color to which of the following?

- a. **Acceptable** if direct experience of color is not required to understand the passage and answer the items.

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- b. **Unacceptable** if direct experience of color is required. The material would be unfair for students who are blind.
- 5. Our society stereotypes old people as weak, uninformed, forgetful, and foolish. Discuss the extent to which you agree or disagree with this stereotype.
  - a. **Unacceptable.** The question blatantly reinforces stereotypes of a group and invites test takers to agree with the offensive stereotypes.
- 6. Isaiah wrote, “Woe unto them that are wise in their own eyes.” Describe the meaning of that quotation and give two examples of people who are “wise in their own eyes” from your reading or from your personal experience. Explain your choices.
  - a. **Unacceptable.** The excerpt violates guidelines about the avoidance of religious material, even though the students are not asked to write directly about religion.
- 7. In the play, Luz was restricted to a wheelchair for which of the following reasons?
  - a. **Unacceptable.** The phrase “was restricted to a wheelchair” should be replaced with more objective terminology such as “began using a wheelchair.”
- 8. According to the newspaper article, Robert died how many years after his brother John?
  - a. **Acceptable.** According to the *Guidelines*, it is acceptable to mention death as long as gruesome details are not depicted.
- 9. It can be inferred from the passage that the spinnaker is most effective during a race when the wind is in which position relative to the boat?
  - a. **Unacceptable.** Using sailboats for racing is out of compliance with the prohibition against luxuries. Also, unless “spinnaker” and its use are explained clearly in the passage, the item would depend on invalid specialized knowledge.
- 10. Based on information in the documentary, which of the following people is most likely to carry the sickle cell trait but show no symptoms of the sickle cell disease?
  - a. **Unacceptable.** Diseases that affect particular groups of people are likely to be problematic in terms of fairness. This topic is best avoided.
- 11. The lecturer stated that among spiders found in many houses in the United States, the bite of which of the following is most likely to cause painful, deep wounds?
  - a. **Unacceptable.** The focus on “painful, deep wounds” from spiders “found in many houses” makes the item out of compliance with the guideline regarding animals that are frightening to children.
- 12. The video excerpt of Baryshnikov dancing in *The Nutcracker* best illustrates which of the following aspects of his work described in the magazine article?
  - a. **Acceptable** if all of the information needed to respond to the item is included in the video excerpt and the magazine article.
  - b. **Unacceptable** if knowledge of ballet is required to answer the item. Only social dancing of couples is prohibited by the guidelines.

13. Read the excerpt from the diary of a ship captain engaged in transporting slaves and watch the video dealing with the history of slavery in the United States. Imagine that you are a newly captured slave. Describe your experiences on land and on the sea during your journey from Africa to the United States. Use information from both the diary and the video in your description.
- a. **Unacceptable.** Mention of slavery as a topic is acceptable, but forcing test takers to imagine that they personally experienced the transatlantic journey, during which many captives are known to have suffered and died, will be upsetting to some students.

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| <b>TAB</b> | <b>DESCRIPTION</b>                                                                                                 | <b>ACTION</b>     |
|------------|--------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>1</b>   | <b>UNIVERSITY OF UTAH – SCHOOL OF MEDICINE<br/>REPORT</b>                                                          | Information Item  |
| <b>2</b>   | <b>BOARD POLICY III.L. CONTINUING EDUCATION AND<br/>CREDIT FOR PRIOR EXPERIENTIAL LEARNING –<br/>FIRST READING</b> | Motion to Approve |
| <b>3</b>   | <b>BOARD POLICY III.N. GENERAL EDUCATION – FIRST<br/>READING</b>                                                   | Motion to Approve |
| <b>4</b>   | <b>BOARD POLICY III.W. HIGHER EDUCATION<br/>RESEARCH – FIRST READING</b>                                           | Motion to Approve |
| <b>5</b>   | <b>BOARD POLICY III.Z. PLANNING AND DELIVERY OF<br/>POSTSECONDARY PROGRAMS AND COURSES –<br/>SECOND READING</b>    | Motion to Approve |
| <b>6</b>   | <b>BOISE STATE UNIVERSITY – BACHELOR OF<br/>SCIENCE IN URBAN STUDIES AND COMMUNITY<br/>DEVELOPMENT</b>             | Motion to Approve |
| <b>7</b>   | <b>BOISE STATE UNIVERSITY – MASTER OF ATHLETIC<br/>TRAINING</b>                                                    | Motion to Approve |
| <b>8</b>   | <b>BOISE STATE UNIVERSITY – MASTER OF SCIENCE<br/>IN ECONOMICS AND MASTER OF ECONOMICS</b>                         | Motion to Approve |



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| <b>9</b> | <b>IDAHO STATE UNIVERSITY – MASTER OF ARTS IN<br/>TEACHING</b> | Motion to Approve |
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|-----------|-----------------------------------------------------------|-------------------|
| <b>10</b> | <b>IDAHO STATE UNIVERSITY – MASTER OF SOCIAL<br/>WORK</b> | Motion to Approve |
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|-----------|------------------------------------|-------------------|
| <b>11</b> | <b>DUAL CREDIT RECOMMENDATIONS</b> | Motion to Approve |
|-----------|------------------------------------|-------------------|

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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**SUBJECT**

University of Utah, School of Medicine Annual Report

**REFERENCE**

|                |                                                                                                                                      |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------|
| June 2008      | The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education. |
| December 2013  | The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education. |
| September 2016 | The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education  |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code §33-3720

**BACKGROUND/DISCUSSION**

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 Legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled in this four-year program.

As part of this agreement, UUSOM provides the Board an annual report which includes information regarding the established tuition and fees for Utah residents for the upcoming academic year, the names of students accepted for the upcoming school year, and a summary of the academic progress of continuing students enrolled.

**ATTACHMENTS**

Attachment 1 – University of Utah School of Medicine  
Annual Report for 2016

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information including curriculum, clerkships, budget, and names and home towns of first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year.

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**BOARD ACTION**

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



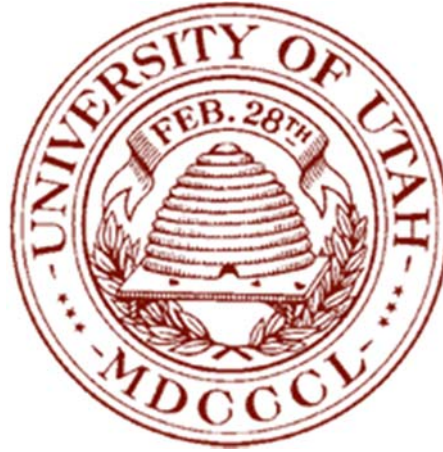
# University of Utah, School of Medicine

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Idaho State Board of Education Annual Report

2016





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**Mission Statement**

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is

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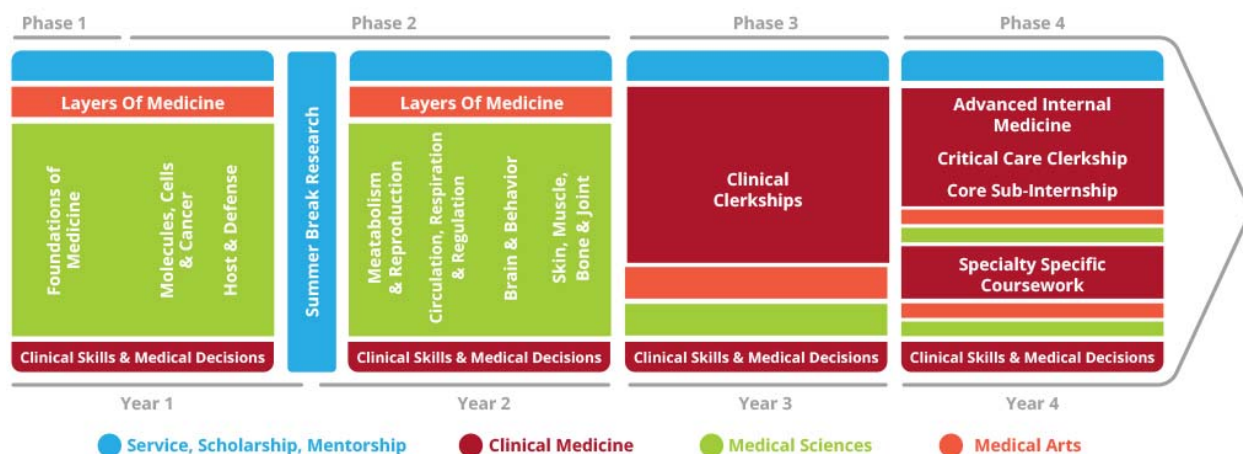
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achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

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## Overview of the Four Year Curriculum



### Year 1

#### *Phase1: Foundations of Medicine*

This 17-week phase includes the medical science, medical arts and clinical skills that students will require before beginning in clinics and Phase 2 units. Each week of Phase 1 will have a predominant theme. Anatomy (embryonic, microscopic and gross, including cadaver dissection), physiology, genetics, pharmacology, data analysis, metabolism and nutrition will be taught in relation to the weekly themes. Students will engage in professional development through self-exploration and self-assessment activities across Phase 1 as they examine the different psycho-social and technical dimensions of patient care.

#### *Clinical Experience: CMC I*

The 4-year Clinical Method Curriculum (CMC) partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. Each student is assigned to a learning community with approximately 10 students and 1-2 core faculty members. Students will work within their learning communities throughout their medical school career to ensure they possess the core foundational clinical method knowledge, skills, attitudes and behaviors necessary to provide optimal patient care in a dynamic healthcare environment. Instructional methods include didactic presentation, small group discussion, simulation, authentic clinical experiences, and mentoring.

#### *Phase 2: (2.1) Molecules, Cells and Cancer:*

This 8-week unit, beginning in early January, integrates molecular and cell biology with genetics, hematology, cancer biology and basic oncology. It includes a strong component of translational research as we explore how we know what we know about the molecular basis of



cancer and other genetic diseases. Students begin their longitudinal clinical experience at the start of this unit. The clinical skills taught include breast, pelvic and male genital exams. Students also begin the Subspecialty Clinical Experience, where they spend one afternoon per month in a specialty clinic related to topics being learned in the classroom.

*Phase 2: (2.2) Host and Defense:*

This 9-week unit begins in March and introduces infectious disease, the biology of the immune system, the body's response to pathogens, and antimicrobial therapy. Instruction centers on common clinical presentations, beginning with fever and then moving through major body systems while addressing increasingly complicated diseases, from sore throat to AIDS.

*Clinical Experience: CMC II*

CMC II focuses on expanding history-taking skills, advanced physical examination in specific areas, professional communication skills, introduction of lab and imaging selection and interpretation, and beginning skills in diagnostic reasoning. This will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities are a component of CMC 2 and provide students with real patient interactions in which they will apply knowledge learned in all components of the medical school curriculum. These experiences will also introduce them to the clinical environment and help them understand how to integrate into the clinical team. Core Faculty and/or practicing clinician attendings will oversee the ELO activities.

## **Year 2**

*Phase 2: (2.3) Metabolism and Reproduction:*

This 9-week unit runs from late July or early August. It begins with the pathophysiology of the gastrointestinal tract and the digestion/absorption of nutrients. The basic metabolism covered in phase 1 is reviewed and built upon as we focus on the liver. Obesity, metabolic syndrome and insulin resistance lead into endocrinology. From the sex hormones, we transition to reproduction. Clinical reasoning skills, with a particular focus on causes and treatment of abdominal pain, will be emphasized throughout the unit.

*Phase 2: (2.4) Circulation, Respiration and Regulation:*

This 11-week unit runs from October to mid-December. This unit is designed to help students develop the clinical medicine skills and medical science knowledge to be able to propose rational differential diagnoses and diagnostic and treatment strategies for clinical problems affecting the circulatory, respiratory, and renal organ systems.

*Phase 2: (2.5) Brain and Behavior:*

This 9-week unit begins early January through February of the second calendar year. The unit integrates basic neuroanatomy and neurophysiology with the clinical disciplines of neurology, psychiatry, pathology and pharmacology. The unit provides the students with the conceptual framework necessary to recognize common neurological and mental health issues.

*Phase 2: (2.6) Skin, Muscle, Bone and Joint:*

Upon completion of this 6-week unit, students will be able to name, recognize and describe common dermatologic and musculoskeletal diseases, including the basic science foundations of each condition. In addition, they will describe diseases, clinical presentation and pathophysiology and define terms used on physical, microscopic and radiologic examinations. Students will be able to gather essential information from clinic patients presenting with dermatologic and musculoskeletal complaints and produce accurate, clear and organized documentation of patient encounters in the form of SOAP notes and complete H&P's. This unit provides students with the knowledge and skills necessary to reason through case-based vignettes as seen in USMLE in order to prepare them for USMLE Step I licensing exam and Phases III and IV.

*Clinical Experience: CMC III-IV*

CMC III-IV focuses on advanced history-taking skills, advanced physical examination skills to help elicit abnormal findings, professional communication skills, further development of lab and imaging selection and interpretation, and more advanced skills in diagnostic reasoning. These will be taught through a combination of lecture sessions, small group activities, independent study and Experiential Learning Opportunities (ELO). ELO activities provide students with real patient interactions in which they will apply knowledge learned in other components of the medical school curriculum. These experiences will also introduce students to the clinical environment and help them understand how to integrate into the clinical team. Core faculty and/or practicing clinician attendings will oversee the ELO activities.

*Layers of Medicine:*

The Layers of Medicine course is a longitudinal, 2-year course in the pre-clerkship curriculum. The overarching goals of the Layers of Medicine course are to provide students with the knowledge, skills and attitudes necessary to: Provide compassionate care to a diverse patient population, understand the complexities of a changing health care system and how access to health care impacts patient outcomes, practice medicine informed by ethical principles, analyze the impact of social, economic, gender, and cultural factors on health care outcomes, develop a positive professional attitude, appreciate and manage the influence of personal values and attitudes on relationships with patients, and find and utilize resources and information required for optimal patient care.

### **Year 3**

In the third year, emphasis is on the integration of basic science knowledge with clinical, ethical, diagnostic, and problem solving skills. Clinical clerkships, during which students learn patient management as members of the health care team, include family practice, internal medicine, obstetrics and gynecology, pediatrics, psychiatry, and surgery. Students also take a Topics of Medicine course, which reviews a series of simulated patients with common medical problems seen in ambulatory medicine. The student is also required to complete a four-week clinical neurology clerkship between the end of the sophomore year and the end of the senior year. Each student must also satisfactorily complete an objective standardized clinical examination (OSCE) administered at the end of the 3rd year prior to being promoted to the 4th year.

#### *Clinical Experience: CMC V*

CMC V includes a transition to clerkship course aimed at preparing students for their clerkships. Additionally students will work with Core Faculty intermittently during the year to apply and further develop skills in clinical method with an intense focus on advanced communication skill development and developing tools for challenging clinical encounters to prepare students for the more autonomous role they will assume during their 4<sup>th</sup> year.

#### *Family Medicine Clinical Clerkship*

Six weeks with a community based of faculty family medicine preceptor. The majority of the time is spent with the preceptor in the hospital, office, nursing homes, and on house calls. Time is also spent learning about and experiencing other elements of the health care system in the community served by the preceptor.

#### *Internal Medicine Clinical Clerkship*

Eight week rotation that consists of inpatient responsibilities, ambulatory clinic, case work and rounds on wards of the University of Utah Medical Center, LDS Hospital, or the VA Medical Center.

#### *Neurology Clinical Clerkship*

Four weeks divided into two weeks inpatient and two weeks outpatient experiences. The inpatient rotation at the University of Utah Medical Center, Primary Children's Medical Center, or VA Medical Center consists of direct patient care, daily ward rounds, brain cutting sessions, procedures such as lumbar puncture, participation in clinical conferences, and attendance at specialty clinics. The outpatient experience occurs in the multiple sclerosis, muscle, and neurology outpatient clinics.

#### *Obstetrics and Gynecology Clinical Clerkship*

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Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spent in lectures, seminars, and review of gynecological pathology.

#### *Pediatrics Clinical Clerkship*

Six weeks of inpatient and outpatient experience at the University of Utah Medical Center and LDS Hospital. Time is also spend in lectures, seminars, and review of gynecological pathology.

#### *Pediatrics Clinical Clerkship*

Six weeks divided into two three-week blocks. three weeks are spent on the inpatient wards at Primary Children's Medical Center (PCMC). The other three-week block includes one week on a pediatric subspecialty service and the other two weeks at the General Pediatric Clinic at the university of Utah Medical Center, and the newborn nursery at the University of Utah Medical Center.

#### *Psychiatry Clinical Clerkship*

Six weeks emphasizing inpatient care at the University of Utah Medical Center, V A Medical Center, Primary Children's Medical Center, and the University of Utah Neuropsychiatric Institute. Students attend civil commitment proceedings, electroconvulsive therapy, outpatient clinics, and consultation/liaison rounds. One day each week is devoted to a core lecture series and case conferences. Each student spends one week on the consultation/liaison service and one half day per week in the office of an outpatient therapist.

#### *Surgery Clinical Clerkship*

Eight weeks of ward work, operating room experience, lectures, case presentations, and rounds at the University Medical Center, LDS Hospital and V A Medical Center. Students spend six weeks on general surgery and two weeks in specialty areas.

## **Year 4**

The University Of Utah School Of Medicine utilizes a learning community model to deliver medical education and career mentoring necessary to prepare fourth year medical students for their internship. (12 months): Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

Specialty specific mentors are designated for each specialty and are available to help with course scheduling and career mentoring.

All students graduating from the University of Utah School of Medicine must complete a sub-internship rotation, a critical care clerkship, and 4-weeks of advanced internal

medicine. Students have ample elective time to explore additional clinical interests, research and seminar based courses. Additionally all students must participate in two required courses in the fourth year – the Longitudinal Preparation for Internship (LPIC) course and the Transition to Internship Course (TIC).

The LPIC runs July through March and meets for one afternoon every other week. The curriculum emphasizes career mentoring, preparation for the Match.

The TIC is a 2-week course after the students have matched. The course is intended to be a capstone course for their medical school career. The curriculum emphasizes clinical reasoning skills, psychomotor task training, team communication, and the delivery of curriculum thread content needed for the student to be successful in their matched internship. Hands-on task trainers, high fidelity simulation models, inter-professional education, role playing, small group discussions and formal didactic lectures are used to deliver content. Similar to the LPIC, shared portions of the curriculum are delivered to the entire class and some portions are delivered to specialty specific groups.

*Clinical Experience: CMC VI*

The 4-year Clinical Method Curriculum partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment. The fourth year of this curriculum is under development.

*Threads*

The medical arts curriculum is focused on the integration of 10 threads into the core curriculum. The threads are: interprofessional education, nutrition, women's and gender health, geriatrics, health care systems, public and global health, medical ethics and humanities, translational research, biomedical informatics, and cultural diversity.

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## Idaho Student Affairs Update

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### Program Leadership



**Dr. Benjamin Chan** is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He attended medical school at the University of Utah School of Medicine until 2004, residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014.



**Dr. Bridgette Baker** is a Board Certified Family Medicine physician. She earned her M.D. degree from UUSOM and completed her Family Medicine Residency at the Family Medicine Residency of Idaho in Boise. She is currently on staff at Saint Alphonsus and Mercy Medical Center. Additionally, she is the Director of Idaho Student Programs for the University of Utah, after being recruited in 2015. In this capacity, she coordinates the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho.

### Admissions

Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her

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understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

### Academic Standards and Required Activities

We evaluate applications against minimum and average standards in 7 specific areas. Applicants must achieve at least the minimum level of performance in all 7 areas and be average or above in 5 out of the 7 areas in order to proceed in the admissions process. Successful applicants distinguish themselves with outstanding performance in one or more of these areas. The 8 areas are listed below.

#### *Grade Point Average (GPA)*

The minimum acceptable GPA is 3.2. Applicants with a science, non-science or overall GPA below 3.2 will not be considered. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA.

To determine average criteria, the applicant's GPA is compared to the average GPA of students who have gone on to attend medical school from the institution granting the applicant's highest degree.

#### *Medical College Admission Test (MCAT)*

All applicants are required to take the MCAT within 3 years of their application. Example: For applications for the class entering medical school in 2015, scores will be accepted from tests taken in 2014, 2013 and 2012. Tests taken after September will not be considered for the current application year.

The minimum acceptable score for each section of the 2014 and **January 2015** MCAT is 7. The average overall score is 30. For tests taken in 2014 and **January 2015** only, the best score for each section will be considered.

If the test is taken **after April 1, 2015**, only the scores from the latest test will be accepted. The minimum acceptable score is 123 in each of the four sections.

#### *Community/Volunteer Service*

Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

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- The minimum requirement is 36 hours completed in the last 4 years.
- The average applicant devotes 100 hours during the 4 years prior to entering medical school.

#### *Leadership*

Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, community and school organizations including coaching, tutoring and mentoring will satisfy this requirement.

- The minimum leadership requirement is 1 leadership experience lasting 3 months within the last four years.
- The average applicant has 3 different leadership experiences each lasting 3 months during the 4 years prior to matriculation.

#### *Research*

Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

- The minimum is part of a class where applicant answered or tested a hypothesis and received a grade. Examples: A writing project, laboratory work, etc. **NOTE:** Research completed as part of a premedical course requirement will not be accepted.
- The average is hypothesis-based research that is supervised by an individual with verifiable research credentials. May include independent research or senior thesis.

#### *Physician Shadowing*

Physician shadowing is defined as the observation of a physician as s/he cares for and treats patients and carries out the other responsibilities of medical practice.

Shadowing must be done with an allopathic (MD) or osteopathic (DO) physician in their practice in the United States. Time spent shadowing medical students, interns, residents, fellows, physician assistants, podiatrists, veterinarians, nurses, EMTs, PhDs etc., will not be considered. It is our recommendation that applicants shadow several physicians who work in various specialties including primary care. Shadowing family members who are physicians is discouraged.

- The minimum requirement is eight hours shadowing a physician(s).
- The average applicant spends 24 hours with a physician(s).

#### *Patient Exposure*



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Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care related environment, attending to their health maintenance/progression or end of life needs. It is important that the applicant be comfortable working with and around people who are ill, sick, injured or diseased.

Direct patient exposure can be gained in a variety of ways e.g. volunteering or working in hospitals, emergency rooms, clinics or nursing care facilities, hospice ,or physical rehabilitation centers. Patient contact does not include indirect patient care such as housekeeping (cleaning, operating, or patient rooms) staffing the hospital information desk, or working in a pharmacy

- The minimum patient exposure requirement is 32 hours.
- The average experience is 48 hours.

*Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.*

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**Admissions Reports**

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**Admissions Summary**

| <b>Academic Year</b> | <b>Idaho Med Stud Applicant Pool</b> | <b>Selected for Interviews</b> | <b>Accepted for Admission</b> | <b>Sponsored Students</b> | <b>Non-Sponsored Students</b> |
|----------------------|--------------------------------------|--------------------------------|-------------------------------|---------------------------|-------------------------------|
| <b>2015-2016</b>     | 125                                  | 50                             | 14                            | 10                        | 0                             |
| <b>2014-2015</b>     | 100                                  | 45                             | 12                            | 8                         | 0                             |
| <b>2013 - 2014</b>   | 118                                  | 52                             | 11                            | 8                         | 0                             |
| <b>2012 - 2013</b>   | 105                                  | 50                             | 16                            | 8                         | 0                             |
| <b>2011 - 2012</b>   | 89                                   | 40                             | 14                            | 8                         | 1                             |
| <b>2010 - 2011</b>   | 95                                   | 49                             | 12                            | 8                         | 0                             |
| <b>2009-2010</b>     | 84                                   | 45                             | 14                            | 8                         | 2                             |
| <b>2008-009</b>      | 108                                  | 64                             | 12                            | 8                         | 1                             |
| <b>2007-2008</b>     | 116                                  | 61                             | 13                            | 8                         | 0                             |
| <b>2006-2007</b>     | 93                                   | 43                             | 9                             | 8                         | 1                             |
| <b>2005-2006</b>     | 112                                  | 57                             | 13                            | 8                         | 0                             |
| <b>2004-2005</b>     | 86                                   | 47                             | 11                            | 8                         | 1                             |
| <b>2003-2004</b>     | 84                                   | 33                             | 14                            | 8                         | 4                             |
| <b>2002-2003</b>     | 99                                   | 53                             | 17                            | 8                         | 0                             |
| <b>2001-2002</b>     | 88                                   | 50                             | 13                            | 8                         | 4                             |
| <b>2000-2001</b>     | 96                                   | 50                             | 13                            | 8                         | 1                             |
| <b>1999-2000</b>     | 88                                   | 42                             | 9                             | 6                         | 0                             |
| <b>1998-1999</b>     | 87                                   | 52                             | 13                            | 6                         | 0                             |

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Hometowns



**Idaho Sponsored Freshmen, Class of 2020**

| <b>Last Name</b> | <b>First Name</b> | <b>City at Time of Application</b> | <b>State at Time of Application</b> | <b>Birth City</b> | <b>Birth State/Country</b> |
|------------------|-------------------|------------------------------------|-------------------------------------|-------------------|----------------------------|
| Asay             | Patrick           | Nampa                              | ID                                  | Nampa             | ID                         |
| Broadway         | Jordan            | Blackfoot                          | ID                                  | Columbia          | SC                         |
| Cannamela        | Peter             | Boise                              | ID                                  | Boise             | ID                         |
| Foster           | Tyrel             | Rigby                              | ID                                  | Rexburg           | ID                         |
| Hall             | Daniel            | Ammon                              | ID                                  | Idaho Falls       | ID                         |
| Hansen           | Jessica           | Coeur d'Alene                      | ID                                  | Boise             | ID                         |
| Hembree          | Sky               | Moscow                             | ID                                  | Coeur d'Alene     | ID                         |
| Hunter           | Necia             | Emmett                             | ID                                  | Emmett            | ID                         |
| Schmutz          | Christian         | Idaho Falls                        | ID                                  | Salt Lake City    | UT                         |
| Shefa            | Neda              | Boise                              | ID                                  | Kabul             | Afghanistan                |

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## Observational Experience

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A four to eight week non-credit observational experience for students is offered between their first and second year of medical school. Students can shadow a rural doctor for up to 8 weeks. Students receive a stipend and travel expenses.

Students who have completed this optional experience in the past have noted the following benefits and recommendations:

I went into this experience hoping to gain some insight into the everyday life of an orthopedic surgeon and to learn how to be a better student during my clinical rotations. I was very pleased with my time that I spent working with [my preceptor]. I think that he taught me valuable things about being a good student and also gave me an accurate representation of an orthopedist's life style. I also brushed up on some of my knowledge and clinical skills along the way.  
--B. Denney, 2012

Most students in medical school have had brief shadowing experiences that consist of several days here and there. It was a great opportunity to see the daily rhythm of a private practice primary care facility because the time will come when I will have to consider the type of environment in which I would like to practice. This was a valuable opportunity to gain skills in clinical medicine, gain knowledge about longitudinal care and to gain experience in both a specific field and practice type that may be a career interest.  
--G. Josten, 2014

UUSOM will continue to support students who wish to participate in this opportunity by educating them on this option, assisting them in finding a rewarding placement in a specialty they are interested in and providing access to a stipend to offset costs.

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**Idaho Rural Outreach Program (IROP)**

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Idaho has a notable demand for health care providers in its rural communities. The Idaho Rural Outreach Program (IROP) revolves around the concept of medical students inspiring the youth of rural Idaho to pursue a career in the medical field with the long-term goal being to alleviate the shortage of health care providers in Idaho. The goal is to have a significant impact on the youth in rural areas of Idaho that will motivate them towards a productive career in medicine. As 1<sup>st</sup> and 2<sup>nd</sup> year medical students we have a unique perspective with regards to the admissions process and what medical school is really like. Our experiences the last several years have been overwhelmingly positive. The educators we have worked with have expressed their gratitude and noted how beneficial the program has been to the students. They appreciate the opportunity it gave the students to gain exposure to a career in medicine and expressed how difficult it is to find such opportunities.

Since its creation in 2007, medical students taking part in IROP have traveled to high schools in various rural areas of Idaho including: Malad, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg. They present a PowerPoint that discusses the different career options in the health profession: medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They then split the classes up into small groups and taught students

about the heart, using plastic models and elk/deer hearts as teaching aides. They also had kidneys, a liver and spleen which they incorporated into the teaching.

The following is one student's account of his experience:

It was a rewarding experience to return to my high school and engage the students on their level. They all seemed very engaged and interested in the dissection. Additionally, they were very inquisitive about the different paths to becoming a medical professional. I don't know that many had previously had the opportunity to consider what it takes to be a physician. Since my own path to medical school started with the mentorship of a high school science teacher, I feel these types of programs are invaluable in engaging students early on.

--C. Weinch, 2016

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**Clinical Medical Education in Idaho**

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During an Idaho medical student's third year, the Family Medicine Clinical Clerkship is completed in Idaho. The Family Medicine Clinical Clerkship is six weeks with a community based family medicine preceptor.

## **Family Practice Clinical Clerkship**

### *Brief Description of Clerkship*

During the clerkship, all students develop competencies in patient care, systems-based practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

### *Clerkship Goals*

As a result of completing the Family Medicine Clerkship:

1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
3. Students will be able to develop therapeutic relationships with patients, families and communities.
4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

### *Timeline*

The clerkship is six weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

### *Preceptors/Site Requirements*

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The preceptor must be board certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine.

*Formative Clinical Performance Assessment*

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

*Preceptor Evaluations*

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

**Family Medicine Volunteer Clinical Faculty in Idaho**

| <b>Physician</b>      | <b>Location</b>                                                                         | <b>Phone</b> |
|-----------------------|-----------------------------------------------------------------------------------------|--------------|
| Bridgette Baker, MD   | West Valley Medical Center<br>1717 Arlington Ave<br>Caldwell, ID 83605                  | 208-459-4667 |
| Thomas S. Call, DO    | Bingham Memorial Hospital<br>98 Poplar MOB 1 <sup>st</sup> floor<br>Blackfoot, ID 83221 | 208-782-3700 |
| Julie Gunther, MD     | St Luke's Family Medicine Park Center<br>701 East Parkcenter Blvd<br>Boise, ID 83706    | 208-381-6500 |
| Jason Ludwig, DO      | Pioneer Family Medicine<br>13150 West Persimmon Lane<br>Boise, ID 83713                 | 208-938-3663 |
| Michael Maier, MD     | Saint Luke's Medical Center<br>3301 North Sawgrass Way<br>Boise, ID 83704               | 208-376-9592 |
| Waj E. Nasser, MD     | St Luke's Capital City Family Medicine<br>1520 W State St<br>Boise, ID 83702            | 208-947-7700 |
| R. Bret Campbell, DO  | 1501 Hiland Ave. Suite A<br>Burley, ID 83318                                            | 208-878-9432 |
| Leanne L. LeBlanc, MD | 610 North West 2nd Street<br>Grangeville, ID 83530                                      | 208-983-5120 |

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|                      |                                                                                           |               |
|----------------------|-------------------------------------------------------------------------------------------|---------------|
| Richard F. Paris, MD | Hailey Medical Clinic<br>706 South Main Street<br>Hailey, ID 83333                        | 208-788-3434  |
| Terrance A Riske, MD | Hayden Lake Family Physicians<br>8181 Cornerstone Drive<br>Hayden Lake, ID 83835          | 208-772-0785  |
| Barry F. Bennett, MD | South East Family Medicine<br>2775 Channing Way<br>Idaho Falls, ID 83404                  | 208-524-0133  |
| David A. Hall, MD    | St Luke's Payette Lakes Medical Clinic<br>211 Forest Street Box 1047<br>McCall, ID 83638  | 208-634-6443  |
| Dan Ostermiller, MD  | St Luke's Payette Lakes Medical Clinic<br>211 Forest Street, Box 1047<br>McCall, ID 83638 | 208-634-6443  |
| William Crump, MD    | St Lukes Family Health<br>3090 Gentry Way Ste 200<br>Meridian, ID 83642                   | 208-887-6813  |
| Andrew Holtz, DO     | Praxis Medical Group<br>3080 East Gentry Way Ste 200<br>Meridian, ID 83642                | 208-884-3770  |
| Peter Crane, MD      | Bear Lake Family Care & OBGYN<br>465 Washington Street<br>Montpelier, ID 83254            | 208-847-4495  |
| Michael Packer       | Rexburg Family Medicine Center<br>37 South 2nd East<br>Rexburg, ID 83440                  | 208- 356-0234 |





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**Financial Report 2015-2016**

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The Idaho State Board of Education subsidizes ten seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2015-16, Idaho students paid \$35,020.94, with student fees of \$1073.06, for a total of \$36,094.00. Idaho students also paid a surcharge of \$1692, which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$41,500/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

Direct student support:

|                                                       |                    |
|-------------------------------------------------------|--------------------|
| Administrator Travel                                  | \$1,948.89         |
| Student Rotation Expenses*                            |                    |
| First-Year Job Shadowing Stipend                      | \$ 0.00            |
| Third/Fourth-Year Rotation Expenses                   | \$ 9,231.45        |
| Idaho Rural Outreach Program                          | \$ 711.47          |
| Idaho Medical Association U of U Student Rep Expenses | \$1,642.80         |
| Boise Physician Support Salary                        | \$8,770.08         |
| Administrative Support Salary                         | \$49,591.20        |
| <b>Total</b>                                          | <b>\$71,895.89</b> |

The remainder of the funds was used for educational advancement of Idaho Medical Students.

\* **Covered expenses for rotations:**

**First-Year Job Shadowing Stipend:** \$1100/4 week block

**Mileage:** One round trip between SLC and rotation site (\$0.54/mile) and mileage if distance between housing and rotation sites is  $\geq 15$  miles (\$0.54/mile)

**Housing:** If renting apt/motel  $\leq$  \$125 per week or if staying with family or friends a nice dinner/gift basket as a thank you  $\leq$  \$75

**Preceptor:** \$500/week, nice dinner/gift basket as a thank you  $\leq$  \$75

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**School of Medicine Graduate Reports**

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**UUSOM Office of Student Affairs**

The following is the medical student graduate report of both Idaho sponsored and non-sponsored graduates.

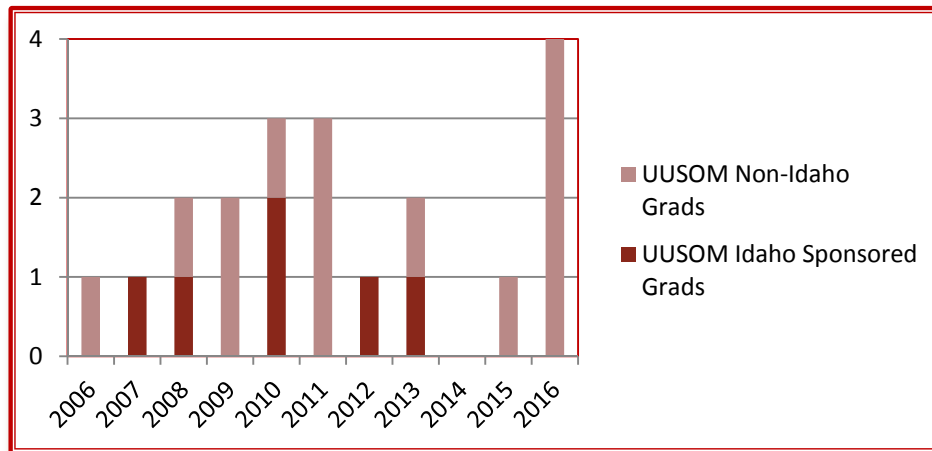
| <b>Academic Year</b> | <b>Sponsored</b> | <b>Non-sponsored</b> |
|----------------------|------------------|----------------------|
| <b>2015-2016</b>     | 8                | 0                    |
| <b>2014-2015</b>     | 8                | 0                    |
| <b>2013-2014</b>     | 8                | 1                    |
| <b>2012 - 2013</b>   | 8                | 2                    |
| <b>2011 - 2012</b>   | 8                | 4                    |
| <b>2010 - 2011</b>   | 9                | 3                    |
| <b>2009-2010</b>     | 6                | 4                    |
| <b>2008-2009</b>     | 7                | 1                    |
| <b>2007-2008</b>     | 8                | 0                    |
| <b>2006-2007</b>     | 8                | 1                    |
| <b>2005-2006</b>     | 8                | 4                    |
| <b>2004-2005</b>     | 8                | 0                    |
| <b>2003-2004</b>     | 8                | 4                    |
| <b>2002-2003</b>     | 9                | 1                    |
| <b>2001-2002</b>     | 5                | 0                    |
| <b>2000-2001</b>     | 6                | 0                    |
| <b>1999-2000</b>     | 6                | 7                    |
| <b>1998-1999</b>     | 6                | 2                    |
| <b>1997-1998</b>     | 6                | 1                    |
| <b>1996-1997</b>     | 6                | 3                    |
| <b>1995-1996</b>     | 6                | 3                    |

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Since 2006, twenty UUSOM graduates have matched into Idaho GME Programs. The following indicates the number of matched graduates each year, broken into Idaho sponsored and non-sponsored graduates.

**UUSOM Graduates Matched to Idaho GME Programs**



**U of U Alumni Office and Graduate Medical Education Office**

*U of U Alumni Office*

As of November 2016, the following estimated numbers of U of U graduates are practicing medicine in Idaho:

|                                                 |            |
|-------------------------------------------------|------------|
| UU Medical School Graduates practicing in Idaho | 212*       |
| UU Resident Graduates practicing in Idaho       | 69*        |
| <b>Total</b>                                    | <b>281</b> |

|                                      |     |
|--------------------------------------|-----|
| Idaho Sponsored Students, 1977-2016: | 267 |
|--------------------------------------|-----|

\* These numbers were generated by the University of Utah Alumni Office. They reflect U of U graduates who are currently living in Idaho. It includes only those who graduated after 1969, based on the assumption that those who graduated prior would likely be retired. If a U of U resident was also a U of U graduate, they were only counted once.

Please note that attempts were made to find sources for more accurate information through the Idaho Medical Association and the Idaho Board of Medicine. However, at this time this data is not being tracked.

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*U of U Office of Graduate Medical Education*

Following is the resident graduate report of those who chose to practice medicine in Idaho:

| <b>Academic Year</b> | <b>Number of Graduates</b> | <b>Specialty</b>                                                                                    |                                                                                       |
|----------------------|----------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>2015-2016</b>     | 7 : 301                    | 2 – OB/GYN<br>1 – Dental<br>1 – Physical Medicine and Rehabilitation                                | 1 – Pulmonary and Critical Care<br>1 – Pediatric Emergency Medicine<br>1 – Geriatrics |
| <b>2014 - 2015</b>   | 6 : 289                    | 1 - Family Medicine - OB<br>1 - Sports Medicine<br>2 - Internal Medicine                            | 1 - Interventional Cardiology Fellowship<br>1 – Nephrology Fellowship                 |
| <b>2013 - 2014</b>   | 9 : 291                    | 1 - Internal Med<br>1 - Dermatology<br>1 - Pathology<br>1 - Plastic Surgery<br>1 - Vascular Surgery | 2 - Pain Med<br>1 - Nephrology<br>1 - Pediatric Gastroenterology                      |
| <b>2012 - 2013</b>   | 8 : 305                    | 1 – Pediatrics<br>2 – Cardiology<br>1 – Pathology<br>1 – Internal Medicine                          | 1 – Anesthesiology<br>1 - Hematology/Oncology<br>1 - PM&R                             |
| <b>2011 - 2012</b>   | 8 : 297                    | 1 – Neurology<br>1 – Family Medicine<br>1 - Pediatrics                                              | 3 – Internal Medicine<br>1 – Emergency Medicine<br>1 - Dermatology                    |
| <b>2010 – 2011</b>   | 9 : 292                    | 4 – Family Medicine<br>1 – Radiation Oncology<br>1 – Internal Medicine                              | 1 – General Surgery<br>1 – Emergency Medicine<br>1 - Peds-Anesthesiology              |

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| <b>Academic Year</b> | <b>Number of Graduates</b> | <b>Specialty</b>                                                                                                                                |
|----------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2009 – 2010</b>   | 7 : 266                    | 1 – Medicine – Psychiatry    1 – Pediatrics<br>3 – Family Medicine        1 – Emergency Medicine<br>3 – Internal Medicine                       |
| <b>2008 – 2009</b>   | 7 : 287                    | 1 – Anesthesiology        1 – Pediatrics<br>3 – Internal Medicine      1 – General Surgery<br>1 – Family Medicine                               |
| <b>2007 – 2008</b>   | 7 : 265                    | 4 – Family Medicine<br>1 – Internal Medicine<br>2 - Anesthesiology                                                                              |
| <b>2006 - 2007</b>   | 4 : 228                    | 1 – Internal Medicine<br>2 – Pediatrics<br>1 – Pediatric Hemy/Onc                                                                               |
| <b>2005 - 2006</b>   | 8 : 214                    | 2 – Sports Medicine        1 – Pediatric Psychiatry<br>1 – Dental                    2 – Pediatrics<br>1 – Pulmonary              1 – Pathology |

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**SUBJECT**

Board Policy III.L, Continuing Education and Credit for Prior Learning – First Reading

**REFERENCE**

|               |                                                                                                                                                                                  |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 2013     | The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning. |
| October 2013  | Board Approved first reading the Board Policy III.L.                                                                                                                             |
| December 2013 | The Board approved second reading of proposed amendments to Board Policy III.L.                                                                                                  |
| October 2016  | The Board approved the first reading of proposed amendments to Board Policy III.L.                                                                                               |

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

**BACKGROUND/DISCUSSION**

The Board approved an initial first reading of this policy at their October 20, 2016 meeting; however, the wrong version of the draft policy was included with the agenda materials. Due to the differences between both versions, the proposed amendments to Board Policy III.L are being presented to the Board for another first reading.

The Idaho State Board of Education (Board) has been committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or prior learning assessment (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Prior learning should be evaluated upon the student's request and be eligible for credit if it is demonstrated by successfully passing an appropriately rigorous assessment.

Research shows that students who earn credit through PLAs are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold a certificate or degree by 2020.

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these

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recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

In early 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also indicated disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

The proposed changes to Board policy aim to provide a solid floor for Board expectations regarding the use of PLAs and granting of credit for prior learning in Idaho.

## **IMPACT**

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

## **ATTACHMENTS**

Attachment 1 – Board Policy III.L – First Reading  
Attachment 2 – CAEL’s Final Report

Page 5  
Page 11

## **STAFF COMMENTS AND RECOMMENDATIONS**



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The use of PLAs and granting of credit is ancillary to achieving the Board's 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not effectively communicated which leads to underutilization. The proposed changes aim to create a set of shared expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided 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: L. Continuing Education and ~~Credit for Prior Learning~~—~~December 2013~~  
~~February 2017~~**

The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. ~~Subsection L. shall apply~~This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

**1. Definitions**

- a. Continuing Education: ~~shall include~~ Educational activities that extend postsecondary opportunities beyond ~~an institution's~~the traditional campus ~~experience~~ and ~~beyond~~ traditional students, through both credit and noncredit programs. The general purpose ~~of continuing education~~ is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.

- b. Prior Learning Assessment (PLA): The following well established, researched, and validated methods for assessing learning allowing students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

i. Standardized assessments, including but not limited to:

- a) College Level Examination Program (CLEP)
- b) DANTES Subject Standardized Test
- c) UExcel
- d) Advanced Placement (AP)
- e) International Baccalaureate (IB)
- f) Scholastic Aptitude Test (SAT)
- g) American College Testing (ACT)

ii. Credit recommenders, including but not limited to:

- a) American Council on Education (ACE)

iii. Faculty developed assessments, including but not limited to:

- a) Technical Competency Credit, consistent with Board Policy III.Y
- b) Course specific challenge exams

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- c) Locally-evaluated industry and workplace education/training programs
- d) Portfolio

i.v. Credit for Prior Experiential Learning (CPEL): Credit earned as a result of:

- 1) Course specific challenge exams
- 2) Portfolio assessments

b. shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experience

ii. Prior and College Level Examination Program DANTES Subject Standardize Test Advanced Placement

## 2. Minimum Standards

### a. Continuing Education Activities

i. Institutions are charged with providing must provide continuing education programs that are conducive aligned with their mission and the needs of their service region(s) as which is defined in Board Policy III.Z.

ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.

a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

2) Procedures for the approval of courses, programs, or activities;

3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of

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courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

6) The keeping of student records for such activities as admission, academic performance, and transfer credit.

b) Non-credit activities and other special programs shall abide by nationally accepted practices:

1) The granting of Continuing Education Units (C-E-U-) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. The Administration of Credit for Prior Learning Assessments

i. Prior learning shall be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.

ii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, student needs and academic programs.

iii. Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.

iv. Each institution shall: (A) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee; and (B) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.

v. Idaho's PLA infrastructure shall ensure maximum transferability of credit among the institutions.

vi. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.

vii. When appropriate, and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.

viii. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding credit.

ix. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

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- ~~x. Institutional policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves pursuant to in Section 33-3727, Idaho Code. All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:~~
- ~~i. Credits shall be awarded only at the undergraduate level to enrolled students.~~
- ~~ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.~~
- ~~iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.~~
- ~~iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.~~
- ~~v. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.~~

~~3. Service Regions and Inter-Institutional Collaboration~~

~~The Board has established primary service regions identified in Board Policy Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums of Understanding to facilitate collaboration between the institutions consistent with Board Policy Section III.Z.b.ii.~~

~~3. Fees~~

~~Fees for continuing education and credit for prior learning shall be assessed consistent with Board Policy Section V.R. and must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded and shall be made publicly available in a single online location.~~

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To: Interested Parties (and to CAAP on Feb. 16, 2016)  
From: Christopher Mathias  
Date: January 25, 2016  
Re: PLA in Idaho and recommendations for making improvements

## 1 INTRODUCTION

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The Idaho State Board of Education (SBOE) is committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or *prior learning assessment* (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Research shows that students who earn credit through PLA are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold some sort of post-secondary credential by 2020.

As this work moves through its various stages - from proposed recommendations in this white paper to decision making to program design and implementation - cost will increasingly come to bear. So a question that needs repeated asking is: *how committed are we all to providing a comprehensive, accessible, and navigable PLA infrastructure?* Equitable commitment from all parties is crucial.

This paper aims to do the following:

- Overview the recent work conducted jointly with the Council for Adult and Experiential Learning.
- Provide a comprehensive overview of structural and policy challenges facing PLA in Idaho that must be addressed prior to major statewide investment in PLA.
- Provide an informed and consensus-driven foundation for making updates to Board policy.

## 2 WORKING WITH THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (2014-2015)

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In early 2014, the SBOE contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions. Their final report is available upon request to the SBOE Office.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on

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implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also noted disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

CAEL also observed that during the course of the project, about half the institutions were engaged in “active inquiry with CAEL to pursue goals that were both realistic and linked to measurable change.” While “the remaining institutions were passive participants in the project” some “institutions [a]re ready to steadily move forward” while others are “still deliberating the role of PLA on their campuses.”

While the final report provides an objective view of PLA in Idaho, it also provides some important information upon which to build a pathway forward. The report notes the agreement across institutions and the need to work towards the following:

1. Create a common language and definitions for PLAs to strengthen transferability of PLA credit and sustain quality assurance efforts across institutions.
2. Develop a statewide portfolio network.
3. Make transparent those standardized tests commonly used and their respective cut scores.
4. Create a transparent fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Similarly, meeting notes taken by Board Staff revealed:

5. The need to ensure our PLA infrastructure is simple to access, understand, navigate and administer.
6. The importance of clear and consistent marketing and messaging.
7. The importance of transferability and collaboration across campuses.
8. The value of tying PLA to multiple sets of circumstances and completion pathways.

### **3 CURRENT POLICIES REGARDING PLA**

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An understanding of PLA in Idaho is contingent on awareness of the multiple policies and laws that govern its administration. Such an understanding is hereby provided.

Board Policy III.L.1.b defines *credit for prior learning* as a “demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading



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and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.”

The purpose of the policy is, in part, to establish “the foundation by which institutions...provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.”

Section 2.b (Credit for Prior Learning) reads in its entirety:

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution’s regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students’ transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

This language strictly adheres to the Northwest Commission on Colleges and Universities (NWCCU) standard 2.C.7 which reads:

“Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.”

Additionally, Idaho Code Section 33-3727 reads, in pertinent part:

The State Board of Education...shall develop policies relating to the award of academic credit for education, training or service completed by an individual

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as a member of the armed forces or reserves of the United States, the national guard of any state, the military reserves of any state or the naval militia of any state, where such education, training or service is determined to satisfy such established policies.

In sum, state and Board policy makes clear that PLA is an important tool for promoting educational attainment. However, aside from a clear requirement to craft PLA policies related to military training, the policies do not clearly require Idaho's public post-secondary institutions to offer or implement PLA generally and, perhaps more importantly, do not provide a foundation for administering PLA that is subject to a cycle of continuous improvement.

#### **4 CONCEPTS AND DEFINITIONS**

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The concepts and definitions that underlie the administration of PLA are not fully encompassed in relevant policies. As the understanding of effective PLA has matured, so to have the concepts that guide its administration. Indeed, "credit for prior learning" is the end while PLA is the means, and Board Policy is largely silent on the means (this must change). This section aims to provide baseline definitions moving forward.

As discussed above, the State Board defines *credit for prior learning (CPL)* as a "demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study...." It is slightly confusing to equate credits (the end) with a demonstration (the means) when in fact it is the demonstration that results in credits. Thus, moving forward, a simpler and more accurate definition of CPL might simply be: credits earned via PLAs.

**PLAs** - a set of well-established, researched, and validated methods for assessing learning for college credit - allow students to demonstrate knowledge, competencies, skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

Some states - neighboring [Montana, for example](#) - officially recognize two broad categories of prior learning evaluated through PLA. **Instructional-based prior learning (IBPL)** is learning that took place in a classroom but not within a two or four year institution. IBPL is commonly assessed, for example, using Advanced Placement (AP) tests and American Council on Education (ACE) credit recommendation. **Experiential-based prior learning (EBPL)** occurred outside of a traditional classroom. EBPL is commonly assessed, for example, using CLEP tests, challenge exams, or portfolio assessment reviews. Idaho should consider adopting this bi-furcated approach.

The following might serve as an exhaustive list of PLAs in Idaho:

1. Standardized tests, including:
  - a. CLEP
  - b. DSST
  - c. UExcel
  - d. AP
  - e. IB

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- f. SAT/ACT
- 2. Credit recommenders, including:
  - a. American Council on Education (ACE)
  - b. National College Credit Recommendation Service (NCCRS)
- 3. Faculty developed assessments, including:
  - a. Technical Competency Credit
  - b. Course specific challenge exams
  - c. Locally-Evaluated Industry and Workplace Education/Training Programs
  - d. Portfolio (Each institution's portfolio PLA shall exist within an statewide portfolio network)

This paper makes repeated use of the term **statewide portfolio network** (SPN). An SPN specific to Idaho must possess the following characteristics:

- a. CPL earned via the SPN are applicable only to particular academic and technical programs.
- b. Once CPL derives from the SPN, those credits shall be automatically transferable to Idaho's other public post-secondary institutions under circumstances to be prescribed later.
- c. Faculty who conduct PLAs in a SPN must maintain proper training.

## **5 OUTSIDE PERSPECTIVES**

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The Legislature, State Board of Education, and Idaho's public post-secondary institutions are not the only entities with an interest in the administration of PLAs in Idaho. An increasing number of entities have taken a heightened interest in PLA; what follows are two examples.

During the 2014 Legislative session, both houses adopted House Concurrent Resolution 53 which directed members of the State Board, and the *Departments of Commerce and Labor* to convene a working group to develop a robust plan including proposed measures and benchmarks to strengthen the ties between our public education systems and Idaho's business and industry. The working group made eight recommendations first of which was to "create a statewide portfolio approval process for awarding credits based on prior learning and experience." The establishment of such a statewide process is discussed in section 6.

To achieve the State Board's 60% Goal, the *JK and Kathryn Albertson Foundation* (the Foundation) has also discussed the need to determine the "health" of higher education institutions in Idaho in their ability to recruit, retain and graduate adult learners. The Foundation has discussed this interest with CAEL and learned there are options for gauging "health." For example, the Adult Learner Focused Inventory (ALFI) assessments provide a snapshot of how institutional team members and adult students view the institutions through the lens of the nine principles of Effectively Serving Adult Learners. As this work moves forward, it may be prudent for our institutions to conduct ALFI assessments prior to any major investments in their PLA infrastructure.

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**6 RECOMMENDATIONS**

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Idaho aims to establish a PLA infrastructure that is sustainable, navigable, and accessible with clear points of entry. For this to occur we must acknowledge that current policy has not provided a strong foundation for a sustainable and modern PLA infrastructure and additional policy guidance is necessary. At minimum, Board Policy III.L must be revised.

The following in conjunction with current policies (and appropriate changes thereto) would help provide a modernized foundation for creating a stronger PLA infrastructure in Idaho.

The statewide PLA advisory group recommends the adoption of the following basic principles into all relevant policy:

1. Prior learning should be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment.
2. The definitions outlined and recommended in section 4, above, shall apply statewide.
3. Institutions are responsible for determining how best to implement PLAs within the context of its mission, culture, student needs and academic programs.
4. While the Institutions shall maintain the efficacy of this policy, as well as assuring students have access to the most appropriate and modern prior learning assessment methods, the State Board of Education shall oversee this policy and its administration.
5. Each institution shall (a) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee and (b) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
6. Institutions reserve the right to award credit for prior learning beyond the 25% cap when they deem it academically appropriate for exceptional students, particularly in PTE programs; CPL earned through the assessment of IBPL is excluded from the 25% cap.
7. Idaho's PLA infrastructure shall ensure maximum transferability of CPL among the institutions as today's students are extremely mobile. To this end, once recorded on a transcript from an Idaho public post-secondary institution, CPL shall be viewed as if the credit had been earned through a regular in-class assessment at the awarding institution; CPL must be clearly noted if it applies to the 25% cap but need not be if it does not apply.
8. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
9. When appropriate and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
10. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding CPL.
11. Fees charged to students for the administration of PLAs must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded.

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12. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

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**7 NEXT STEPS**

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This paper contains a series of recommendations and observations about what *should* be done in Idaho regarding PLA. What it does not do is delineate in any detail *how* that work should be done. Thus, it is recommended that the Council on Academic Affairs and Programs (CAAP) take the lead on conceptualizing and implementing all necessary aspects of these recommendations, including but not limited to:

1. The development of a *statewide portfolio network*.
2. The identification of those cut scores for commonly used standardized tests in which there is uniformity across campuses, and making the results transparent.
3. Making more transparent a fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Board staff will work with CAAP on proposing appropriate changes to Board Policy III.L. Those changes will provide a strong foundation for all other PLA work. Once this policy is updated, the institutions will have a stronger basis for making the necessary changes to their policies and practices.

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**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. |
| April 2015        | The Board approved the first reading of proposed amendments to Board Policy III.N.                                                           |
| June 2015         | The Board approved the second reading of Board Policy III.N.                                                                                 |

**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.

Consistent with Board Policy III.N faculty discipline groups representing all institutions meet annually to ensure consistency and relevance of General Education competencies related to their discipline. At last year's General Education Summit, a concern arose regarding a technical writing class that was identified as a GEM oral communication class. The Oral Communication discipline group believed the course did not align with the national discipline expected outcomes. This led to a conversation with the General Education Committee on June 10, 2016 and subsequently amendments to the oral communications competencies.

In alignment with General Education Committee recommendations, proposed amendments include requiring students to meet all six competencies upon completion of a course.

**IMPACT**

Approval of the proposed amendments will provide increased uniformity to the general education framework bringing the outcomes rubric into alignment with the national discipline expected outcomes.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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**ATTACHMENTS**

Attachment 1 – Board Policy III.N, General Education – First Reading      Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The General Education Committee and the Oral Communications discipline convened during this year's General Education Summit held on October 5, 2016 to discuss concerns regarding the oral communication GEM course competencies and to discuss amendments brought forward by the discipline group.

The Statewide General Education Committee reviewed and approved the recommended amendments at their October 5, 2016 meeting with minor changes. CAAP reviewed the proposed changes at its November 17, 2016 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 in Attachment 1.

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



**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: N. Statewide General Education**

**February 2017**

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 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 course work provides graduates with an understanding of self, the physical world, the development and functioning of human society, and its cultural and artistic endeavors, as well as an understanding of the methodologies, value systems, and thought processes employed in human inquiries. General Education helps instill students with the personal and civic responsibilities of good citizenship. General Education prepares graduates as adaptive, life-long learners.

This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions").

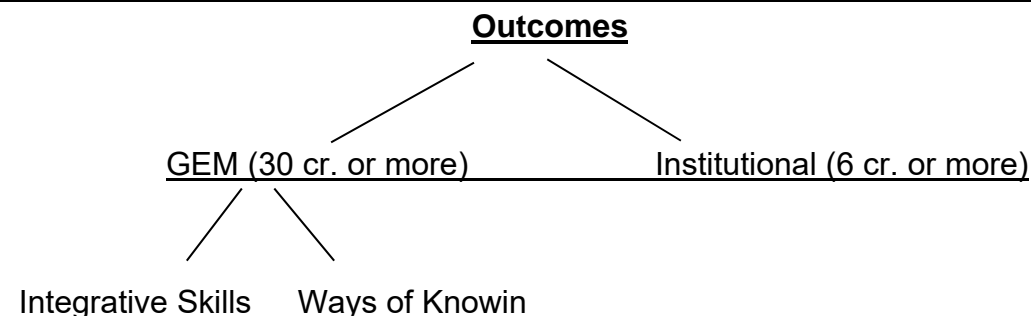
1. The state of Idaho's General Education framework for Associate of Arts, Associate of Science, and Baccalaureate degrees, outlined below in Figure 1, shall be:

The General Education curricula must be thirty-six (36) credits or more.

- a. Thirty (30) credits or more of the General Education curricula must fit within the General Education Matriculation (GEM) competency areas defined in subsection 4 of this policy.

Six (6) or more credits of the General Education curricula are reserved for institutions to 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. 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**



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) 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.

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- 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 spoken~~ messages to increase knowledge and understanding.
  - ii. Research, discover, and develop evidence-based reasoning and persuasive appeals for ~~ethically~~ influencing attitudes, values, beliefs, or behaviors.
  - ~~iii. Understand interpersonal rules, roles, and strategies in varied contexts.~~
  - ~~iv.iii. Effectively listen and a~~ Adapt ~~spoken verbal~~ messages to the ~~diverse~~ personal, ideological, and emotional ~~needs perspectives of the individuals, groups, or contexts audience.~~
  - ~~v.iv. Employ effective verbal spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.~~
  - ~~v. Listen in order to E~~ Effectively ~~and critically recognize and critically~~ evaluate the reasoning, evidence, and communication strategies of self and others.
  - vi. Understand key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.
- 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.

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- 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

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by courses prefixes.

General Education curricula must reflect the following credit distribution:

| Competency Area                         | Minimum Credits                                                                     |
|-----------------------------------------|-------------------------------------------------------------------------------------|
| Written Communication                   | 6                                                                                   |
| 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      | 6                                                                                   |

- 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               |
| 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. Faculty discipline groups representing all institutions shall meet at least annually to ensure consistency

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and relevance of General Education competencies related to their discipline.

- b. The General Education Committee (GEM Committee): The GEM Committee, shall consist of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council. To ensure alignment with AAC&U Essential Learning Outcomes and subsection 1, the Committee shall meet at least annually to review the competencies and rubrics of the General Education framework for each institution. GEM Committee duties are prescribed by the Board.
- c. The institutions shall identify all General Education courses in their curricula and identify them on the state transfer web portal.

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**SUBJECT**

Proposed Amendments to Board Policy III.W., Higher Education Research, First Reading

**REFERENCE**

|                  |                                                                                                                                                                                                                                                                                                     |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| June 17, 2010    | Board approved a second reading to Board Policy III.W. Higher Education Research                                                                                                                                                                                                                    |
| August 11, 2011  | Board approved first reading to Board Policy III.W. Higher Education Research                                                                                                                                                                                                                       |
| October 20, 2011 | Board approved a second reading to Board Policy III.W. Higher Education Research                                                                                                                                                                                                                    |
| March 23, 2012   | Board approved Higher Education Research Council IGEM Program Guidelines                                                                                                                                                                                                                            |
| October 10, 2014 | Board approved an amendment to the Center for Advanced Energy Studies Tenant Use Agreement and Consortium Agreement, adding the University of Wyoming and directed BSU, ISU, and UI to report annual to Board on institution related CAES activities through the Higher Education Research Council. |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research Council Policy

**BACKGROUND/DISCUSSION**

The Board's Higher Education Research Policy, III.W. was established to recognize Idaho's universities role as a driving force in innovation, positive economic impact, and enhanced quality of life for Idaho. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the Idaho's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council (HERC) of the Idaho State Board of Education is responsible for advising the Board on the implementation of strategies that increase the quality and quantity of research in Idaho, encourage continued public and private support of research, enhance the quality and quantity of academic research produced, increase faculty eligible to compete for research funds, where appropriate, development of Idaho public institutions' research infrastructure and the development and implementation of a higher education statewide strategic plan for research.

In addition to establishing the purpose and responsibilities of HERC, Board Policy III.W. outlines minimum reporting and program requirements for those research

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programs administered by HERC on behalf of the Board. In March of 2012 new funding was appropriated to the Board's system-wide needs budget for the purposes of further research as well as ongoing funding to Boise State University, Idaho State University and the University of Idaho for activities associated with the Center for Advanced Energy Studies. The funds were appropriated under the umbrella of the Governor's initiative referred to as the Idaho Global Entrepreneurial Mission (IGEM). The IGEM vision is to leverage private-industry guidance and the talent and expertise of Idaho's research universities to commercialize innovative and viable technologies that will strengthen Idaho's economy. The ongoing appropriation totals \$1M to the Department of Commerce for innovation grants and to manage the Commerce IGEM Council; \$2M to the institutions for the Center for Advanced Energy Studies; and \$2M for competitive state university research under the direction of HERC. To facilitate the work of HERC the Board approved guidelines for the use of the funds by HERC. HERC conducted a competitive process and awarded three year projects with the initial funds. Proposed Amendments, incorporate these program requirements into Board Policy III.W.

Proposed amendments will also incorporate Board action from the October 10, 2014 Special Board meeting requiring Boise State University, Idaho State University, and the University of Idaho to report annually to the Board on institution related CAES activities through HERC. Additional amendments will make technical corrections and update minimum reporting requirements to better align with the current array of research programs administered by HERC.

**IMPACT**

Approval of the amendments to Board policy III.W. will provide for more applicable minimum reporting requirements for all programs funded through HERC and incorporate past Board action that was intended to be ongoing into Board policy consistent with the Board Bylaws.

**ATTACHMENTS**

Attachment 1 - Board Policy III.W., Higher Education Research – 1<sup>st</sup>  
Reading

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**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed changes incorporate past action taken by the Board regarding reporting Center for Advanced Energy Studies activities, use of funds appropriated for the use of the Board's Higher Education Research Council and designated for Idaho Global Entrepreneurial Mission purposes, and update minimum program reporting requirements.

Staff recommends approval.



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**BOARD ACTION**

I move to approve the first reading of Board Policy III.W., Higher Education Research 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: W. Higher Education Research**

~~October 2011~~November 2016

1. Higher Education Research Council

a. Purpose and Coverage

Idaho's universities seek to be a driving force in innovation, economic development and enhanced quality of life in the State of Idaho through nationally and internationally lauded research programs in strategic areas. By developing and leveraging the State's unique research expertise and strengths, Idaho's universities will serve as catalyst and engine to spur the creation of new knowledge, technologies, products and industries. This in turn will lead to new advances and opportunities for economic growth and enhance the State's reputation as a national and international leader in excellence and innovation.

The Higher Education Research Council of the Idaho State Board of Education (HERC) provides guidance to Boise State University, Idaho State University, Lewis-Clark State College and the University of Idaho for a statewide collaborative effort to accomplish these goals and objectives. In addition, HERC provides direction for and oversees the use of the limited resources of the State of Idaho provided by the Legislature for research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the State. The implementation of the higher education research policy of the Board will be the duty and responsibility of HERC. HERC shall report annually to the Board on a schedule and in a format established by the Executive Director.

b. The Role of Research in Higher Education

Research is the creative search for and application of new knowledge.

i. Philosophical Statements and Guiding Principles

The significant role science, technology and other research play in statewide economic development is also accompanied by a demand for the scrutiny of publicly funded research, accountability, and attention to the management of ethical, legal, and safety issues associated with academic research. To fulfill this role, HERC will direct and oversee the development, implementation, and monitoring of a statewide strategic plan for research. The development of a statewide strategic plan for research will assist in the identification of general research areas that will enhance the economy of Idaho via partnering between academia, industry, and/or government. HERC will facilitate this partnering and interaction among business, industry and the public sector with science, engineering and other research faculty.

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This Policy is designed to assist the public baccalaureate and post-baccalaureate institutions in addressing these areas via appropriate research activities through:

- 1) individual and multi-disciplinary research projects;
- 2) extensive and rapid dissemination of the new knowledge and establishment of knowledge networks which would facilitate public, private, and academic institution interaction; and
- 3) collaborative relationships between academia and varied shareholders outside the academy.

The guiding principles are:

- 1) to maximize impact on the quality of education and economic development as a consequence of Idaho's investment in quality science, engineering, and other research.
- 2) to ensure accountability for the state's investment via demonstrable results.

ii. Support of research activities with public funds is important because:

- 1) Research is important in the education of students at all levels.
- 2) Research plays an important role in maintaining and enhancing faculty quality.
- 3) Academic research contributes to economic development.

iii. The Board desires to increase the quality and quantity of research and to encourage continued public and private support of research in Idaho through application of the following principles:

The quality and quantity of academic research produced is extremely dependent upon the research infrastructure.

Faculty at Idaho's baccalaureate and post-baccalaureate institutions will be eligible to compete for research funds.

iv. The development and implementation of a statewide strategic plan for research is a vehicle for identification of research objectives and areas.

c. Specific Funding Programs to Strengthen Research in Idaho

The Board recognizes that talent exists on all of the campuses and the importance of permitting competition for research support and initiation funds. Therefore, the Board will use the following criteria in allocating funds for research activities under this policy at the various institutions.

Additionally, any condition set forth in the legislative appropriation for these research programs must be demonstrably met by the programs and/or projects that are to receive the appropriation.

i. Infrastructure [Funding](#)

A portion of the competitive research funding should be distributed to the state's baccalaureate and post-baccalaureate institutions to support their science, engineering, and other research infrastructure. Distribution of these funds will be made according to guidelines approved by HERC. These funds should be reserved for library support essential to research, graduate research assistantships, post doctoral fellows, technician support, maintenance contracts, research equipment, competitively awarded summer research support, startup funds for new hires, and incentives to reward faculty for their research achievements.

ii. Targeted Research Funding

Faculty members at the state's baccalaureate and post-baccalaureate institutions will have an opportunity to submit research project proposals for review under this program.

- 1) All projects selected for funding under this program will demonstrate the potential for economic benefit or cost savings for the State.
- 2) A major focus under this program should be start-up and seed funds that will assist a principal investigator in promoting basic or applied research; competing for external funding; and enhancing technology transfer or commercialization.
- 3) Collaborative research projects are encouraged.

Guidelines for this program will be established by HERC, will incorporate an independent peer review, and will include an evaluation component for commercial applicability for the benefit of the State.

iii. Research Centers [Funding](#)

Many important research advances are made through focused research centers. These centers should involve several faculty members from multiple institutions in conjunction with the necessary research equipment and support personnel. The funds needed to establish centers of this type should be adequate to create a critical research mass for multiple years leading to research center sustainability. State funding should be supplemented by non-state matching funds.

iv. State Matching Awards

Under this program State funds would be available to match those awarded by non-state sources by using an external peer review process.

Examples of matching entities for the state matching funds would be:

- 1) Federal Agencies

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- 2) EPSCoR projects e.g., National Science Foundation, National Institute of Health, Department of Energy, Department of Defense, National Aeronautics and Space Administration, etc.
- 3) Foundations
- 4) Business and Industry
- 5) Other

v. Idaho Global Entrepreneurial Mission Funding

Funding under this program will be awarded for competitive state university research in support of the goals of the Idaho Global Entrepreneurial Mission (IGEM) initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

Selected project proposals will be in alignment with the statewide higher education research strategic plan and will leverage the talents and expertise of Idaho's higher education research activities and the private sector to further the economic vitality of the state; create a platform to facilitate and accelerate the transfer of technology out of Idaho's public state research facilities and into the private sector; and create new ideas, products and companies that will lead to higher-paying jobs and a strong economic foundation for Idaho.

Priority will be granted to those proposals that can show a strong collaborative effort between institutions as well as the private sector or exhibit high potential for near term technology transfer to the private sector.

Further guidelines for this program will be established by HERC and will incorporate an independent peer review of proposals, an evaluation component for identifying the project success and economic benefit to the State. Performance measures established for project post-award accountability will be specific, objective, measurable and realistic. Awards may span multiple years, but will be evaluated for effectiveness annually.

vi. Post-Award Accountability

Any project receiving funding through any of the previously described Board sponsored programs will be required to report on the quality, relevance, and impact of the project. Reporting measures may include such items as: its productivity with respect to such items as:

Quality

- ~~2) Number of faculty involved;~~
- ~~3) External funding earned as a result;~~
- ~~4) Publications in refereed journals;~~
- 5) Presentations at professional meetings and conferences;
- 6) Patents awarded or pending;

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- ~~7) Economic benefits; or~~
- ~~8) Problem resolution.~~

Relevance

- 1) Importance of project to Idaho industries;
- 2) ~~3)~~ External funding earned as a result;
- 3) Citations;
- 4) Programmatic impact

Impact

- 1) Number of undergraduate and graduate students involved;
- ~~42)~~ Number of faculty involved;
- 3) Collaborations between universities and industries of Idaho;
- ~~1- 84)~~ Problem resolution.
- ~~75)~~ Economic benefits; or

Reporting procedures will be established and administered through HERC.

d. Responsibilities and Membership of the Higher Education Research Council

In order to advise the Idaho State Board of Education on the implementation of the above strategies, HERC will report to the Board through the Instruction, Research and Student Affairs Committee. The assigned responsibilities of HERC will include the following:

- i. Direct and oversee the development of a higher education statewide strategic plan for research;
- ii. Direct and oversee the use of Legislatively appropriated funds for higher education research;
- iii. Determine and distribute to all interested parties the guidelines for submission of proposals under the competitive programs;
- iv. Organize the review procedures for proposals submitted under the guidelines mandated;
- v. Monitor the productivity of each funded project to warrant continued funding and to provide accountability.

The membership of HERC shall consist of:

- i. the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho and a representative of Lewis-Clark State College;
- ii. a representative of the Idaho National Laboratory (INL); and
- iii. three non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics.

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The Board shall appoint the three non-institutional representatives. The three non-institutional representatives shall be appointed for terms that are initially staggered to provide a rolling renewal of appointments. Thereafter, appointments shall be for three years. The appointments of the representative of INL shall be subject to approval of the Board. All members of HERC shall have equal voting privileges.

One (1) of the Vice Presidents of Research shall serve as chair of the Council, with a new chair selected each academic year such that the chair shall rotate among the Vice Presidents of Research. No Vice President of Research shall serve [as chair of the Council for](#) more than three (3) consecutive terms.

Executive Committee:

The Executive Committee shall consist of the three Vice Presidents of Research.

e. Nominating Process

HERC 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.

i. Incumbent Reappointment

If the incumbent candidate is interested in reappointment and is eligible to continue serving based on HERC'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.

ii. Open Appointment

- 1) HERC members shall solicit nominations with consideration given to geographic, private industry involvement, and other representation characteristics.
- 2) Each nominee must provide a written statement expressing his or her interest in becoming a member of HERC. Each nominee must also provide a description of his or her qualifications, and must identify his or her primary residence.
- 3) HERC 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 HERC membership identified by the Board or its staff.



2. Experimental Program to Stimulate Competitive Research (EPSCoR)

a. Overview

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 shall be 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.

b. EPSCoR Mission

Idaho EPSCoR's mission shall be to stimulate systematic and sustainable improvements in Idaho's academic science, technology, engineering and mathematics (STEM) research capabilities for the purpose of establishing nationally prominent research competitiveness in selected areas eligible for support by the National Science Foundation and other federal and private sponsors. It is expected that EPSCoR investments shall harmonize with the research interests of Idaho's public universities, the State of Idaho, and Idaho's industries. The University of Idaho, Idaho State University and Boise State University are Idaho EPSCoR partner institutions.

c. Idaho EPSCoR Committee

Idaho EPSCoR shall be guided by a committee appointed by the Board.

i. Duties and Responsibilities

The Idaho EPSCoR Committee shall serve under the direction of the Board and shall oversee the implementation of the Idaho EPSCoR program and office. The Idaho EPSCoR Committee is responsible for the selection and progress of EPSCoR projects funded by various federal agencies, in accordance with agency-specific guidelines. The committee shall establish policies and procedures to ensure that EPSCoR program goals and objectives are met. These policies and procedures shall be brought to the Board for approval. The committee will carry out the following EPSCoR objectives:

- 1) To catalyze key research themes and related activities within and among EPSCoR jurisdictions that empower knowledge generation, dissemination and application;

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- 2) To activate effective jurisdictional and regional collaborations among academic, government and private sector stakeholders that advance scientific research, promote innovation and provide multiple societal benefits;
- 3) To broaden participation in science and engineering by institutions, organizations and people within and among EPSCoR jurisdictions; and
- 4) To use EPSCoR for development, implementation and evaluation of future programmatic experiments that motivates positive change and progression.

ii. Operating Procedures

The committee will meet in person annually, and more often by teleconference to fulfill its duties. Additional meetings may be called by the chair or by request of three (3) or more committee members. The chair will appoint subcommittees as needed. The appointments are subject to review of the entire committee. On a regular basis, the committee shall monitor the activities of the project director and provide direction as necessary.

The project director, under the direction of the chair, prepares the agenda, schedules each meeting of the committee and maintains a written record of the committee's activities.

iii. Membership

Committee membership shall be constituted to provide for geographic, academic, business and state governmental representation. The committee shall consist of sixteen (16) members with voting privileges, composed of the following:

- 1) The Vice President for Research or Chief Research Officer at the University of Idaho, Idaho State University, and Boise State University;
- 2) One member from each chamber of the Idaho state legislature;
- 3) One representative from Idaho National Laboratory;
- 4) One representative from the Idaho Department of Commerce – such individual shall be focused on economic development;
- 5) The remainder shall be representatives of the private sector who have a stake in developing the state's research infrastructure or who have experience in innovation and entrepreneurial activities, applied research and development, management and finance, or community economic development.

In addition, one representative of the Governor's office and one member of the Board shall serve on the committee as ex officio members without voting rights.  
[The member of the Board shall be appointed by the Board President.](#)

iv. Nominating Process

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The Idaho EPSCoR Committee will nominate candidates for committee membership for consideration by the Board. The list of candidates must be forwarded to the Board for consideration not less than 60 days prior to expiration of the term of committee member, or within 30 days after any vacancy.

1) Incumbent Reappointment

In the event that the incumbent candidate is interested in reappointment and is eligible to continue serving, the nominating committee shall forward a recommendation to the Board, along with a letter of interest and statement of qualifications for the incumbent. The Board may choose to reappoint the incumbent without soliciting other candidates, thus completing the appointment procedures. If there is no incumbent seeking reappointment, or if the Board chooses not to reappoint an incumbent, the procedures are as outlined in item (2).

2) Open Appointment

- a) The EPSCoR committee on behalf of the Board will advertise the vacancy in appropriate state, regional or local publications. Such advertisements will solicit interested persons to apply for the vacant position on the Idaho EPSCoR Committee.
- b) Each applicant must provide a written statement expressing his or her interest in becoming a member of the committee. Each applicant must also provide evidence of his or her qualifications, and must identify his or her primary residence.
- c) The EPSCoR committee will review all applications for the vacant position and conduct interviews as deemed necessary. The purpose of this review is to identify the most qualified candidates for Board consideration.
- d) The EPSCoR committee will forward the qualified candidates, in order of preference, to the Board for consideration. The Board may provide for interviews of the candidates, if needed.

The Board may, after review of the candidates nominated by the committee pursuant to the process described herein, consider other candidates for committee membership identified by the Board or its staff.

v. Terms of Membership

Committee members shall serve five-year terms with the exception of the Vice Presidents of Research and the non-voting ex officio members. An incumbent member may be nominated by the committee for re-appointment by the Board, but no member may serve more than three (3) consecutive terms. All terms, regardless of length, shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term. Members who serve by virtue of their position,

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without terms are not subject to the term limits and serve at the pleasure of the Board.

Appointments will be staggered to ensure that no more than one-third (1/3) of the 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 reappointment, or until the appointment of a new member is named and approved by the Board. Officers will be nominated and elected by a vote of the committee.

d. Reporting

The committee shall prepare an annual report to the Board that details all projects by federal agency source, including reports of project progress from associated external Project Advisory Board (PAB).

e. Idaho EPSCoR Office

Within guidelines specified by NSF and this policy, the EPSCoR committee shall determine and select an Idaho EPSCoR partner institution to serve as the lead institution which will house the project director for purposes of administering Idaho EPSCoR and providing support and resources to the Idaho EPSCoR Committee.

f. Idaho EPSCoR Project Leadership

The project director and any associate project directors are selected by and serve under the direction of the Idaho EPSCoR Committee.

The project director shall be a tenured faculty member of an Idaho EPSCoR partner institution whose qualifications must include: a successful research track record (grants and professional publications) in science or engineering, experience in research management and academic administration, and a successful record of dealing with various segments of academic institutions, government, industry, and the public.

3. Center for Advanced Energy Studies

The Center for Advanced Energy Studies (CAES) is an ongoing research collaboration among Battelle Energy Alliance, LLC (BEA), Boise State University (BSU), Idaho State University (ISU) the University of Idaho (UI) and the University of Wyoming with its main location at the ISU/CAES building in Idaho Falls. Structure and administration of the collaborative is outlined through a consortium agreement. The agreement adds structure to the CAES collaboration while continuing to recognize each CAES member as a separate governmental entity operating under each member's own legal standing.

BSU, ISU, and UI shall report annually to Board on institution related CAES activities, including the expenditure of CAES appropriated funds through the Higher Education Research Council (HERC). The timing and format of such reports shall be established by HERC.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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**SUBJECT**

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

**REFERENCE**

|                  |                                                                                                                                                                                                                 |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| April 2011       | Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.  |
| June 2011        | Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.                                                          |
| June 19, 2013    | The Board was presented with proposed corrections to institutions' statewide program responsibilities.                                                                                                          |
| August 15, 2013  | The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities. |
| December 2013    | The Board approved the second reading of Board Policy III.Z.                                                                                                                                                    |
| June 18, 2015    | The Board approved the first reading of Board Policy III.Z.                                                                                                                                                     |
| August 13, 2015  | The Board approved the second reading of Board Policy III.Z.                                                                                                                                                    |
| October 20, 2016 | The Board approved the first reading of the proposed amendments to Board Policy III.Z that updates institutions statewide program responsibilities.                                                             |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.  
Section 33-113, Idaho Code, Limits of Instruction.

**BACKGROUND/DISCUSSION**

Council on Academic Affairs and Programs (CAAP) identified several program names and degree titles that needed to be updated within the Statewide Program Responsibility chart in Board Policy III.Z. CAAP and Board staff also proposed amendments to the provision under subsection 2.b.i, that would clarify the statewide program responsibilities list will be "updated" by the Board every two years.

There was one change between first and second reading that would further clarify the term "when necessary" under subsection 2.b.i regarding the delivery of statewide program responsibility programs.

**IMPACT**

Proposed amendments to Board Policy III.Z will bring program names and degree titles up-to-date and ensure such updates occur on a regular basis. The proposed amendments will also clarify the expectations of the universities regarding the delivery of statewide program responsibilities.

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Board Policy III.Z  
Planning and Delivery of Postsecondary Programs and Courses

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Current Board Policy requires the “statewide program list shall be reviewed for alignment by the Board every two years.” Following close consultation between Board staff, institutions, and Instruction, Research, and Student Affairs (IRSA) members. It is clear that the alignment process is vague and infeasible, which provides explanation for its lack of occurrence. The proposed language provides clarity and actionable guidance with regard to this item.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses 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: Z. Planning and Delivery of Postsecondary Programs and Courses**

[December 2016 August 2015](#)

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

**1. Definitions**

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
  - i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis- Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
  - ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College,

Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
- c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
- g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

## 2. Planning and Delivery Process and Requirements

- a. Planning
  - i. Five-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes



all current and proposed institution programs. The Five-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling five (5) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in

the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
- c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
- d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

**3) Institution Plan Updates**

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
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b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be ~~reviewed for alignment~~updated by the Board every two years.

Boise State University ~~shall have responsibility to~~must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name                               | Degrees          |
|--------------------------------------------|------------------|
| Public Policy <u>and Administration</u>    | M.S., Ph.D.      |
| <del>Public Administration</del>           | <del>Ph.D.</del> |
| Community & Regional Planning              | M.C.R.P., Ph.D.  |
| Social Work (Region V-VI —shared with ISU) | M.S.W.           |
| Social Work                                | Ph.D.            |

Idaho State University ~~shall have responsibility to~~must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name                                  | Degrees           |
|-----------------------------------------------|-------------------|
| Audiology                                     | Au.D., Ph.D.      |
| Physical Therapy                              | D.P.T., Ph.D.     |
| Occupational Therapy                          | M.O.T.            |
| Pharmaceutical Science                        | M.S., Ph.D.       |
| Pharmacy Practice                             | Pharm.D.          |
| Nursing (Region III shared w/ BSU)            | M.S., D.N.P.      |
| Nursing                                       | Ph.D.             |
| Physician Assistant                           | M.P.A.S.          |
| Speech Pathology                              | M.S.              |
| Deaf Education                                | M.S.              |
| <u>Educational Sign Language</u> Interpreting | B.S.              |
| Health Education                              | M.H.E.            |
| Public Health                                 | M.P.H.            |
| Health Physics                                | B.S., M.S., Ph.D. |
| Dental Hygiene                                | B.S., M.S.        |
| Medical Lab Science                           | B.S., M.S.        |
| Clinical Psychology                           | Ph.D.             |

University of Idaho ~~shall have responsibility to~~must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

| Program Name                     | Degrees              |
|----------------------------------|----------------------|
| Law                              | J.D.                 |
| Architecture                     | B.S. Arch., M. Arch. |
| Integrated Architecture & Design | M.S.                 |
| Landscape Architecture           | B.S.L.A., M.L.A.     |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Interior Design                                                                                                                                                                                                                                                                                                                                                | B.I.D., M.S.                     |
| Animal & Veterinary Science                                                                                                                                                                                                                                                                                                                                    | B.S.A.V.S.                       |
| Animal Science                                                                                                                                                                                                                                                                                                                                                 | M.S.                             |
| Veterinary Science                                                                                                                                                                                                                                                                                                                                             | D.V.M.                           |
| Plant Science                                                                                                                                                                                                                                                                                                                                                  | M.S., Ph.D.                      |
| Agricultural Economics                                                                                                                                                                                                                                                                                                                                         | B.S.Aq.Econ.                     |
| Applied Economics (Agricultural)                                                                                                                                                                                                                                                                                                                               | M.S.                             |
| Food Science                                                                                                                                                                                                                                                                                                                                                   | B.S.F.S., M.S., Ph.D.            |
| <a href="#">Forest Resources Forestry</a>                                                                                                                                                                                                                                                                                                                      | B.S. <del>For.Res.Forestry</del> |
| Renewable Materials                                                                                                                                                                                                                                                                                                                                            | B.S.Renew.Mat.                   |
| Wildlife Resources                                                                                                                                                                                                                                                                                                                                             | B.S.Wildl.Res.                   |
| Fishery Resources                                                                                                                                                                                                                                                                                                                                              | B.S.Fish.Res.                    |
| Natural Resource Conservation                                                                                                                                                                                                                                                                                                                                  | B.S.Nat.Resc.Consv.              |
| Rangeland Ecology & Management                                                                                                                                                                                                                                                                                                                                 | B.S.Rangeland.Ecol.Mgmt.         |
| Fire Ecology & Management                                                                                                                                                                                                                                                                                                                                      | B.S.Fire.Ecol.Mgt.               |
| Natural Resource concentrations in:<br><ul style="list-style-type: none"> <li>• <a href="#">Forest Resources Forestry</a></li> <li>• Renewable Materials</li> <li>• Wildlife Resources</li> <li>• Fishery Resources</li> <li>• Natural Resource Conservation</li> <li>• Rangeland Ecology &amp; Management</li> <li>• Fire Ecology &amp; Management</li> </ul> | M.S., M.N.R., Ph.D.              |

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-

2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

## 2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

## 3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated

Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
  - b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
  - c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.
- 4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms

stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU,



the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

**5. Resolutions**

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

**6. Exceptions**

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Bachelor of Arts in Urban Studies and Community Development

**REFERENCE**

August 2016                      Based on approved line item request titled "Public Service Initiative" for \$2 million.

**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 Arts (BA) degree in Urban Studies and Community Development. The new program is the first of two programs being proposed by BSU's new School of Public Service; the second will be a BA in Global Studies, which will be considered at a later Board meeting. Both programs are designed to cross the lines that exist between traditional disciplines such as Political Science, History, Public Policy, and Economics, and will make use of faculty expertise and coursework across the university.

Most existing urban studies programs focus on large, global, industrial cities, such as New York and San Francisco. The proposed program will be different in that it focuses on the challenges faced by communities in the Intermountain West. Cities and towns in the Intermountain West have unique cultural, economic, environmental and political dynamics, typically have a strong interdependence with adjacent rural areas, and are often geographically isolated.

Idaho is often labeled a rural state because of its vast open space, agricultural and forestry industries, and overall low population density. However, it is largely urban when considering demographics and economic activity: about 1.45 million or 87% of Idaho's estimated 1.67 million residents live in designated urban areas, which are defined as communities with a core population of at least 10,000.

Graduates will develop expertise in a range of fields that include economics, public policy, program evaluation, community building, and public communication; that expertise will enable them to address urban issues and challenges having to do with community development.

Graduates will be well prepared for a variety of graduate programs at the state's three universities. They will also have available to them a diverse array of career paths, include community development coordinators, economic development analysts, nonprofit program coordinators, urban demographers, city managers, and real estate project coordinators.

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Currently there are no other similar programs offered by Idaho public institutions. Programs in other states include Bachelor's degrees in Urban Ecology at University of Utah; Geography-Urban Studies and Urban and Metropolitan Studies at Arizona State University; Urban and Regional Development at the University of Arizona; Urban Studies at the University of Washington-Tacoma; Community Development at Portland State University, and Urban Studies and Planning at the University of Denver.

**IMPACT**

BSU projects that the program will accept approximately 20 new students a year, have an overall enrollment of approximately 120 students, and have at least 16 graduates per year once the program is fully up and running.

The program will be resourced in three ways:

- Much of the coursework will be provided using already-existing faculty members and coursework.
- Additional capacity will be provided by two faculty lines devoted to the program, which result from reallocation of resources from the discontinued Community and Regional Planning program and reallocation of a faculty line from the Department of History.
- The above resources will enable BSU to get the program up and running. Expansion will be facilitated if BSU is successful in receiving the FY18 Line Item Request to the legislature, which includes two faculty lines that would be devoted to this program.

**ATTACHMENTS**

Attachment1 - BA in Urban Studies & Community Development proposal Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed program falls within the mission of BSU, and will create graduates who are prepared to work in a variety of fields supporting local communities and will be excellent preparation for graduate studies at all three Idaho universities.

BSU submitted a new FY18 line item request as part of their Public Service Initiative, which includes two faculty lines for the proposed program. This funding would enable the institution to expand the program. If not funded, BSU will still be able to move forward with implementation; however, the program would have more modest enrollment growth and increased constraints variety of electives available to students.

BSU's request to create a new BA in Urban Studies and Community Development is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for planning or community development programs.

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The proposal includes letters of support from leaders of eleven Idaho cities: Boise, Meridian, Caldwell, Lewiston, Eagle, Bonners Ferry, Blackfoot, Middleton, Orofino, Coeur d'Alene, and Ammon.

The proposal went through the program review process and was recommended by to the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Committee on Instruction, Research, and Student Affairs (IRSA) on December 1, 2016.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to create a Bachelor of Arts in Urban Studies and Community Development in substantial conformance to the program proposal submitted as Attachment 1.

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

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## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

|                                       |                          |
|---------------------------------------|--------------------------|
| Date of Proposal Submission:          |                          |
| Institution Submitting Proposal:      | Boise State University   |
| Name of College, School, or Division: | School of Public Service |
| Name of Department(s) or Area(s):     | School of Public Service |

#### Program Identification for Proposed New or Modified Program:

|                                     |                                               |                         |                  |                          |          |
|-------------------------------------|-----------------------------------------------|-------------------------|------------------|--------------------------|----------|
| Program Title:                      | BA in Urban Studies and Community Development |                         |                  |                          |          |
| Degree:                             | B.A.                                          | Degree Designation      | X                | Undergraduate            | Graduate |
| Indicate if Online Program:         | Yes                                           | X                       | No               |                          |          |
| CIP code (consult IR /Registrar):   | 45.1201 Urban Studies/Affairs                 |                         |                  |                          |          |
| Proposed Starting Date:             | Fall 2017                                     |                         |                  |                          |          |
| Geographical Delivery:              | Location(s)                                   | Boise campus            | Region(s)        | Region III               |          |
| Indicate (X) if the program is/has: | Self-Support                                  |                         | Professional Fee |                          |          |
| Indicate (X) if the program is:     | X                                             | Regional Responsibility |                  | Statewide Responsibility |          |

#### Indicate whether this request is either of the following:

- |                                                                                   |                                                                       |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input checked="" type="checkbox"/> New Degree Program                            | <input type="checkbox"/> Consolidation of Existing Program            |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program         |
| <input type="checkbox"/> Expansion of Existing Program                            | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

*Greg Cook* 8/1/16  
College Dean (Institution) Date

\_\_\_\_\_  
Vice President for Research (Institution; as applicable) Date

\_\_\_\_\_  
Graduate Dean or other official (Institution; as applicable) Date

\_\_\_\_\_  
Academic Affairs Program Manager, OSBE Date

*Steve Pearson* 8/18/16  
FVP/Chief Fiscal Officer (Institution) Date

\_\_\_\_\_  
Chief Academic Officer, OSBE Date

*McDonnell* 8/16/16  
Provost/VP for Instruction (Institution) Date

\_\_\_\_\_  
SBOE/Executive Director Approval Date

*[Signature]* 8/19/16

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

**Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a new **Bachelor of Arts in Urban Studies and Community Development (USCD)**. The proposed undergraduate program will be housed in the School of Public Service (SPS). As an interdisciplinary program, it will draw on expertise of and collaboration with the Colleges of Arts and Sciences, Health Sciences, Business and Economics, and Engineering. The proposed program does not replace any existing program.

Graduates of the proposed program can be best characterized as “urban analysts,” who will acquire deep, applied knowledge in how cities, communities, and regions function, especially in the Intermountain West. Students will develop this expertise through a combination of classroom instruction, experiential learning, community partnerships, undergraduate research, and interdisciplinary collaboration. Graduates who understand the dynamics of cities and communities will have a competitive advantage in the workforce. Career paths are diverse and include community development coordinators, economic development analysts, nonprofit program coordinators, urban demographers, city managers, and real estate project coordinators. Additionally, they will be well prepared for a variety of graduate programs at Boise State University, the University of Idaho, and Idaho State University.

Graduates will be able to address urban issues and community development challenges that are relevant to the Intermountain West using their expertise in (i) urban and regional economics, (ii) public policy and program evaluation, (iii) core urban and regional concepts and their application to the Intermountain West, (iv) infrastructure and community building, (v) community development analysis, and (vi) public communication strategies. An undergraduate academic program focused on urban studies makes sense given that most population and economic growth in the United States is concentrated in urban areas and metropolitan regions (Brookings Institute 2011).

Idaho is often labeled a rural state because of its vast open space, agricultural and forestry industries, and overall low population density, however, it is largely urban when considering demographics and economic activity: about 1.45 million or 87% of Idaho’s estimated 1.67 million residents live in designated urban areas (See Appendix). Approximately 1.2 million or 72% of the state’s population live in the metropolitan areas of Boise-Nampa, Coeur d’Alene, Idaho Falls, Twin Falls, Pocatello, and Lewiston (where “metropolitan” is defined as a core urban area with a population of 50,000 or more (U.S. Census 2015). An additional 200,000 people live in the “micropolitan” (defined as an urban core with a population of at least 10,000 but less than 50,000) urban areas of Blackfoot, Rexburg, Burley, Moscow, and Mountain Home. There are also several cross-border urban areas in the state—roughly 50,000 Idahoans live in Payette, Franklin, and Teton Counties, which are part of the Ontario, OR, Logan, UT, and Jackson, WY urban regions

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as defined by the U.S. census (Idaho Department of Commerce 2016).

Academic programs in urban studies often focus on global and industrial cities. Few consider the unique dynamics of cities and communities in the Intermountain West. Boise State University's proposed program will address the cultural, economic, and political factors that frame the Idaho experience with its smaller cities, urban/rural interdependence, geographic isolation, and environmental history. Idaho's public, private, and community organizations have called for an undergraduate academic program that understands this distinctive context, and where a different reading or analysis of "urban" is essential.

Boise State University is well positioned to develop this undergraduate program for a number of reasons.

- Its metropolitan location provides an excellent teaching laboratory for applied learning. Boise and much of Idaho has experienced a population boom in the past 30 years. The Treasure Valley now has half of the state's population, and the Boise-Nampa-Caldwell Metropolitan Statistical Area has grown from about 150,000 to 640,000 between 1980 and 2016. Regional experts estimate 1 million people in this valley by the year 2030. This makes the Treasure Valley and other communities in Idaho an ideal place to study urbanization. Boise State University's proximity to the state capitol and its location in one of the fastest growing regions in the West provides important opportunities for educators to make use of experiential learning, whereby students apply the skills and practices learned in the classroom to real world situations.
- Boise State University has a number of faculty members with significant expertise across a diverse range of urban and community focused topics. They have collaborated with diverse public agencies and community organizations to develop sustainability benchmarks, regional public opinion surveys, place-making studies, public program evaluations, strategic investment plans, economic development analyses, project facilitation, and housing policy assessments. The proposed program provides undergraduate research support and gives students the opportunity to apply classroom knowledge to these types of real world projects.

The proposed program is of considerable interest to the leaders of Idaho's cities. The following are quotes taken from the letters of support in Appendix C.

*"...the creation of this new undergraduate program would support our local workforce through the creation of internships and applied research capstone projects. This is a great opportunity for municipalities to work collaboratively with Boise State University as we create community development professionals, economic development analysts, nonprofit grant writers, and more."* Tammy de Weerd, Mayor of the City of Meridian

*"Idaho continues to grow at a rapid pace, including here in North Idaho. We are challenged in Coeur d'Alene and our surrounding cities to ensure we are adequately prepared to address community issues such as land use, transportation, housing, economic development, and more. Public service careers are immensely important in this state, and we need to be able to create the next generation of community government workers by letting Idaho students develop those skills right here in their home state."* Steve Widmyer, Mayor of the City of Coeur d'Alene

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*"As our cities grow it is important to have strong partnerships building better communities and this program will provide tools for both students and municipalities with solution for issues facing local government."* Garret L. Nancolas, Mayor of the City of Caldwell

*"The challenges that face local government in today's world are significant. It will take a new generation of trained professional local government managers to successfully address them. As the baby boomers retire, a growing leadership vacuum is occurring. We need to develop public service leaders at an accelerated pace in order to meet this demand and to support our local workforces."* Jim Bennett, City Manager, City of Lewiston

*"Growth is a critical concern in the City of Eagle and as an elected official, I recognize the importance of this program in developing future talent in our area with real-life experiences in economic development, planning, and the development of policies in our community."* Stan Ridgeway, Mayor of the City of Eagle

*"I am impressed with the broad range of topics that will be included in the program, which will provide students with the tools they need to provide policies and solutions for the increasingly complex issues that face local governments."* David Sims, Mayor of the City of Bonner's Ferry

*"We are in desperate need of the talent and professionalism the programs within the Boise State University, School of Public Service will bring to the State. Of immediate concern is the need for urban studies and community development. As small communities we are struggling with planning and zoning issues to prepare for future growth that is surely coming to our state."* Paul Loomis, Mayor of the City of Blackfoot

*"A University program and internship would allow a collaborative effort with the City to achieve our common goals of well-informed and law-abiding individuals, qualified local work force comprised of college graduates, and public-service leaders for the next several decades. Please contact me to arrange for one of your first internships to be with the City of Middleton."* Darin Taylor, Mayor, City of Middleton

*"Municipalities currently have a difficult time trying to recruit qualified individuals who want to work as public officials. Either the pay is too low or the city must train people while on the job. A new program such as the one being proposed at BSU removes much of the training by the public entity because of the required "internship" built into the overall program." "The State of Idaho is slowly losing qualified public officials to the private sector. The new proposed program at BSU would slow this loss-trend and would enable students to stay in the public sector throughout their career."* Ryan Smathers, Mayor, City of Orofino

*"Currently, I have an intern in my office that is exceptional and is looking for training in city planning and community development. We would love to offer him fulltime employment, but now we must wait as he goes out of state to get the necessary skills and training to fill our job opening. It is a shame we must rely on Utah and surrounding states to educate future Idaho policy makers."* Dana Kirkham, Mayor of the City of Ammon, Idaho

*"Boise is experiencing tremendous growth and we need dedicated, thoughtful leaders who are ready to take on the challenges and opportunities this growth provides in our area."*

*"Students will work within our community throughout the program, encouraging them to take their skills, knowledge and degree, and give back to our city and state post college."* David Bieter, Mayor of the City of Boise.

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- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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. List the job titles for which this degree is relevant. Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Graduates of the proposed program will be prepared for a wide variety of careers that require a deep understanding of the dynamics of urban areas and communities, including community development administrators, economic development analysts, workforce developers, nonprofit program coordinators, urban policy analysts, demographers, city managers, public participation facilitators, historic preservationists, real estate project managers, and city transportation directors to name a few. Unfortunately, the array of relevant careers does not map well to the Standard Occupational Classification Code (SOC) job titles in Department of Labor (DOL) data sets. The two tables below (Federal DOL data and State DOL data) are our best attempt at identifying those job titles within those databases for which a BA in Urban Studies and Community Development would be relevant. The resulting estimates of job openings are likely very conservative estimates of actual openings for graduates.

| Note that these estimates are likely very conservative because of poor correspondence between SOC job titles and careers for graduates of the proposed program. |                   |                       |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------|-------------------------------|
|                                                                                                                                                                 | State DOL data    | Federal DOL data      | Other data source: (describe) |
| <b>Local (Service Area)</b>                                                                                                                                     | 26 (50% of State) | 30 (50% of State)     |                               |
| <b>State</b>                                                                                                                                                    | 52                | 59 (0.5% of national) |                               |
| <b>Nation</b>                                                                                                                                                   | 10400 (200xState) | 11,880                |                               |

| State DOL Data: 2012-2022 |                                                     |                 |                      |                       |
|---------------------------|-----------------------------------------------------|-----------------|----------------------|-----------------------|
| Code                      | SOC Title                                           | Base Employment | Projected Employment | Total Annual Openings |
| 119151                    | Social and Community Service Managers               | 672             | 775                  | 24                    |
| 193022                    | Survey Researchers                                  | 372             | 420                  | 10                    |
| 193051                    | Urban and Regional Planners                         | 258             | 273                  | 14                    |
| 193099                    | Social Scientists and Related Workers, All Other    | 40              | 41                   | 1                     |
| 211099                    | Community and Social Service Specialists, All Other | 58              | 67                   | 3                     |
|                           | <b>Summed Annual Openings</b>                       |                 |                      | <b>52</b>             |

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| Federal DOL data<br>2014 National Employment Matrix title and code |         | Employment numbers (1000's)   |       | Job openings due to growth and replacement needs |                 |
|--------------------------------------------------------------------|---------|-------------------------------|-------|--------------------------------------------------|-----------------|
|                                                                    |         | 2014                          | 2024  | 2014-2024 openings (1000's)                      | Annual openings |
| Social and community service managers                              | 11-9151 | 138.5                         | 151.7 | 49.8                                             | 4,980           |
| Survey researchers                                                 | 19-3022 | 16.7                          | 18.7  | 3.9                                              | 390             |
| Urban and regional planners                                        | 19-3051 | 38                            | 40.4  | 9.4                                              | 940             |
| Miscellaneous social scientists and related workers                | 19-3090 | 54.4                          | 53.9  | 6.8                                              | 680             |
| Geographers                                                        | 19-3092 | 1.4                           | 1.4   | 0.2                                              | 20              |
| Political scientists                                               | 19-3094 | 6.2                           | 6     | 0.7                                              | 70              |
| Social scientists and related workers, all other                   | 19-3099 | 35.6                          | 34.9  | 4.2                                              | 420             |
| Social science research assistants                                 | 19-4061 | 32                            | 33.8  | 15.2                                             | 1,520           |
| Community and social service specialists, all other                | 21-1099 | 102.7                         | 111.1 | 28.6                                             | 2,860           |
|                                                                    |         | <b>Summed Annual Openings</b> |       |                                                  | <b>11,880</b>   |

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We anticipate that the USCD program will be attractive to current Boise State University students as a new or second major, as well as a selling point for new applicants that are considering Boise State University. Additionally, a growing proportion of the university's students are coming from out of state, often from areas that have urban and community development employment opportunities. Thus, the proposed program targets these different audiences and will attract students who are interested in public affairs, but seek a broader, more interdisciplinary approach than is offered by existing programs such as Political Science.

Many of Boise State University's peer and aspiring institutions have programs similar to the proposed BA Urban Studies and Community Development. As an example, Portland State University offers two programs similar to that proposed: a BA in Community Development and a Masters in Urban Studies. Together those programs have a total enrollment of about 400 students.

This proposed program responds to strong undergraduate interest in urban studies and community development courses as demonstrated by steady enrollments shown in the table below. Included are special topics courses and workshops that have covered a variety of thematic areas, including sustainability, economic development, community development, architectural history, civic engagement, creative placemaking, and mass media. A sample of these courses, include *Boise: History, Politics and Urban Renewal*; *City, Suburb and Region*; *Sustainable Cities*; *New Urbanism*; *Urban Nightmares: Postwar Film Noir*; *Gothic Boise Architecture*; *City Beautiful and the Urban Aesthetic*; *Historic Preservation and Public Art*; and *Food in the City*.

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Waitlists are common for these multidisciplinary experiences.

Table 1: Undergraduate Enrollments at Boise State University in Upper Division Courses Relevant to Urban Studies and Community Development, 2014-2016

|                                                                           | Fall<br>2013 | Spring<br>2014 | Fall<br>2014 | Spring<br>2015 | Fall<br>2015 | Spring<br>2016 |
|---------------------------------------------------------------------------|--------------|----------------|--------------|----------------|--------------|----------------|
| <b>Courses offered by faculty members of the School of Public Service</b> |              |                |              |                |              |                |
| POLS 404 Urban Politics                                                   | 13           |                |              | 14             | 24           |                |
| POLS 409 Environmental Politics                                           | 24           |                |              | 29             |              | 30             |
| SSPA 494 Transforming Historic Places                                     |              | 23             |              |                |              |                |
| SSPA 494 Food and the City                                                |              |                |              | 35             |              |                |
| SSPA 497 Sustainable Cities                                               |              | 15             |              | 15             |              | 15             |
| SSPA 497 History, Politics and Urban Renewal                              |              | 25             |              | 25             |              | 25             |
| SSPA 497 City, Suburb and Region                                          |              | 25             |              | 25             |              | 25             |
| SSPA 494 Investigate Boise                                                | 15           |                | 15           |                | 15           |                |
| <b>Courses Offered by Departments Outside of School of Public Service</b> |              |                |              |                |              |                |
| ARTHIST 370 History of Modern Architecture                                | 21           |                | 22           |                |              | 20             |
| CE 470 Highway Systems Design                                             |              |                | 12           |                | 11           |                |
| CE 475 Traffic Systems Design                                             | 3            |                |              | 9              |              |                |
| CE 472 Transportation Planning                                            |              | 3              |              |                | 11           |                |
| CMT 470 Land Development                                                  | 7            |                | 9            |                | 8            |                |
| ECON 327 Labor Economics                                                  | 52           |                | 64           |                | 78           |                |
| ECON 322 Urban Economics                                                  | 20           |                |              | 33             |              | 34             |
| SOC 312 Population Demography                                             |              |                |              |                | 20           |                |
| SOC 440 Environmental Sociology                                           |              | 39             |              | 34             |              | 32             |
| SOC 421 Social Inequality                                                 |              | 30             |              | 33             |              | 27             |
| SOC 425 Urban Sociology                                                   | 38           |                | 38           |                | 29           |                |

An important selling point of the courses that have been offered and that will be offered in the proposed program is the opportunity to engage in community research and experiential learning. Popular programs include the *Investigate Boise* series of experiential classes that relate history and politics to economic development. Students write a peer-reviewed essay for publication on commerce, conservation, transportation, and urban renewal. In another example, *Food and the City* brought together 65 students in a one-credit workshop to discuss food politics, economic growth, and community development. The intensive session featured food experts and urban and regional practitioners from Idaho who discussed the important connection between urban life and agricultural communities.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

As Idaho and the Intermountain West is becoming more urbanized with population projections showing substantial growth over the next thirty years, there is a need for urban analysts who understand the economic context for growth and development. Additionally, these urban analysts will need to have the job skills that enable them to work with various public, private,

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and community partners on developing capacity and identifying solutions for the unique challenges facing the region. The program's emphasis on innovation, workforce readiness, and civic engagement is designed to fulfill and target this economic need through its connection between academic foundations and applied work.

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

The USCD program supports the university's mandate to provide education in public affairs. The program is skills-driven and designed to produce urban analysts rather than graduates who have basic or general knowledge about urban studies and community development. Job placement and career development in related fields relies on strong communication skills, rigorous evaluation and analytical abilities, context comprehension, and application abilities. These core skills anchor the program and its focus on communities in the Intermountain West. This programmatic philosophy results in developing trained workers and citizens who have the skills and knowledge to analyze communities and regions where they are able to identify and implement solutions for urban challenges.

**e. If Associate's degree, transferability:**

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

There are no similar undergraduate programs offered in the State of Idaho. There are only a handful of programs in the Intermountain West and Pacific Northwest as defined by Arizona, Utah, Nevada, Idaho, New Mexico, Oregon, Washington, and Colorado. Those programs are listed below.

| Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well) |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution Name                                                                                 | Degree name and Level | Program Name and brief description if warranted                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| BSU                                                                                              | Bachelor of Arts      | BA in Urban Studies and Community Development<br><br>CIP Code: 45.1201 "Urban Studies/Affairs: A program that focuses on the application of social science principles to the study of urban institutions and the forces influencing urban social and political life. Includes instruction in urban theory, the development and evolution of urban areas, urban sociology, principles of urban and social planning, and the politics and economics of urban government and services." |
| UI                                                                                               |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| ISU                                                                                              |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| LCSC                                                                                             |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u> |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution Name                                                                                 | Degree name and Level                         | Program Name and brief description if warranted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| University of Utah                                                                               | Urban Ecology (B.S./B.A.)                     | The undergraduate degree in Urban Ecology focuses on exploring the interrelationships among social, environmental and economic systems, with an aim toward enhancing the vitality and sustainability of places and communities.                                                                                                                                                                                                                                                                                                                                            |
| Arizona State University                                                                         | Geography – Urban Studies (B.S.)              | The urban studies concentration under the BS in geography applies the tools of geography to the study of urban areas. Students have an opportunity to focus in particular on the Phoenix metropolitan area and other rapidly urbanizing regions in arid climates. Tied with geographic information science, the urban studies major brings both knowledge and skill sets together in a powerful way.                                                                                                                                                                       |
| Arizona State                                                                                    | Urban and Metropolitan Studies (B.A. or B.S.) | The Urban & Metropolitan Studies Program prepares students for work in a wide range of fields. The interdisciplinary approach of the program allows graduates to successfully enter fields as diverse as urban management, revitalization, community development, urban sustainability, and urban planning.                                                                                                                                                                                                                                                                |
| The University of Arizona                                                                        | Urban and Regional Development (B.S.)         | The urban and regional development major deals with regional growth, location of economic activity, land development, and real estate. Students learn to analyze data, use cartographic and geographic information systems, and work in the field and in remote-sensing laboratories. Internships are integral to the major. Course credit and on-the-job experience can be earned in Tucson's top private-sector firms and government agencies.                                                                                                                           |
| University of Washington -Tacoma                                                                 | Urban Studies (B.A.)                          | The Urban Studies Program offers formal options in Global Urbanism and Community Development & Planning. The degree starts with an introduction into the discipline of urban studies with course topics on exploring cities, world development, and urban studies "in practice". The formal options deliver focused theory and skill-based courses that teach how to understand and impact the local and global dynamics of urban society.                                                                                                                                 |
| University of Denver                                                                             | Urban Studies and Planning (B.A.)             | The program is designed to provide the student interested in economic, physical or social geography with the background necessary for obtaining a rewarding career in government (federal, state, local) or private industry, as well as preparing students for graduate work.                                                                                                                                                                                                                                                                                             |
| Warner Pacific College                                                                           | Urban Studies (B.A.)                          | The major in Urban Studies embodies the mission of Warner Pacific College as an "urban Christ-centered liberal arts college." It gives students a critical awareness of urban life and an opportunity to study and research the urban context where they will be working and living. It exposes students, by means of a faith-based framework, to the socio-historical forces that shape human life in cities, their historical development, as well as the sociological, economic, political, and spiritual factors that influence the direction of cities in the future. |
| Portland State                                                                                   | Community Development (B.A., B.S.)            | The first of its kind in the nation, our undergraduate program in Community Development prepares students for careers as leaders and change agents in addressing myriad social challenges.                                                                                                                                                                                                                                                                                                                                                                                 |

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4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed program does not duplicate any programs offered by other Idaho public institutions.

5. **Describe how this request supports the institution's vision and/or strategic plan.**

The highlighted portions of Boise State University's mission statement are especially relevant to the proposed program.

***Boise State University is a public, metropolitan research university 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.***

The highlighted portions of the School of Public Service's mission statement are especially relevant to the proposed program.

Boise State University's School of Public Service is dedicated to **excellence in innovative teaching**, cutting edge scholarship and **meaningful community outreach, serving the State of Idaho, region, nation** and global communities. The School is comprised of rich and diverse academic programs, as well as talented affiliated faculty from departments and programs across the university. The mission of the School also is supported by a variety of centers and institutes that facilitate research and public engagement.

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following formal processes will ensure the high quality of the proposed new undergraduate 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: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment



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plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; a curriculum map illustrating how courses within the program align with these outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with summary of actions.

7. **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 B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

Not applicable.

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes ☒ No ☐

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

10. **Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

|                                                                                      |                                     |
|--------------------------------------------------------------------------------------|-------------------------------------|
| Credit hours in required courses offered by the department (s) offering the program. | 33 credits (courses inside SPS)     |
| Credit hours in required courses offered by other departments:                       | 21 credits (courses outside of SPS) |
| Credit hours in institutional general education curriculum                           | 34 credits                          |
| Credit hours in free electives                                                       | 32 credits                          |
| Total credit hours required for degree program:                                      | 120                                 |

The proposed Urban Studies and Community Development program will be an interdisciplinary program that is housed in the School of Public Service. The program emphasizes student exposure to different urban disciplines and practices in arts and humanities, business, community health, social sciences, engineering, and more.

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- b. Additional requirements.** 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.

The proposed program curriculum design supports five additional requirements to create well-prepared urban analysts who are ready for the job market.

1. **Public Service Framework:** All students are required to take two public service courses (Introduction to Public Service; Public Service Ethics) that reinforce the School of Public Service mission and that also provide scaffolding to support USCD learning objectives.
2. **Internship:** All students in the USCD program will be required to complete a 3-credit internship in order to apply classroom knowledge and to gain exposure to collaborating with public, private, and community organizations on program related topics.
3. **Cornerstone:** All students are required to complete a 1-credit cornerstone course before they enroll in a Capstone project. The course focuses on professional development through short, intensive sessions on project management and furthering communication skills.
4. **Capstone:** All students are required to complete a 3-credit Finishing Foundations course as part of their university curriculum requirements and their USCD requirements. Students will have a choice to either work on an individual or group project. The Capstone is their culminating work where they apply classroom and experiential learning to a community development project.
5. **Urban Studies and Community Development Electives:** All students are required to take 18 credits in one of seven areas that correspond with different job possibilities, including Urban Sustainability; Urban Society and Comparative Cultures; Economic Development and Regional Growth; Urban Analytics; Urban Arts and Creative Placemaking; Social Justice and Community Building; Healthy Cities; Leadership in Local, Regional, and State Government; Urban Emergency Management; and Self-Design. These different areas also represent faculty expertise across the university and allow students to deepen their knowledge and skill sets in particular areas.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The Program Intended Learning Outcomes are grounded in the Mission of the Urban Studies and Community Development Program in the School of Public Service, which reads as follows:  
*Urban Studies and Community Development at Boise State University relates the past to the future*

*of cities, their politics and economics, their environmental and cultural trends. Its nature is multidisciplinary and experiential. Its objective is to nurture the ideas and skills highly prized in urban and community development professions. Its purpose is to inform planning and policymaking, to foster equity and social welfare, to seed civic engagement through democratic participation, to empower and inspire.*

### **Program Intended Learning Outcomes**

Boise State University students who graduate from the Urban Studies and Community Development program are well positioned to help shape our cities and grow our communities. Students that complete this program will be able to:

1. Explain why it is important to study urban and metropolitan regions and their inhabitants
2. Identify the community development challenges facing urban and regional communities
3. Explain how political, economic, and cultural forces provide structure to urban society
4. Describe how global and local conditions interact to shape urban environments
5. Identify the stakeholders, institutions, and public policies that influence community growth and decline
6. Analyze the well-being of urban communities and their constituencies
7. Analyze the roles of social justice and diversity in communities, cities and regions
8. Assess and apply relevant solutions for complex urban and community problems
9. Develop communication strategies for sharing and disseminating information and research
10. Demonstrate the ability to work in team settings and collaborate with community groups
11. Reflect on how urban studies and community development informs the understanding and practice of public service

### **12. Assessment plans**

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

Working with Boise State University's Center for Teaching and Learning (CTL), the program team developed and adopted evidence-based practice for program assessment. The team designed a curriculum map to make explicit the relationship between the learning outcomes of the program and the core curriculum (see Appendix). The map identifies what courses "introduce, emphasize, and reinforce" each learning objective.

The assessment plan involves the following strategies: First, Urban Studies and Community Development faculty members will design and embed signature assignments and evaluation rubrics in specific courses to determine whether students have met each learning outcome. Second, faculty members will create a student survey to assess student perceptions of the extent to which program learning outcomes have been supported by the program. As the program matures, faculty members will design an alumni and employer survey to determine if the program aligns with what is desired by the job market in terms of employment readiness.

The assessment process will follow a 3-year cycle. At the end of each academic year, faculty

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members will evaluate a specific sub-set of learning outcomes using the signature assignments for each targeted learning outcome. In some cases, this may involve reviewing work from all students in a course. In others, it will draw on samples of strong, medium, and weak student work.

*An example: in order to assess the extent to which the program is succeeding at supporting LO #6 (Analyze the well-being of urban communities and their constituencies) student work on two signature assignments will be reviewed. Based on the attached curriculum map, these would be drawn from each USCD: Urban Infrastructure (research paper) and from the capstone course (student final project report). Student work will also be drawn from appropriate elective courses. A rubric which explicates strong, moderate and still-emerging student learning will be used to assess student work to determine what percentage of the program's students are demonstrating learning at the different levels.*

This work will be done at the annual assessment retreat. Discussion of results will illuminate areas in which the program is doing well and areas that need improvement with respect to LO#6. Each year, this process will address 3-4 of the outcomes.

In the first few years, since the program is new, the assessment team will use this process to spot-check learning outcomes across the curriculum to evaluate how well the program is meeting the intended program outcomes.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

At an annual retreat, USCD faculty members and affiliates will evaluate the aggregate results of direct and indirect measures used to assess the targeted learning outcomes. Participants will discuss changes moving forward and document specific changes to courses or the curriculum that will be enacted in the coming year. The USCD Program Coordinator will report the retreat findings and response to the Dean and Associate Dean of the School of Public Service.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures for assessing achievement of course learning objectives and program outcomes will be signature assignments. USCD faculty members will develop rubrics and scoring systems for assessment to ensure consistency across courses and faculty members.

Indirect measures include two parts. First, student surveys will be administered to assess student perceptions about the program, specifically what skills and abilities do students believe they learned. Second, alumni and a sample of urban and community development employers will be surveyed every three years to ensure a continuous improvement loop from industry and community partners. This survey will ensure that the proposed program is adequately preparing students to enter the urban studies and community development field, and will help identify any missing areas.

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- d. Timing and frequency.** When will assessment activities occur and at what frequency?

The assessment activities will occur on a 3-year cycle. Every academic year, a set of learning objectives will be identified to evaluate. Work conducted at a faculty retreat will analyze the findings and develop changes or modifications to the curriculum or signature assignments based on the results and analysis of the evaluation data.

**Enrollments and Graduates**

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

There are no similar undergraduate programs at the other Idaho public institutions.

| <b>Existing Similar Programs: Historical enrollments and graduate numbers</b> |                                             |      |      |                       |                                                                |      |      |                       |
|-------------------------------------------------------------------------------|---------------------------------------------|------|------|-----------------------|----------------------------------------------------------------|------|------|-----------------------|
| <b>Institution and Program Name</b>                                           | <b>Fall Headcount Enrollment in Program</b> |      |      |                       | <b>Number of Graduates From Program (Summer, Fall, Spring)</b> |      |      |                       |
|                                                                               | FY__                                        | FY__ | FY__ | FY__<br>(most recent) | FY__                                                           | FY__ | FY__ | FY__<br>(most recent) |
| <b>BSU</b>                                                                    |                                             |      |      |                       |                                                                |      |      |                       |
| <b>ISU</b>                                                                    |                                             |      |      |                       |                                                                |      |      |                       |
| <b>UI</b>                                                                     |                                             |      |      |                       |                                                                |      |      |                       |
| <b>LCSC</b>                                                                   |                                             |      |      |                       |                                                                |      |      |                       |

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| <b>Proposed Program: Projected Enrollments and Graduates First Five Years</b> |       |       |       |       |       |                                                          |       |       |       |       |       |
|-------------------------------------------------------------------------------|-------|-------|-------|-------|-------|----------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Program Name: Urban Studies and Community Development</b>                  |       |       |       |       |       |                                                          |       |       |       |       |       |
| <b>Projected Fall Term Headcount Enrollment in Program</b>                    |       |       |       |       |       | <b>Projected Annual Number of Graduates From Program</b> |       |       |       |       |       |
| FY 18<br>(first year)                                                         | FY 19 | FY 20 | FY 21 | FY 22 | FY 23 | FY 18<br>(first year)                                    | FY 19 | FY 20 | FY 21 | FY 22 | FY 23 |
| 20                                                                            | 40    | 60    | 80    | 100   | 120   | 0                                                        | 0     | 4     | 8     | 12    | 16    |

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

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We conservatively estimate that the program will reach an enrollment of 80 students by the 4<sup>th</sup> year and 120 by the 6<sup>th</sup> year. We estimate the annual number of graduates as one-sixth of the number of enrolled students. Those estimates are based on the following:

- We believe that our new program eventually will have enrollments that will fall between our BA in Environmental Studies program (enrollments ~120; ~30 graduates per year) and BS in Political Science (enrollments ~ 250 to 300; ~75 graduates per year).
- Portland State University, an institution with many similarities to Boise State University, offers a program similar to that proposed: Community Development, with an enrollment of about 150 students.
- The proposed program will take a number of years to attain similar numbers, and growth in the number of graduates will lag behind growth in the number of students.

Our recruitment efforts include:

- USCD faculty teaching UF 100: Cities of Tomorrow every semester for 3 years. This 200-person class will be the primary feeder for the initial development of the program.
- SPS faculty offering several urban and community development workshops through the SPS to recruit students. Students are drawn to the applied nature of these courses, which give them access to experiential learning opportunities and to community experts who have deep practical knowledge.
- SPS launching a social media marketing campaign and raising community awareness with the recent hires of a part-time marketing expert and external relations and development manager.
- USCD faculty working with the university-wide recruiters to educate them about the program so that they are better able to direct students who are interested in urban studies and community development.
- SPS faculty engaging in several local, regional, and statewide community development projects that support applied research and develop grassroots support for the proposed program.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

During Program Prioritization, Boise State University established a “flagging” threshold of 10 baccalaureate graduates per degree program per year. Programs performing below that threshold were required to take actions to increase the number of graduates. We continue to apply the same threshold to new programs; therefore a minimum of 10 graduates per year must be achieved. It will likely take 5 years to achieve that number.

We estimate that to produce 10 graduates a year will require a standing enrollment of approximately 50 students.

Once our new Incentive-based budget model is implemented, it will be up to the Dean of the School of Public Service to ensure that the numbers of enrollees justify the continuation of the program.

As a second way of measuring program viability, we will analyze three additional indicators of program success: community impact, job placement, and graduate school placement. The community impact measure is important given that the program is housed within the School of Public Service, which prioritizes engaged learning and applied research to support community development. USCD faculty will work with the Dean and Associate Dean of the SPS to develop a community assessment rubric. The job placement indicators highlight where program graduates land and what skills they use in their careers. An alumni survey will help track program graduates and job fit so that the program can tailor the curriculum to meet what urban analysts need as they start and develop their careers. While graduates have many career options, it is likely that some will pursue graduate education. This indicator will help us identify whether the program acts as a graduate school feeder. We will track all three indicators and make improvements in the program as necessary.

### **Resources Required for Implementation – fiscal impact and budget**

#### **17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

No additional physical resources are necessary.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

No additional physical resources are necessary.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are necessary.

#### **18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Existing library support is adequate for the operation of the proposed program.

- b. Needed resources.** What new library resources will be required to ensure successful

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implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are required.

**19. Personnel resources**

- a. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The proposed program is designed to make extensive use of existing Boise State faculty and coursework already being taught.

Additional capacity will be provided by the two faculty lines that have been devoted to the Urban Studies and Community Development program. Both of these moves are included in the budget. Both derive from our continued application of the principles of Program Prioritization as the basis for decisions about resource allocation.

- The resources necessary for one line result from reallocation of funding from the discontinued Master of Community and Regional Planning program.
- The second line results from the reallocation of one faculty line from the Department of History to the School of Public Service.

The addition of the above two lines will enable us to get the BA in Urban Studies and Community Development up and running. We anticipate, however, that interest in the program will outstrip those additional resources. We therefore have requested additional resources in our FY18 Line Item Request to the Legislature; we anticipate that 2.0FTE from that request will be assigned to the proposed program.

- d. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

There will be little if any impact on existing programs given the investment of additional resources described above.

**20. Revenue Sources**

- a) **Reallocation of funds:** 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?

One faculty line associated with the proposed program will be funded by reallocating resources



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that were freed up when the Department of Community and Regional Planning and its associated Master's program were discontinued.

One faculty line associated with the proposed program resulted from the reallocation of a faculty line from the Department of History in the College of Arts and Sciences to the School of Public Service.

- b) **New appropriation.** 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.

Boise State University requested funding for a "Public Service Initiative" as one of our FY2018 Line Item Requests to the Idaho State Legislature. Two of the eight faculty lines requested in that initiative will be devoted to the proposed program.

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

**21.** Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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**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).

|                                                                                                                                                |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--|
| <b>I. PLANNED STUDENT ENROLLMENT</b>                                                                                                           |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
|                                                                                                                                                |  |  | <b>FY 18</b>     |                  | <b>FY 19</b>     |                  | <b>FY 20</b>     |                  | <b>FY 21</b>     |                  |  |
|                                                                                                                                                |  |  | <b>FTE</b>       | <b>Headcount</b> | <b>FTE</b>       | <b>Headcount</b> | <b>FTE</b>       | <b>Headcount</b> | <b>FTE</b>       | <b>Headcount</b> |  |
| A. New enrollments                                                                                                                             |  |  | 15               | 15               | 30               | 30               | 45               | 45               | 60               | 60               |  |
| B. Shifting enrollments                                                                                                                        |  |  | 5                | 5                | 10               | 10               | 15               | 15               | 20               | 20               |  |
| <b>II. REVENUE</b>                                                                                                                             |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
|                                                                                                                                                |  |  | <b>FY 18</b>     |                  | <b>FY 19</b>     |                  | <b>FY 20</b>     |                  | <b>FY 21</b>     |                  |  |
|                                                                                                                                                |  |  | <b>On-going</b>  | <b>One-time</b>  | <b>On-going</b>  | <b>One-time</b>  | <b>On-going</b>  | <b>One-time</b>  | <b>On-going</b>  | <b>One-time</b>  |  |
| 1. New Appropriated Funding Reques                                                                                                             |  |  | \$205,108        | \$0              | \$208,600        | \$0              | \$212,163        | \$0              | \$215,796        | \$0              |  |
| 2. Institution Funds                                                                                                                           |  |  | \$193,949        | \$0              | \$197,219        | \$0              | \$200,554        | \$0              | \$203,955        | \$0              |  |
| 3. Federal                                                                                                                                     |  |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |  |
| 4. New Tuition Revenues from Increased Enrollments                                                                                             |  |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |  |
| 5. Student Fees                                                                                                                                |  |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |  |
| 6. Other (i.e., Gifts)                                                                                                                         |  |  | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              | \$0              |  |
| <b>Total Revenue</b>                                                                                                                           |  |  | <b>\$399,057</b> | <b>\$0</b>       | <b>\$405,819</b> | <b>\$0</b>       | <b>\$412,716</b> | <b>\$0</b>       | <b>\$419,751</b> | <b>\$0</b>       |  |
| Budget Notes:                                                                                                                                  |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
| I.A.Enrollments are assumed to be 75% new and 25% shifted from other majors; all students are assumed to be full time; therefore FTE=headcount |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
| II.1. Funding for two new faculty lines is being sought via a FY2018 Line Item Funding Request                                                 |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |
| II.2. Funding for one new and one existing faculty line via reallocation of institutional funds.                                               |  |  |                  |                  |                  |                  |                  |                  |                  |                  |  |

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| III. EXPENDITURES                                       |  |                  |            |                  |            |                  |            |                  |               |  |
|---------------------------------------------------------|--|------------------|------------|------------------|------------|------------------|------------|------------------|---------------|--|
|                                                         |  | FY 18            |            | FY 19            |            | FY 20            |            | FY 21            |               |  |
|                                                         |  | On-going         | One-time   | On-going         | One-time   | On-going         | One-time   | On-going         | One-time      |  |
| <b>A. Personnel Costs</b>                               |  |                  |            |                  |            |                  |            |                  |               |  |
| 1. FTE                                                  |  | 4.00             | -          | 4.00             | -          | 4.00             | -          | 4.00             |               |  |
| 2. Faculty                                              |  | \$279,186        | \$0        | \$284,770        | \$0        | \$290,465        | \$0        | \$296,274        | \$0.00        |  |
| 3. Adjunct Faculty                                      |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| 4. Grad Assts                                           |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| 5. Research Personnel                                   |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| 6. Directors/Administrators                             |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| 7. Administrative Support Personnel                     |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| 8. Fringe Benefits                                      |  | \$107,871        | \$0        | \$109,049        | \$0        | \$110,251        | \$0        | \$111,477        | \$0.00        |  |
| 9. Other:                                               |  |                  |            |                  |            |                  |            |                  |               |  |
| for grant funded Grad Assts                             |  | \$0              | \$0        | \$0              | \$0        | \$0              | \$0        | \$0              | \$0.00        |  |
| <b>Total Personnel and Costs</b>                        |  | <b>\$387,057</b> | <b>\$0</b> | <b>\$393,819</b> | <b>\$0</b> | <b>\$400,716</b> | <b>\$0</b> | <b>\$407,751</b> | <b>\$0.00</b> |  |
| Budget Notes                                            |  |                  |            |                  |            |                  |            |                  |               |  |
| III.A.2. Faculty Salaries are increased by 2% each year |  |                  |            |                  |            |                  |            |                  |               |  |
| III.A.8. Fringe calculated as \$12,240 + 0.2110*Salary  |  |                  |            |                  |            |                  |            |                  |               |  |

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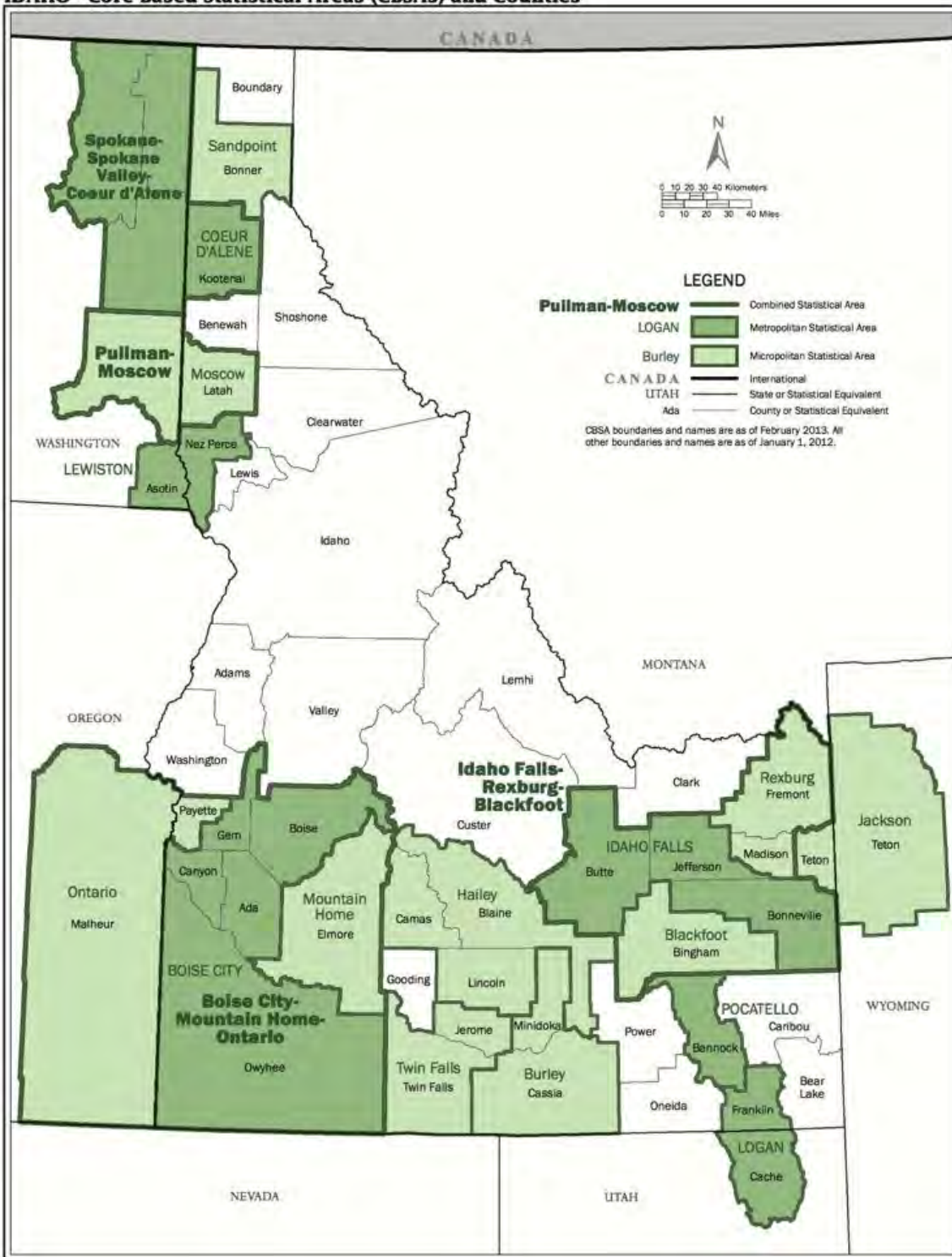
|                                                                           |  | FY 18           |            | FY 19           |            | FY 20           |            | FY 21           |            |
|---------------------------------------------------------------------------|--|-----------------|------------|-----------------|------------|-----------------|------------|-----------------|------------|
|                                                                           |  | On-going        | One-time   | On-going        | One-time   | On-going        | One-time   | On-going        | One-time   |
| <b>B. Operating Expenditures</b>                                          |  |                 |            |                 |            |                 |            |                 |            |
| 1. Travel                                                                 |  | \$0             | \$0        | \$0             | \$0        | \$0             | \$0        | \$0             | \$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. Materials and Supplies                                                 |  | \$0             | \$0        | \$0             |            | \$0             | \$0        | \$0             | \$0        |
| 6. Rentals                                                                |  | \$0             | \$0        | \$0             | \$0        | \$0             | \$0        | \$0             | \$0        |
| 7. Materials & Goods for<br>Manufacture & Resale                          |  | \$0             | \$0        | \$0             | \$0        | \$0             | \$0        | \$0             | \$0        |
| 8. Miscellaneous                                                          |  | \$12,000        | \$0        | \$12,000        | \$0        | \$12,000        | \$0        | \$12,000        | \$0        |
| <b>Total Operating Expenditures</b>                                       |  | <b>\$12,000</b> | <b>\$0</b> | <b>\$12,000</b> | <b>\$0</b> | <b>\$12,000</b> | <b>\$0</b> | <b>\$12,000</b> | <b>\$0</b> |
| Budget Notes:                                                             |  |                 |            |                 |            |                 |            |                 |            |
| III.B.8. \$3k of operating expense is provided for each new faculty line. |  |                 |            |                 |            |                 |            |                 |            |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

|  |                                                                       | FY 18     |          | FY 19     |          | FY 20     |          | FY 21     |          |
|--|-----------------------------------------------------------------------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|  |                                                                       | On-going  | One-time | On-going  | One-time | On-going  | One-time | On-going  | One-time |
|  | <b>C. Capital Outlay</b>                                              |           |          |           |          |           |          |           |          |
|  | 1. Library Resources                                                  | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      |
|  | 2. Equipment                                                          | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      |
|  | <b>Total Capital Outlay</b>                                           | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      |
|  |                                                                       |           |          |           |          |           |          |           |          |
|  | <b>D. Capital Facilities<br/>Construction or Major<br/>Renovation</b> |           |          |           |          |           |          |           |          |
|  |                                                                       |           |          |           |          |           |          |           |          |
|  | <b>E. Indirect Costs (overhead)</b>                                   |           |          |           |          |           |          |           |          |
|  | Utilities                                                             |           |          |           |          |           |          |           |          |
|  | Maintenance & Repairs                                                 |           |          |           |          |           |          |           |          |
|  | Other                                                                 |           |          |           |          |           |          |           |          |
|  | <b>Total Indirect Costs</b>                                           | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      |
|  |                                                                       |           |          |           |          |           |          |           |          |
|  | <b>TOTAL EXPENDITURES:</b>                                            | \$399,057 | \$0      | \$405,819 | \$0      | \$412,716 | \$0      | \$419,751 | \$0      |
|  |                                                                       |           |          |           |          |           |          |           |          |
|  | <b>Net Income (Deficit)</b>                                           | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      | \$0       | \$0      |

Appendix A. Metropolitan and Micropolitan Statistical Areas in Idaho (U.S. Census 2013)

IDAHO - Core Based Statistical Areas (CBSAs) and Counties



U.S. DEPARTMENT OF COMMERCE Economics and Statistics Administration U.S. Census Bureau

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

**Appendix B. Curriculum Design.**

|                                                                                  |                |
|----------------------------------------------------------------------------------|----------------|
| <b>Urban Studies and Community Development Program</b>                           |                |
|                                                                                  |                |
| <b><i>Bachelor of Arts Gen Ed Requirements</i></b>                               | <i>Credits</i> |
| <b>ENGL 101</b> Introduction to College Writing                                  | 3              |
| <b>ENGL 102</b> Intro to College Writing and Research                            | 3              |
| <b>UF 100</b> Intellectual Foundations                                           | 3              |
| <b>UF 200</b> Civic and Ethical Foundations                                      | 3              |
| <b>DLM MATH 254</b> Introduction to Statistics                                   | 3              |
| <b>DLN ENGR 100 and 100L</b> Energy for Society and Lab                          | 4              |
| <b>DLN ENVSTDS 121</b> Introduction to Environmental Studies                     | 3              |
| <b>DLV ART 100</b> Introduction to Art                                           | 3              |
| <b>DLL PHIL 103</b> Moral Problems or <b>HIST 100</b> Themes in World History    | 3              |
| <b>DLS POLS 101</b> American National Government                                 | 3              |
| <b>DLS ECON 202</b> Microeconomics                                               | 3              |
| <i>Total</i>                                                                     | 34             |
| <b><i>Urban Studies and Community Development Core</i></b>                       |                |
| <b>Urban Studies and Public Service Framework</b>                                |                |
| USCD 200: Introduction to Urban Studies (CID)                                    | 3              |
| SPS 200: Introduction to Public Service                                          | 3              |
| SPS 300: Public Service Ethics                                                   | 3              |
|                                                                                  |                |
| <b>Urban Content Frames</b>                                                      |                |
| ECON 322: Urban Economics                                                        | 3              |
| USCD 300: Urban Infrastructure                                                   | 3              |
| POLS 404: Urban Politics                                                         | 3              |
| USCD 310: Urban Culture                                                          | 3              |
|                                                                                  |                |
| <b>Urban Research Methods</b>                                                    |                |
| USCD 240: Urban Data and Evaluation                                              | 3              |
| USCD 340-347: Urban Tools and Strategies (select 3, 1-credit courses from below) | 3              |
| USCD 340: Public Participation                                                   |                |
| USCD 341: Grant Writing                                                          |                |
| USCD 342: Survey Design                                                          |                |
| USCD 343: Economic Development Evaluation                                        |                |
| USCD 344: Public Finance and Budgeting                                           |                |
| USCD 345: Data Visualization and GIS                                             |                |
| USCD 346: Ethnographic Analysis                                                  |                |
| USCD 347: Real Estate Development                                                |                |
|                                                                                  |                |
| <b>Experiential Learning and Applied Research</b>                                |                |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

|                                                                 |            |
|-----------------------------------------------------------------|------------|
| SPS 294/494: Workshop                                           | 2          |
| USCD 493: Internship                                            | 3          |
| USCD 491: Senior Cornerstone                                    | 1          |
| USCD 492: Senior Capstone (FF)                                  | 3          |
| <i>Total</i>                                                    | 36         |
| <b><i>Community Development Pathways: Program Electives</i></b> |            |
| Urban Sustainability                                            |            |
| Urban Society and Comparative Cultures                          |            |
| Economic Development and Regional Growth                        |            |
| Urban Analytics                                                 |            |
| Urban Arts and Creative Placemaking                             |            |
| Social Justice and Community Building                           |            |
| Healthy Cities                                                  |            |
| Leadership in Local, Regional, and State Government             |            |
| Urban Emergency Management                                      |            |
| Self-Design                                                     |            |
| <i>Total</i>                                                    | 18         |
| <b><i>General Electives</i></b>                                 | 32         |
| <b><i>Total</i></b>                                             | <b>120</b> |



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

**Appendix C. Curriculum Assessment Map**

|                                                                                                      | Framework                                | Content Frames                                | Evaluation                                     | Experiential Learning          |
|------------------------------------------------------------------------------------------------------|------------------------------------------|-----------------------------------------------|------------------------------------------------|--------------------------------|
|                                                                                                      | SPS 200: Introduction to Public Service  | USCD 200: Introduction to Urban Studies (CID) | USCD 300: Urban Infrastructure                 | USCD 492: Senior Capstone (FF) |
|                                                                                                      | SPS 300: Public Service Ethics           | POLS 404: Urban Politics                      | USCD 310: Urban Economics                      | USCD 491: Senior Cornerstone   |
|                                                                                                      | USCD 200: Introduction to Public Service | USCD 322: Urban Economics                     | USCD 300: Urban Infrastructure                 | USCD 493: Internship           |
|                                                                                                      | SPS 300: Public Service Ethics           | ECON 322: Urban Politics                      | USCD 34X: Urban Research Tools & Strategies    | USCD 494: Workshop             |
|                                                                                                      | USCD 200: Introduction to Public Service | USCD 404: Urban Politics                      | SPS 294/494: Urban Research Tools & Strategies | USCD 492: Senior Capstone (FF) |
| <b>Learning Outcomes: from Students to Urban Analysts</b>                                            |                                          |                                               |                                                |                                |
| Explain why it is important to study urban and metropolitan regions and their inhabitants            | I                                        | E                                             | R                                              | R                              |
| Identify the contemporary challenges facing urban and regional communities                           |                                          | E                                             |                                                |                                |
| Explain how political, economic, and cultural forces provide structure to urban society              |                                          | E                                             |                                                |                                |
| Describe how global and local conditions interact to shape urban environments                        | I                                        | E                                             | R                                              |                                |
| Identify the stakeholders, institutions, and public policies that influence urban growth and decline |                                          | E                                             |                                                | R                              |
| Evaluate the well being of urban communities and their constituencies                                |                                          |                                               | E                                              | R                              |
| Analyze the roles of social justice, diversity, and inclusion in communities and regions             | I                                        | E                                             | R                                              |                                |
| Assess and apply relevant solutions for complex urban problems                                       |                                          |                                               | E                                              |                                |
| Demonstrate the ability to work in team settings and collaborate with community groups               |                                          |                                               | E                                              | R                              |
| Develop urban communication strategies for sharing and disseminating information and research        |                                          |                                               | E                                              | R                              |
| Reflect on how urban studies informs the understanding and practice of public service                | I                                        |                                               | E                                              | R                              |
| I=Introduces, E=Emphasizes, R=Reinforces                                                             |                                          |                                               |                                                |                                |

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016



Mayor Tammy de Weerd

**City Council Members:**

Keith Bird  
Luke Cavener  
Ty Palmer

Joe Borton  
Genesis Milam  
Anne Little Roberts

August 9, 2016

State of Board of Education  
650 West State Street  
Boise, ID 83720-0037

Dear State Board of Education:

It has come to my attention that Boise State University's School of Public Service is looking to establish a new undergraduate program for urban studies and community development. As the CEO of a municipality who knows the importance and value of having quality trained staff to tackle the growth issues we are facing in Meridian and the Treasure Valley, I encourage you to support this new program.

Cities in Idaho will continue to grow. As they grow they will face challenges related to land use, transportation, housing, economic development and a variety of other issues. It is important, as we work to address these issues, that communities maintain their character which is unique to Idaho. One of the best ways to accomplish this goal is to develop public service leaders who are home-grown and educated in Idaho and understand our values and our culture. This will help them make well-reasoned recommendations and decisions in our Intermountain West communities they eventually will serve, especially as it relates to urban and regional economics, community building, infrastructure, public policy and other challenges.

In addition, the creation of this new undergraduate program would support our local workforce through the creation of internships and applied research capstone projects. This is a great opportunity for municipalities to work collaboratively with Boise State University as we create community development professionals, economic development analysts, nonprofit grant writers, and more.

Thank you for your consideration this request. If approved, I have no doubt it will be a great value to Meridian and other cities around the state.

Sincerely,

A handwritten signature in black ink, appearing to read "Tammy de Weerd", is written over a horizontal line.

Tammy de Weerd  
Mayor

cc: Bob Kustra, President, Boise State University



Office of the Mayor  
Steve Widmyer



August 15, 2016

Idaho State Board of Education  
650 W. State Street, #307  
Boise, Idaho 83720

RE: BSU Urban Studies & Community Development Undergraduate Program

Dear State Board of Education:

I am writing to encourage you to support Boise State University's new urban studies and community development undergraduate program. No program like it exists in the state of Idaho and municipalities badly need well-trained staff to address crucial long-term growth and community planning issues.

Idaho continues to grow at a rapid pace, including here in North Idaho. We are challenged in Coeur d'Alene and our surrounding cities to ensure we are adequately prepared to address community issues such as land use, transportation, housing, economic development, and more. Public service careers are immensely important in this state, and we need to be able to create the next generation of community government workers by letting Idaho students develop those skills right here in their home state.

Boise State's School of Public Service will be greatly enhanced with this new program, and by extension, so will local governments working on behalf of community members. This program will also create opportunities for internships within municipalities as well as community government's receiving important information on numerous issues through applied research capstone projects.

The City of Coeur d'Alene looks forward to collaborating with Boise State on this program. Thank you for considering this request.

Sincerely,

Steve Widmyer  
Mayor





**GARRET NANCOLAS**  
*Mayor*

208.455.3011  
(f) 208.455.3003

**City Hall**  
411 Blaine Street  
Caldwell, Idaho 83605

**Post Office Box**  
P.O. Box 1179  
Caldwell, Idaho 83606

For a list of the City  
Council members, visit:  
**Website**  
[www.cityofcaldwell.com](http://www.cityofcaldwell.com)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
CITY OF DECEMBER 15, 2016

# *Caldwell, Idaho*

August 11, 2016

State Board of Education  
650 West State Street  
Boise, ID 83720-0037

Dear State Board of Education:

The City of Caldwell supports Boise State University's School of Public Service in their development of an undergraduate bachelor program of urban studies and community development. This program would be an asset to municipalities in Idaho. We urge you to support this new program.

Municipalities face many challenges in community development and other issues. As our cities grow it is important to have strong partnerships building better communities and this program will provide tools for both students and municipalities with solution for issues facing local government.

This undergraduate program would support our local work force through the internships and applied research. This is a great opportunity for local municipalities to work collaboratively with Boise State University as we create community development professionals.

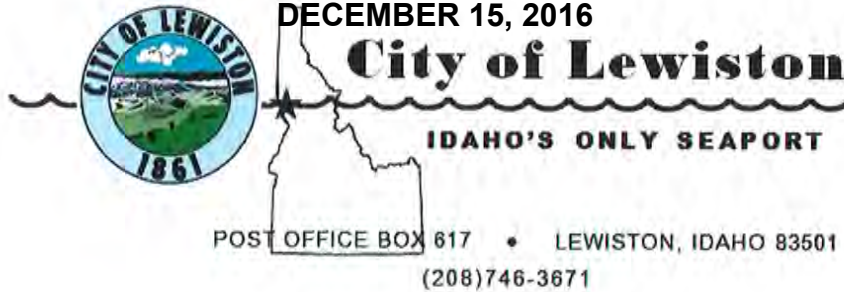
The City of Caldwell encourages you to support this valuable program.

Sincerely,

Garret L. Nancolas, Mayor  
City of Caldwell



DECEMBER 15, 2016



August 15, 2016

State Board of Education  
650 West State St.  
Boise, ID 83720-0037

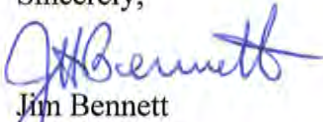
Honorable Chair and Board Members:

RE: BSU Urban Studies and Community Development Program

The challenges that face local government in today's world are significant. It will take a new generation of trained professional local government managers to successfully address them. As the baby boomers retire, a growing leadership vacuum is occurring. We need to develop public service leaders at an accelerated pace in order to meet this demand and to support our local workforces.

As a City Manager who is one of those baby boomers, it is very encouraging to see efforts like the BSU Urban Studies and Community Development Program take shape. The need is critical. Your program with its internship and capstone components is just what is needed to assist local governments and to prepare the next generation to take on this important role. I wholeheartedly support the program's efforts to address urban and regional issues and challenges, public policy, infrastructure and community building and public communication.

Sincerely,

  
Jim Bennett  
City Manager  
City of Lewiston



City of Eagle

P.O. Box 1520  
Eagle, Idaho 83616  
208-939-6813

Stan Ridgeway  
Mayor

August 15, 2016

Idaho State Board of Education  
PO Box 83720  
Boise, ID 83720-0037

**RE: LETTER OF SUPPORT FOR BOISE STATE SCHOOL OF PUBLIC SERVICE**

The City of Eagle fully supports the intent of the proposed School of Public Service establishing a new undergraduate bachelor program for urban studies and community development. According to the program's representatives, graduates will be able to address urban and regional issues and challenges that are relevant to the Intermountain West using their expertise in (i) urban and regional economics, (ii) public policy and program evaluation, (iii) core urban and regional concepts and their application to the Intermountain West, (iv) infrastructure and community building, and (v) critical analysis and public communication.

Growth is a critical concern in the City of Eagle and as an elected official, I recognize the importance of this program in developing future talent in our area with real-life experiences in economic development, planning, and the development of policies in our community. The City will gladly work with the University to accommodate the capstone projects for participants in the program.

I urge the State Board of Education to support this effort.

Sincerely,

Stan Ridgeway

Mayor, City of Eagle

600 East Civic Lane, Eagle, Idaho 83616



## CITY OF BONNERS FERRY

7232 Main Street

P.O. Box 149

Bonnors Ferry, Idaho 83805

Phone: 208-267-3105 Fax: 208-267-4375

August 9, 2016

State of Board of Education  
650 West State Street  
Boise, ID 83720-0037

Dear State Board of Education:

I understand that the Boise State University's School of Public Service is planning a new undergraduate bachelor program for urban studies and community development. This program would be a great benefit to municipalities in Idaho, and I urge you to support this program.

It is challenging for municipalities to find employees that have relevant education, and this program will help to fulfill this need by addressing the issues and challenges that face communities in Idaho. I am impressed with the broad range of topics that will be included in the program, which will provide students with the tools they need to provide policies and solutions for the increasingly complex issues that face local governments.

Of particular interest is the requirement for an internship as part of the proposed program. This would not only be a benefit for the student, it would also be a opportunity for local governments to work collaboratively with Boise State University.

I encourage you to support this program to provide the future public service leaders for Idaho.

Sincerely,

David Sims, Mayor



INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016



City of  
**Blackfoot**  
Idaho

**Paul M. Loomis, Mayor**

157 North Broadway  
Blackfoot, Idaho 83221  
(208) 785-8600  
[www.cityofblackfoot.org](http://www.cityofblackfoot.org)

9 August 2016

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

Subject: Letter of Support, Boise State University, School of Public Service

The City of Blackfoot is designated an Economically Distressed Community, as are many of the small Idaho Cities. We are in desperate need of the talent and professionalism the programs within the Boise State University, School of Public Service will bring to the State. Of immediate concern is the need for urban studies and community development. As small communities we are struggling with planning and zoning issues to prepare for future growth that is surely coming to our state.

We need the focus the School of Public service can bring to bear on the regional and local issues and challenges of urban and community development. We do not want to make the same mistakes that larger Idaho Cities experienced, we need to know the lessons learned and the best practices developed. This can be accomplished by promoting a small city internship program and applied research by the urban studies and community development program as proposed by the School of Public Service. The program will use real-life policy issues facing cities like Blackfoot while also cultivating Idaho's next generation of public servants.

I fully support the intent of this program and ask for your help in developing public service leaders, supporting the local workforce and establishing a required internship program as part of applied education. We need collaboration with the university.

I strongly encourage the State Board of Education to support this effort with the Governor's Office and the State Legislature.

Very Respectfully,

Paul M. Loomis  
Mayor  
City of Blackfoot





# CITY OF MIDDLETON

P.O. Box 487, 6 North Dewey, Middleton, ID 83644  
208-585-3133 Fax (208) 585-9601  
citmid@middletonidaho.us  
www.middleton.id.gov

August 12, 2016

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

Re: Urban Studies and Community Development Program

Dear Board Members:

I met with Bryant Jones a few weeks ago introduced the City of Middleton's comprehensive plan derived from residents' collective values, vision and priorities for community development. Middleton has an approximate population of 7,500, and is at a pivotal time for planning and orderly growth since the build-out population is forecasted at about 80,000. Time is of the essence in what we do.

The City understands the Board is considering whether to establish an Urban Studies and Community Development Program that would train students on subjects, processes, stresses and complexities of public service at the local government level.

Industry reports indicate there is a shortage of qualified city employees with a "Millennial"-type perspective and method for the following public service positions in Idaho: land planning, transit-oriented economic development design, building-plan reviewers, building inspectors, code enforcement officers, police officers, and certified electronic control engineers for water and sanitary sewer systems.

The Mayor, City Council and Staff are encouraged by the prospects of an Urban Studies and Community Development Program, and we pledge our participation. A University program and internship would allow a collaborative effort with the City to achieve our common goals of well-informed and law-abiding individuals, qualified local work force comprised of college graduates, and public-service leaders for the next several decades. Please contact me to arrange for one of your first internships to be with the City of Middleton.

Sincerely,

Mayor Darin Taylor  
(208) 697-4354

Copy: City Council

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016

217 First Street  
P.O. BOX 312  
OROFINO, ID 83544



Phone (208) 476-4725  
Fax (208) 476-3634  
Email:citycouncil@orofino-id.com

City of Orofino

August 15, 2016

State of Board of Education  
650 West State Street  
Boise, ID 83720-0037

RE: New Urban Studies and Community Development Program

Dear Board Members:

Bryant A. Jones, Director of External Affairs and Development for the School of Public Service at Boise State University recently visited the City of Orofino regarding a new "Urban Studies and Community Development Program" the University is proposing. Such a program for Undergraduate Studies is most likely long over-due and is needed for the 200 incorporated cities throughout our very diverse state. Serving as public officials can be both daunting and challenging in this ever changing world we live in. A solid educational background in Urban Studies and Community Development will help develop public service leaders who are trained and have the confidence to launch their careers in the public sector.

Municipalities currently have a difficult time trying to recruit qualified individuals who want to work as public officials. Either the pay is too low or the city must train people while on the job. A new program such as the one being proposed at BSU removes much of the training by the public entity because of the required "internship" built into the overall program. This demonstrates a hands-on experience by interested students and exposes students to the real inner-workings of government.

The State of Idaho is slowly losing qualified public officials to the private sector. The new proposed program at BSU would slow this loss-trend and would enable students to stay in the public sector throughout their career. The City of Orofino strongly encourages the State Board of Education to seriously consider the new Urban Studies and Community Development Program that BSU is proposing. The program could easily be a game changer for cities, counties and state agencies throughout all of Idaho.

Please do not hesitate to contact me if I can be of any assistance or answer any questions whatsoever.

Sincerely,

Ryan Smathers  
Mayor

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 15, 2016



2135 South Ammon Road, Ammon, Idaho 83406

Dana Kirkham, Mayor, phone # (208)612-4000, email: dkirkham@cityofammon.us

August 12, 2016

Dear State Board of Education:

I am excited about the prospects of Boise State University's School of Public Service offering an undergraduate program for urban studies and community development. This program is a long overdue and a much needed asset to our State.

Currently, I have an intern in my office that is exceptional and is looking for training in city planning and community development. We would love to offer him fulltime employment, but now we must wait as he goes out of state to get the necessary skills and training to fill our job opening. It is a shame we must rely on Utah and surrounding states to educate future Idaho policy makers.

I look forward to collaborating with Boise State in the future and utilizing interns that are well trained in the basics of local government. I look forward to Idaho taking a proactive step to build a workforce that is ready to take on the challenges facing local municipalities. I look forward to your support of this program.

Respectfully,

A handwritten signature in black ink, appearing to read "Dana Kirkham", written over a horizontal line.

Dana Kirkham

Mayor



**David H. Bieter**  
Mayor

**City Council**

**President**  
Elaine Clegg

**Council Pro Tem**  
Lauren McLean

Maryanne Jordan  
Scott Ludwig  
Ben Quintana  
TJ Thomson

**Boise City Hall**

Third Floor  
150 N. Capitol Boulevard

**Mailing Address**

P. O. Box 500  
Boise, Idaho 83701-0500

**Phone**

208/384-4422

**Fax**

208/384-4420

**TDD/TTY**

800/377-3529

**Web**

[www.cityofboise.org/mayor](http://www.cityofboise.org/mayor)

## Office of the Mayor

August 17, 2016

Idaho State Board of Education  
650 W State St # 307  
Boise, ID 83720

To Whom It May Concern:

The City of Boise endorses the proposal by Boise State University for an undergraduate program in Urban Studies and Community Development. This program would be important to the growth of our community, as it would develop public service leaders and a local workforce. Boise is experiencing tremendous growth and we need dedicated, thoughtful leaders who are ready to take on the challenges and opportunities this growth provides in our area.

The capstone of the proposed Bachelor of Arts in Urban Studies and Community Development is an engaged research project that would provide an opportunity for local governments to work collaboratively with Boise State. This partnership would not only benefit the city, but the state as a whole. Students will work within our community throughout the program, encouraging them to take their skills, knowledge and degree, and give back to our city and state post college. Boise State's partnership with the City of Boise would be deepened through the creation of this new program.

Please consider the City of Boise's strong support for the Bachelor of Arts in Urban Studies and Community Development program at Boise State University as you consider this proposal.

Sincerely,

David H. Bieter  
Mayor



**BOISE STATE UNIVERSITY**

**SUBJECT**

New Master of Athletic Training Program

**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 program that will award a Master of Athletic Training degree. BSU has offered an accredited Bachelor of Science in Athletic Training for 34 years, and transition to a master's level program is being required by the Commission on Accreditation of Athletic Training Education. The proposed program will be offered face-to-face in BSU's regional service area.

Although many graduates from the proposed program will enter into Athletic Training positions, others will find employment in jobs that include high school teachers with responsibilities for athletic training, athletic instructors, fitness trainers, and orthopedic equipment salespersons. Additionally, the program is excellent preparation for professional schools that graduate physicians, physician's assistants, physical therapists, etc.

The extensive clinical training included in athletic training program necessitates face-to-face offering of the program and requires the offering institution develop extensive ties to local clinical sites and other stakeholders in the area. The proposed new program will continue BSU's long standing offering of athletic training degrees in the Treasure Valley, which contains the largest portion of Idaho's population. Northern Idaho is served by the University of Idaho, which recently transitioned from a baccalaureate program to a master's level athletic training program; it additionally offers a Doctor of Athletic Training degree. Eastern Idaho is served by Idaho State University's recently-created master's level program.

BSU's athletic training program is located in the College of Health Sciences, where it joins nursing, radiologic science, respiratory care, and social work in the array of programs in the college; it therefore contributes to the diversity of interaction available for faculty members and students.

The proposed program will commence summer of 2018. The program will be 24 months in duration, totaling 50 academic credits, and will include six semesters (including summers) of clinical practice for athletic training. The program will admit an initial cohort of 10-12 students annually, with the potential growth to 15 students annually.

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**IMPACT**

Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences.

**ATTACHMENTS**

Attachment 1 – Master of Athletic Training program proposal

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**STAFF COMMENTS AND RECOMMENDATIONS**

As provided in the program proposal, the Commission on Accreditation of Athletic Training Education (CAATE) announced in May 2015 that the entry-level Athletic Training degree level will be changing from a baccalaureate to a master's level. Fall 2022 will be the last allowed admission to an accredited undergraduate athletic training program. The creation of the proposed program represents the second step of transitioning degree levels.

Currently, Idaho State University offers a Master of Science in Athletic Training, which was created to meet a specific demonstrated need in Eastern Idaho for athletic trainers at the secondary school level as well as for other athletic health care personnel. The University of Idaho also offers a Master of Science in Athletic Training, which prepares individuals to work in consultation with, and under the supervision of physicians to prevent and treat sports injuries and associated conditions.

BSU proposes to admit a cohort of 10-12 students annually, with a potential growth to a cohort size of 15 students depending on availability of academic and physical resources. Projected enrollments were determined using existing capacity, which is based on existing personnel and infrastructure, and which is limited to cohorts of 12 and a total enrollment of 24.

BSU's request to create a new Master of Athletic Training is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for athletic training programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Staff believes that there is sufficient justification, based on regional need, for BSU to create the proposed program.

Board staff recommends approval.

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**BOARD ACTION**

I move to approve the request by Boise State University to create a new academic program that will award a Master of Athletic Training in substantial conformance to the program proposal submitted as Attachment 1.

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

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DECEMBER 15, 2016

Regional Tracking No. 16-016

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

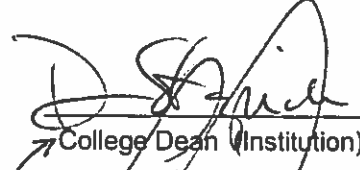
|                                       |                                                              |
|---------------------------------------|--------------------------------------------------------------|
| Date of Proposal Submission:          |                                                              |
| Institution Submitting Proposal:      | Boise State University                                       |
| Name of College, School, or Division: | College of Health Sciences, School of Allied Health Sciences |
| Name of Department(s) or Area(s):     | Department of Kinesiology                                    |

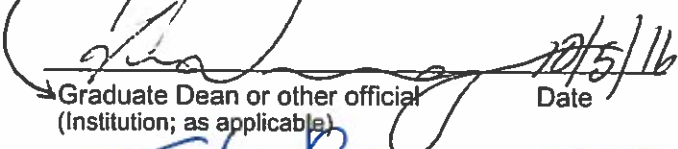
**Program Identification for Proposed New or Modified Program:**

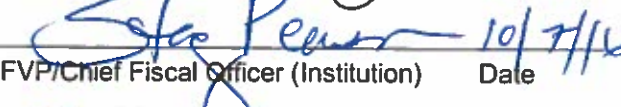
|                                     |                                                                                                         |                                        |                                                   |                                     |          |
|-------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------|-------------------------------------|----------|
| Program Title:                      | Master of Athletic Training                                                                             |                                        |                                                   |                                     |          |
| Degree:                             | M.A.T.                                                                                                  | Degree Designation                     | Undergraduate                                     | <input checked="" type="checkbox"/> | Graduate |
| Indicate if Online Program:         | <input type="checkbox"/> Yes                                                                            | <input checked="" type="checkbox"/> No |                                                   |                                     |          |
| CIP code (consult IR /Registrar):   | 51.0913                                                                                                 |                                        |                                                   |                                     |          |
| Proposed Starting Date:             | <div style="border: 1px solid red; padding: 2px;"> <del>Fall 2018</del> Summer 2018 - ps         </div> |                                        |                                                   |                                     |          |
| Geographical Delivery:              | Location(s)                                                                                             | Boise campus                           | Region(s)                                         | III                                 |          |
| Indicate (X) if the program is/has: | <input type="checkbox"/> Self-Support                                                                   |                                        | <input type="checkbox"/> Professional Fee         |                                     |          |
| Indicate (X) if the program is:     | <input checked="" type="checkbox"/>                                                                     | Regional Responsibility                | <input type="checkbox"/> Statewide Responsibility |                                     |          |

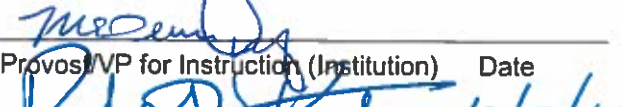
Indicate whether this request is either of the following:


☒ New Degree Program☐ Consolidation of Existing Program☐ Undergraduate/Graduate Certificates (30 credits or more)☐ New Off-Campus Instructional Program☐ Expansion of Existing Program
☒ Other (i.e., Contract Program/Collaborative Second step in transition from bachelor's level to master's level as required by accrediting body

 10/4/2016  
 College Dean (Institution) Date

 10/5/16  
 Graduate Dean or other official (Institution; as applicable) Date

 10/7/16  
 FVP/Chief Fiscal Officer (Institution) Date

  
 Provost/VP for Instruction (Institution) Date

 10/7/16  
 President Date

Vice President for Research (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

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

**Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of a program that will award a Master of Athletic Training degree, and will complete our transition from the baccalaureate level to the masters level as required by the accrediting body for athletic training.

To become certified as an Athletic Trainer, a student must graduate from an accredited degree program. In May 2015 The Commission on Accreditation of Athletic Training Education (CAATE), along with strategic alliance partners, announced the decision to change the entry-level Athletic Training (AT) degree level from a baccalaureate level to a Masters level. Fall 2022 will be the last allowed admission to an accredited undergraduate athletic training program. This decision came after two and a half years of critical examination of what the best professional degree level should be to prepare Athletic Trainers in the evolving healthcare system.

Boise State is therefore transitioning its existing Bachelor's degree in AT to a Master of Athletic Training (MAT). We have therefore discontinued our bachelor degree program with the last cohort admitted in Fall 2016. That last cohort must graduate in Athletic Training during Spring 2019 to remain eligible for national certification as an AT.

The proposed MAT program will have a Summer 2018 start. There will, therefore, be a one year overlap of the BS AT and the MAT in 2018-19, with program accreditation transitioning to the Master's level in 2019.

We also plan to create (via a separate proposal) a new emphasis in Pre-Athletic Training in our BS in Kinesiology degree. That emphasis will be part of an accelerated 3+2 MAT program.

The following table depicts the timing of transition.

| <b>Timeline</b> | <b>BS Athletic Training (BS AT)</b>                                                                   | <b>Master of Athletic Training (MAT)</b>                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Fall, 2015      | - Submit proposal for discontinuation<br>- Ongoing notifications to existing and prospective students |                                                                                                            |
| Fall, 2016      | Last BS AT Cohort begins the program                                                                  | Submit proposal for MAT and new Pre-AT emphasis in BS Kinesiology degree (an accelerated 3+2 plan) to SBOE |
| Spr, 2017       |                                                                                                       | Submit Notice of Intent to transition AT degree to CAATE (accreditation body)                              |
| Fall, 2017      |                                                                                                       | Initiate recruitment for new MAT                                                                           |
| Spr, 2018       | - Current CAATE accred. cycle ends<br>- Re-accredit BS AT for one year                                |                                                                                                            |
| Sum, 2018       |                                                                                                       | First MAT cohort begins                                                                                    |
| Spr, 2019       | Final BS AT cohort graduates                                                                          | Gain accreditation for master's prog.                                                                      |
| Spr, 2020       |                                                                                                       | First MAT cohort graduates                                                                                 |

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The proposed MAT will continue Boise State University's tradition of excellence in preparing athletic trainers for entry-level practice in positions in high school, collegiate, professional, industrial settings, and for other employment opportunities providing healthcare for the physically active. Many local and regional employers have sought out Boise State's Athletic Training graduates over the years. Graduates are also employed throughout the country in a variety of settings from professional sports to the manufacturing industry. Importantly, the first-attempt pass rate for Boise State graduates taking the Board of Certification examination is 97%, which is well above the national average of 81%.

The curriculum for the proposed MAT was developed from the CAATE accreditation guidelines and the National Athletic Trainers' Association Education Competencies for athletic training education. The program will be 24 months in duration, totaling 50 academic credits. The curriculum will span six semesters (summer, fall, spring) and will include six semesters of clinical practice for athletic training. We plan to admit a cohort of 10-12 students annually with potential growth to 15 students depending on availability of academic and physical resources.

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.

List the job titles for which this degree is relevant:

**1. Athletic Trainer**

(Note that graduates of the proposed programs are qualified for a number of additional jobs such as high school teacher with athletic training responsibilities, fitness coach, etc. In addition, graduates will be well qualified to pursue the additional education required for positions such as Physician Assistant.)

|                      | State DOL data | Federal DOL data      | Other data source: (describe) |
|----------------------|----------------|-----------------------|-------------------------------|
| Local (Service Area) | 4              | 26 (50% of state)     |                               |
| State                | 7              | 52 (0.5% of national) |                               |
| Nation               |                | 10,400                |                               |

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

According to the Bureau of Labor Statistics "employment for athletic trainers is projected to grow 21% from 2014 to 2024, much faster than the average for all occupations." The need for

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prevention and care of injuries and neurologic conditions incurred from physical activity in sport and in work is expected to continue to create additional demand for athletic trainers. A recent search of the National Athletic Training Association job posting site revealed 640 Athletic Trainer job announcements (August 26, 2016).

The Idaho Department of Labor database indicates organizations and institutions in Ada and Canyon county employ the majority of Athletic Trainers in the state of Idaho: total employment of Athletic Trainers in Idaho (Idaho DOL) was 100, Southwestern Idaho accounted for 80% of all employment in the state.

Although many graduates from the proposed program will enter into Athletic Training positions, others will find employment in jobs not listed as Athletic Trainers in the DOL data. These jobs include high school teachers with additional responsibilities for athletic training, athletic instructors, fitness trainers, and orthopedic equipment salespersons. Additionally, some students may continue to professional school to pursue careers as physicians, physicians assistants, physical therapists, etc.

The following tables provides data from the Idaho DOL and from the US Department of Labor Statistics on job openings that are projected to occur in those occupations.

| Idaho State DOL Data           |                   |                 |                 |                                                     |
|--------------------------------|-------------------|-----------------|-----------------|-----------------------------------------------------|
| SOC Code                       | SOC Title         | 2012 Employment | 2022 Employment | Total Annual Openings due to Replacement and Growth |
| 29-9091                        | Athletic Trainers | 122             | 157             | 7                                                   |
| Total Annual Openings in Idaho |                   |                 |                 | 7                                                   |

| 2014 National Employment Matrix title and code |                   |                    |         |                                                  |        |
|------------------------------------------------|-------------------|--------------------|---------|--------------------------------------------------|--------|
| SOC Code                                       | Job Title         | Employment (1000s) |         | Job openings due to growth and replacement needs |        |
|                                                |                   | 2014               | 2024    | 2014-24 (in 1000s)                               | Annual |
| 29-9091                                        | Athletic Trainers | 254,000            | 308,000 | 104,000                                          | 10,400 |
| Total Annual Openings Nationally               |                   |                    |         |                                                  | 10,400 |

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

There are two primary sources of expected student demand. The first is new and existing undergraduate students at Boise State University. The BS in Athletic Training has consistently filled its cohort capacity each year, and we anticipate many of these students will continue to be interested in pursuing the athletic training profession. We will facilitate the entry of undergraduate students into the profession with a new emphasis in our BS Kinesiology program: "Pre-Athletic Training," which will be created in the next year. Other emphases in the BS in

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Kinesiology program will also serve as a source of students for the proposed MAT program. We will also develop an accelerated Master's (3+2) program to provide an attractive option for entry into the proposed MAT program for Boise State students.

Second, we anticipate that baccalaureate graduates from outside of Idaho will be interested in the proposed MAT program. For example, over half of current BS in Athletic Training students come from outside of Idaho. Additionally, there is increasing interest in from Japanese students as evidenced by a large number of inquiries from the country. Our strong track record and high value placed on clinical training will make the proposed MAT program at Boise State an attractive option for students inside, and out of the country.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

N/A

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

N/A

- e. If Associate's degree, transferability:**

N/A

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

| Similar Programs offered by Idaho public institutions (list the proposed program as well) |                                              |                                                                                     |
|-------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------|
| Institution Name                                                                          | Degree name and Level                        | Program Name and brief description if warranted                                     |
| BSU                                                                                       | Bachelor's (existing)<br>Master's (proposed) | BS in Athletic Training<br>Master of Athletic Training                              |
| ISU                                                                                       | Master's                                     | MS in Athletic Training                                                             |
| UI                                                                                        | Bachelor's<br>Master's<br>Doctoral           | BSPE in Athletic Training<br>MS in Athletic Training<br>Doctor of Athletic Training |

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| <b>Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u></b> |                                                      |                                                                                                                              |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Institution Name</b>                                                                                 | <b>Degree name and Level</b>                         | <b>Program Name and brief description if warranted</b>                                                                       |
| <b>Pacific University</b>                                                                               | <b>Master of Science in Athletic Training (MSAT)</b> | <b>The Pacific University athletic training program offers an entry-level master of science degree in athletic training.</b> |
| <b>University of Montana</b>                                                                            | <b>Master of Athletic Training (MAT)</b>             | <b>A two-year master's program designed for students who already have a baccalaureate degree.</b>                            |
| <b>Weber State</b>                                                                                      | <b>Master of Science in Athletic Training (MSAT)</b> | <b>A two-year program for students who do not currently possess a Bachelor's in Athletic Training.</b>                       |

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The creation of the proposed program completes the necessary transition of an existing and highly successful bachelor's-level program to a master's level program. Therefore, no increase in duplication will result from approval of this proposal.

Boise State University has had a nationally accredited Athletic Training program at the undergraduate level for 34 years. There has been and will continue to be demand for the program at Boise State.

The hands-on nature of the program necessitates the face-to-face offering of the program. The extensive clinical training included in the program requires the extensive clinical affiliations in the Treasure Valley that the Boise State's athletic training program has developed. Because the Treasure Valley contains the largest portion of Idaho's population, it is important to continue to offer the program to place-bound students in the area and it is important that the program be offered by the institution with extensive ties to local clinical sites and other stakeholders in the area.

In addition, Boise State University's Athletic training programs program are housed in the College of Health Sciences, whereas other programs in the state are housed in the College of Education. Alignment with a health sciences college provides students and faculty members with opportunities for interaction with other health-related professions.

- 5. Describe how this request supports the institution's vision and/or strategic plan.**

The following bolded passages show the relevance of the program to Boise State University's Mission:

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*Boise State University is a public, metropolitan, research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation. As an integral part of its metropolitan environment the university is engaged in professional and continuing education programming, policy issues, and promoting the region's economic vitality and cultural enrichment.*

| 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 integrated curriculum will be delivered by faculty and staff with extensive clinical and teaching experience. Partnerships with other programs in the College of Health Sciences allows for inter-professional educational opportunities and access to cutting edge facilities and equipment both on and off campus.                   |
| Goal 4 – Align university program and activities with community needs.             | The extensive clinical training included in the program creates extensive involvement of students in the community: they provide a needed service to many organizations and institutions in the surrounding area. Nearly 10,000 total clock hours of supervised clinical experiences are produced by Athletic Training students each year. |

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: The program will seek continued program accreditation from the Commission on Accreditation of Athletic Training Education which includes a yearly annual report (CAATE). In the most recent comprehensive review (2008) the undergraduate Athletic Training program received continuing accreditation for ten years, which is the maximum awarded by CAATE.



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7. 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 B**.

N/A

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes   x   No       

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

**10. Curriculum for the proposed program and its delivery.**

The proposed curriculum for the MAT has been developed from the CAATE accreditation guidelines and the National Athletic Trainers' Association (NATA) Education Competencies for athletic training education. The program will be 24 months in duration totaling 50 academic credits. The curriculum will include six semesters (summer, fall, spring) including six semesters of clinical practice for athletic training. The program plans to admit a cohort of 10-12 students annually with potential growth to 15 students pending increases in academic and physical resources. Admittance to this program is on a competitive basis much like other professional healthcare degree programs. The curriculum will be a face-to-face model with opportunities to create hybrid or full online classes.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| Credit hours in required courses offered by the department (s) offering the program. | 50 |
| Credit hours in required courses offered by other departments:                       | 0  |
| Credit hours in institutional general education curriculum                           | 0  |
| Credit hours in free electives                                                       | 0  |
| Total credit hours required for degree program:                                      | 50 |

- b. **Additional requirements.** 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.

Clinical education requirements for this program are immersive in nature. Through six different clinical based classes, students will be assigned to various clinical rotations with both on and off



campus facilities that provide a spectrum of health care needs for physically active populations. Boise State prides itself on focusing attention to hands-on experience, which results in real, “live”, patient interactions and decision-making.

Three courses highlight the research portion of the MAT curriculum. Current Evidence and Topics in Athletic Training will require students to explore current trends in the practice and research in the field of athletic training and health care. Next, in a graduate seminar setting, students will present current evidence in an inter-professional setting. Finally, in a culminating research project, students will produce and present an evidence based clinical research study.

#### **11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1). Graduates of this program will demonstrate the knowledge and skills of a highly qualified, productive, and employable Athletic Trainer.

1.1 Describe and demonstrate the requisite knowledge and skills (by cohort level) of injury prevention and management, clinical examination and diagnosis, and therapeutic interventions needed to treat injuries and illnesses of the patient.

1.2 Demonstrate the use of evidence-based practice techniques by analyzing and applying current evidence in the field of medicine.

1.3 Comprehend and demonstrate the appropriate uses of modern equipment and technology utilized in Athletic Training.

2). Graduates from this program will pursue life-long learning, which informs clinical practice shaped by the University’s shared values: Academic excellence, caring, citizenship, fairness, respect, responsibility, and trustworthiness.

2.1 Model professional behaviors defined by the NATA Code of Ethics and the BOC Standards of Professional Practice when implementing a patient centered care approach aligned with clinical based goals.

2.2 Demonstrate effective communication (verbal and written) with a variety of health care practitioners and other members of the health care team.

2.3. Comprehend and demonstrate the rationale for professional continuing education in the field of athletic training.

#### **12. Assessment plans**

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

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Assessment of learning outcome 1 is achieved foremost through a competency based evaluation program, which is progressive through all six clinical practice courses. Progression of skill and knowledge attainment in this model begins with instruction, followed by repetitive student practice and culminates with demonstration of skill mastery, or a student demonstrating a skill or acquired knowledge at a level of entry level clinician. Integrated proficiencies are evaluated using a very similar process but is conducted in “real time” field experiences.

Each course in the MAT curriculum utilizes learning outcomes relative to the content of the individual course. Course outcomes are evaluated utilizing the most appropriate assessment method for the content based on best practices (e.g. oral practical exams, scenario based evaluation, evidence review papers, examination, and mock national certification examinations).

Evaluation of learning outcome 2 is achieved primarily through alumni employer surveys which are conducted each year for graduates of the program. In addition, preceptor feedback given multiple times a year through clinical education experiences assess each student’s character traits (e.g. ethical behavior, communication ability with preceptors and other health care providers, interpersonal relationships).

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Each year the program will solicit feedback from various entities regarding strengths and weakness of the program. Several times a year both students and preceptors provide valuable feedback regarding the program especially the clinical education portion. This information is assessed by program leadership to make both immediate and long term modifications to the program to facilitate positive growth necessary to reach or exceed stated program goals and outcomes. Graduating students are surveyed annually about student satisfaction regarding all facets of the program. Results of this survey are reviewed amongst the faculty and changes and/or adjustments are made to improve areas of weaknesses and areas of strength may be bolstered. Finally, information from alumni employer surveys allow faculty to assess information from a valuable perspective outside of the institution. This information is especially beneficial to evaluate soft skills of our graduates that can be addressed throughout the degree program.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

Direct measures aligned with learning outcome 1 include: presentations, objective clinical structured exams and examinations. Indirect measures aligned with learning outcome 2 include: preceptor evaluations, student evaluations of preceptors, alumni surveys, and alumni employer surveys.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

In addition to course evaluations, preceptor and student evaluations are ongoing throughout the year. To close the loop on the assessment plan, faculty meet annually to discuss findings of indirect measures and then on a bi-weekly basis throughout the academic year.

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Another round of annual assessment occurs during the annual report for accreditation renewal each year. The Boise State undergraduate program has maintained continuous national approval or accreditation since 1982. The current accreditation will transition to the master's degree level with similar annual assessment expectations as the undergraduate degree.

**Enrollments and Graduates**

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| <b>Existing Similar Programs: Historical enrollments and graduate numbers</b> |                                        |      |      |                       |                                         |      |      |                       |
|-------------------------------------------------------------------------------|----------------------------------------|------|------|-----------------------|-----------------------------------------|------|------|-----------------------|
| <b>Institution and Program Name</b>                                           | <b>Headcount Enrollment in Program</b> |      |      |                       | <b>Number of Graduates From Program</b> |      |      |                       |
|                                                                               | FY13                                   | FY14 | FY15 | FY16<br>(most recent) | FY12                                    | FY13 | FY14 | FY15<br>(most recent) |
| <b>BSU</b><br>BS in Athletic Training<br>(sophomore and above only)           | 89                                     | 85   | 73   | 85                    | 13                                      | 6    | 7    | 13                    |
| <b>ISU</b><br>MS in Athletic Training                                         | 3                                      | 7    | 7    |                       |                                         |      | 2    | 5<br>(FY16)           |
| <b>UI</b><br>BSPE in Athletic Training                                        | 46                                     | 19   | 3    | 2                     | 4                                       | 10   | 2    | 1                     |
| MS in Athletic Training                                                       | 0                                      | 0    | 12   | 23                    | 0                                       | 0    | 0    | 11                    |
| Doctor of Athletic Training                                                   | 7                                      | 19   | 31   | 43                    | 0                                       | 1    | 1    | 4                     |

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| <b>Proposed Program: Projected Enrollments and Graduates First Five Years</b> |       |       |       |       |       |                                                          |      |      |      |      |      |
|-------------------------------------------------------------------------------|-------|-------|-------|-------|-------|----------------------------------------------------------|------|------|------|------|------|
| <b>Program Name: Master of Athletic Training</b>                              |       |       |       |       |       |                                                          |      |      |      |      |      |
| <b>Projected Fall Term Headcount Enrollment in Program</b>                    |       |       |       |       |       | <b>Projected Annual Number of Graduates From Program</b> |      |      |      |      |      |
| FY19<br>(first year)                                                          | FY20  | FY21  | FY22  | FY23  | FY24  | FY19<br>(first year)                                     | FY20 | FY21 | FY22 | FY23 | FY24 |
| 10-12                                                                         | 20-24 | 20-24 | 20-24 | 20-24 | 20-24 | 0                                                        | 8-10 | 8-10 | 8-10 | 8-10 | 8-10 |

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need" above. What is the capacity for the program?

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Describe your recruitment efforts? How did you determine the projected numbers above?

The capacity for the program, based on existing personnel and infrastructure, is limited to cohorts of 12 and a total enrollment of 24.

We are confident that we will easily be able to achieve those numbers, given the historical demand for our bachelor's level program. Although the elevation to a master's level program may result in a reduction in candidate numbers, we believe that we will easily be able to compensate with broader recruiting efforts, especially focused on undergraduate students in our kinesiology program. To facilitate transition to the proposed program, we are developing an accelerated pathway (3+2 model) to a Master of Athletic Training degree. We project up to 5 undergraduate Boise State students per year would be eligible for such an accelerated plan with the remainder of the cohort filling with traditional graduate degree-seeking students from Boise State and beyond.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

The program will at a minimum be required to exceed the flagging threshold of 5 graduates per year; that threshold was established during Program Prioritization.

**Resources Required for Implementation – fiscal impact and budget**

**17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing instructional resources and equipment will transition to the MAT.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Existing instructional resources and equipment will transition to the MAT.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Existing instructional resources and equipment will transition to the MAT. A one-time accreditation substantive-change fee of \$3000 will be required transition program accreditation to a master's degree; that fee will be assessed in 2019.

**18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present

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program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Existing resources are sufficient.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

Existing resources are sufficient.

**19. Personnel resources**

- a.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The bulk of instructional resources needed for the MAT program will be provided by two existing, fully-credentialed faculty members in Athletic Training and ongoing funding for a graduate assistant, who will transition their teaching duties from the existing bachelor's program to the new master's program.

Additional instructional capacity will be necessary, however, to offer the program. That capacity will be provided as follows:

- The two existing faculty members will expand their teaching duties to include instruction in summer-session courses.
- An additional 1.0 FTE faculty member will be added. That additional FTE will enable the department to offer the master's program and to offer the previously mentioned pre-Athletic Training emphasis in the BS Kinesiology degree.

- a. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

As described elsewhere in this proposal, the proposed Master of Athletic Training program wholly replaces the existing BS in Athletic Training program. We anticipate that the discontinuation of the BS Athletic Training program will result in an increase in enrollment in the existing BS in Kinesiology program.

**20. Revenue Sources**

- a) Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the

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reallocation of funds in support of the program have on other programs?

Two faculty members and one graduate assistant who now teach in the bachelor's level program will be assigned to the master's level program. One additional faculty member will be funded using resources reallocated within the College of Health Sciences. Importantly, once the program is fully up and running, it will generate approximately 720 Student Credit Hours per year, which will produce tuition revenue that is sufficient to more than justify reallocation of additional FTE from other programs that are less robust.

- b) **New appropriation.** 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

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

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| <b>I. PLANNED STUDENT ENROLLMENT</b>                                                                      |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
|-----------------------------------------------------------------------------------------------------------|--|--|-----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|------------------|--|
|                                                                                                           |  |  | <b>FY 2019</b>  |                  | <b>FY 2020</b>  |                  | <b>FY 2021</b>  |                  | <b>FY 2022</b>  |                  |  |
|                                                                                                           |  |  | <b>FTE</b>      | <b>Headcount</b> | <b>FTE</b>      | <b>Headcount</b> | <b>FTE</b>      | <b>Headcount</b> | <b>FTE</b>      | <b>Headcount</b> |  |
| A. New enrollments                                                                                        |  |  | 10              | 10               | 20              | 20               | 20              | 20               | 20              | 20               |  |
| B. Shifting enrollments                                                                                   |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| <b>Total Enrollment</b>                                                                                   |  |  | 10              | 10               | 20              | 20               | 20              | 20               | 20              | 20               |  |
| <b>II. REVENUE</b>                                                                                        |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
|                                                                                                           |  |  | <b>FY 2019</b>  |                  | <b>FY 2020</b>  |                  | <b>FY 2021</b>  |                  | <b>FY 2022</b>  |                  |  |
|                                                                                                           |  |  | <b>On-going</b> | <b>One-time</b>  | <b>On-going</b> | <b>One-time</b>  | <b>On-going</b> | <b>One-time</b>  | <b>On-going</b> | <b>One-time</b>  |  |
| 1. New Appropriated Funding Request                                                                       |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| 2. Institution Funds                                                                                      |  |  | \$267,899       |                  | \$273,257       |                  | \$278,722       |                  | \$284,297       |                  |  |
| 3. Federal                                                                                                |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| 4. New Tuition Revenues from Increased Enrollments                                                        |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| 5. Student Fees                                                                                           |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| 6. Other (i.e., Gifts)                                                                                    |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| <b>Total Revenue</b>                                                                                      |  |  | \$267,899       | \$0              | \$273,257       | \$0              | \$278,722       | \$0              | \$284,297       | \$0              |  |
| <i>Ongoing is defined as ongoing operating budget for the program which will become part of the base.</i> |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |
| <i>One-time is defined as one-time funding in a fiscal year and not part of the base.</i>                 |  |  |                 |                  |                 |                  |                 |                  |                 |                  |  |

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| III. EXPENDITURES                   |  |  |           |          |           |          |           |          |           |          |
|-------------------------------------|--|--|-----------|----------|-----------|----------|-----------|----------|-----------|----------|
|                                     |  |  | FY 2019   |          | FY 2020   |          | FY 2021   |          | FY 2022   |          |
|                                     |  |  | On-going  | One-time | On-going  | One-time | On-going  | One-time | On-going  | One-time |
| <b>A. Personnel Costs</b>           |  |  |           |          |           |          |           |          |           |          |
| 1. FTE                              |  |  | 3.5       |          | 3.5       |          | 3.5       |          | 3.5       |          |
| 2. Faculty                          |  |  | \$178,220 |          | \$181,784 |          | \$185,420 |          | \$189,128 |          |
| 3. Adjunct Faculty                  |  |  |           |          |           |          |           |          |           |          |
| 4. Graduate/Undergrad Assistants    |  |  | \$14,000  |          | \$14,280  |          | \$14,566  |          | \$14,857  |          |
| 5. Research Personnel               |  |  |           |          |           |          |           |          |           |          |
| 6. Directors/Administrators         |  |  |           |          |           |          |           |          |           |          |
| 7. Administrative Support Personnel |  |  |           |          |           |          |           |          |           |          |
| 8. Fringe Benefits                  |  |  | \$75,679  |          | \$77,193  |          | \$78,736  |          | \$80,311  |          |
| 9. Other:                           |  |  |           |          |           |          |           |          |           |          |
| <b>Total Personnel and Costs</b>    |  |  | \$267,899 | \$0      | \$273,257 | \$0      | \$278,722 | \$0      | \$284,297 | \$0      |



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|                                                  |  | FY 2019  |          | FY 2020  |          | FY 2021  |          | FY 2022  |          |
|--------------------------------------------------|--|----------|----------|----------|----------|----------|----------|----------|----------|
|                                                  |  | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| <b>B. Operating Expenditures</b>                 |  |          |          |          |          |          |          |          |          |
| 1. Travel                                        |  |          |          |          |          |          |          |          |          |
| 2. Professional Services                         |  |          |          |          |          |          |          |          |          |
| 3. Other Services                                |  |          |          |          |          |          |          |          |          |
| 4. Communications                                |  |          |          |          |          |          |          |          |          |
| 5. Materials and Supplies                        |  |          |          |          |          |          |          |          |          |
| 6. Rentals                                       |  |          |          |          |          |          |          |          |          |
| 7. Materials & Goods for<br>Manufacture & Resale |  |          |          |          |          |          |          |          |          |
| 8. Miscellaneous                                 |  |          |          |          |          |          |          |          |          |
| <b>Total Operating Expenditures</b>              |  | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      |
|                                                  |  |          |          |          |          |          |          |          |          |
|                                                  |  | FY 2019  |          | FY 2020  |          | FY 2021  |          | FY 2022  |          |
|                                                  |  | On-going | One-time | On-going | One-time | On-going | One-time | On-going | One-time |
| <b>C. Capital Outlay</b>                         |  |          |          |          |          |          |          |          |          |
| 1. Library Resources                             |  |          |          |          |          |          |          |          |          |
| 2. Equipment                                     |  |          |          |          |          |          |          |          |          |
| <b>Total Capital Outlay</b>                      |  | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      | \$0      |

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|  |          |                                                                                                                                                  | FY 2019   |     | FY 2020   |     | FY 2021   |     | FY 2022   |     |
|--|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----------|-----|-----------|-----|-----------|-----|
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          | <b>D. Capital Facilities<br/>Construction or Major<br/>Renovation</b>                                                                            |           |     |           |     |           |     |           |     |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          | <b>E. Other Costs</b>                                                                                                                            |           |     |           |     |           |     |           |     |
|  |          | Utilities                                                                                                                                        |           |     |           |     |           |     |           |     |
|  |          | Maintenance & Repairs                                                                                                                            |           |     |           |     |           |     |           |     |
|  |          | Other                                                                                                                                            |           |     |           |     |           |     |           |     |
|  |          | <b>Total Other Costs</b>                                                                                                                         | \$0       | \$0 | \$0       | \$0 | \$0       | \$0 | \$0       | \$0 |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          | <b>TOTAL EXPENDITURES:</b>                                                                                                                       | \$267,899 | \$0 | \$273,257 | \$0 | \$278,722 | \$0 | \$284,297 | \$0 |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          | <b>Net Income (Deficit)</b>                                                                                                                      | \$0       | \$0 | \$0       | \$0 | \$0       | \$0 | \$0       | \$0 |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          |                                                                                                                                                  |           |     |           |     |           |     |           |     |
|  |          | Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):                                         |           |     |           |     |           |     |           |     |
|  | II.2     | "institutional funds" represents reallocated funding for two existing FTE faculty and one new FTE faculty.                                       |           |     |           |     |           |     |           |     |
|  | III.A.2. | Two existing faculty members will transition from the existing BSAT to the new MAT. One additional faculty member will be hired, totaling 3 FTE. |           |     |           |     |           |     |           |     |
|  | III.A.4  | One Graduate Assistant will assist with the offering of the program at .5 FTE.                                                                   |           |     |           |     |           |     |           |     |

## **Appendix A: Catalog Statement and Degree Requirements**

### **Master of Athletic Training**

Program Director: Dave Hammons

Bronco Gymnasium, 131, Mail Stop 1710

Telephone: (208) 426-4863

E-mail: davidhammons@boisestate.edu

### **General Information**

The **Master of Athletic Training (M.A.T.)** program is a professional degree for entry into the athletic training profession. Admission to AT courses requires admission to the M.A.T. The program focus is developing future clinicians through in depth study and skill attainment in the following areas of health care for the physically active population: pathology of injuries and illness, evaluation and management of acute and chronic orthopaedic injury and medical conditions, risk management and injury prevention, physical rehabilitation and conditioning, applied nutrition, psychosocial intervention, and health care administration. The MAT includes both an academic and clinical component designed for full-time students over a continuous 2 year (24 month) period. In addition to academic requirements commitment to clinical experiences is expected with an average weekly time commitment of 20 hours.

### **Application Requirements**

An applicant must satisfy the minimum admission requirements of the Graduate College (see Graduate Admission Regulations).

### **Admission Requirements**

Admission to the MAT requires a separate application and students must be accepted by the Athletic Training Admissions Committee. Enrollment is competitive with new students starting the program each summer. Priority consideration will be given to complete applications received by January 15<sup>th</sup> for admission. Requirements for application are listed below. Applications will continue to be reviewed until the new cohort is filled. Candidates are notified of admission status by mid-March.

Application and electronic documents (listed below) for the M.A.T. are completed and uploaded in conjunction with application to the Boise State Graduate College online application system- <http://graduatecollege.boisestate.edu/howtoapply/>.

1. MAT application (Contact information, Cover letter, Resume, References)
2. Minimum of two letters of recommendation
3. Official transcripts for bachelor degree (minimum 3.0 GPA for bachelor degree and for all required courses for admission).
4. Physical examination, health history, and immunization records
5. Writing sample
6. Technical standards for admission

### **Other Application Requirements**

7. Official scores for the Graduate Record Examination (GRE). GRE scores must be from a test taken within five years of application. Applicants posting verbal and quantitative scores of 33% and above will receive preference.
8. Background check
9. Interview with the Athletic Training admissions selection committee.

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**Degree Requirements**

| <b>Master of Athletic Training</b>                                                     |                |
|----------------------------------------------------------------------------------------|----------------|
| <i>Course Number and Title</i>                                                         | <i>Credits</i> |
| AT 500 Foundations of Clinical Practice in Athletic Training                           | 1              |
| AT 503 Principles of Athletic Training                                                 | 4              |
| AT 505 Fundamentals of Clinical Diagnosis and Therapeutic Interventions                | 2              |
| AT 510 Clinical Practice in Athletic Training I                                        | 3              |
| AT 512 Therapeutic Interventions: Modalities                                           | 2              |
| AT 514 Diagnosis and Therapeutic Interventions I: Lower Extremity                      | 4              |
| AT 520 Clinical Practice in Athletic Training II                                       | 3              |
| AT 523 Diagnosis and Therapeutic Interventions II: Upper Extremity                     | 4              |
| AT 530 Clinical Practice in Athletic Training III                                      | 1              |
| AT 532 Diagnosis and Therapeutic Interventions III: Head, Face, and Spine              | 4              |
| AT 534 Advanced Nutrition and Exercise Prescription                                    | 2              |
| AT 540 Clinical Practice in Athletic Training IV                                       | 3              |
| AT 543 Diagnosis and Therapeutic Interventions IV: Medical Conditions and Pharmacology | 2              |
| AT 545 Administration in Athletic Training                                             | 2              |
| AT 550 Clinical Practice in Athletic Training V                                        | 3              |
| AT 552 Current Evidence and Topics in Athletic Training                                | 2              |
| AT 598 Seminar                                                                         | 1              |
| KINES 532 Applied Sport Psychology                                                     | 3              |
| KINES 551 Research Design in Exercise and Sport                                        | 3              |
| <b>Culminating Activity</b><br>AT 591 Project                                          | 1              |
| <i>Total</i>                                                                           | 50             |

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**BOISE STATE UNIVERSITY**

**SUBJECT**

New Master of Science in Economics and Master of Economics degree

**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 program that will award Master of Science degree in Economics and a Master of Economics degree. The proposed program will be offered face-to-face in BSU's regional service area.

Graduates will be prepared for careers that regularly make use of economic concepts and quantitative methods. They will be highly skilled in economic analysis, forecasting, statistical analysis, and political economy, and will be able to use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.

Graduates of a master's program in economics fall into the category of having "deep analytical talent." The McKinsey Global Institute estimated that the supply of "deep analytical talent" in the U.S. in 2008 was approximately 150,000 positions. They estimate that "in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018." That is a tripling of positions over 10 years.

The program is being built on the foundation of a successful Bachelor's degree in the Department of Economics. It will add a set of new graduate-level economics courses, and will thereby strengthen existing graduate business programs such as our MBA and MS in Accountancy. It will also provide coursework for students in graduate programs such as public policy and administration, political science, health sciences, geosciences, engineering, and mathematics.

The University of Idaho (UI) offers a Master of Science in Applied Economics, which is focused on solving complex issues involving agriculture, communities, and natural resources.

**IMPACT**

Creation of the proposed program will have minimal fiscal impact. A portion of the coursework will be provided by existing undergraduate economics courses that will be cross-listed as graduate courses. Instructional capacity to offer a set of new graduate courses will be provided via reallocation of university funds to create two new graduate teaching assistantships; those assistantships will enable a restructuring of a large undergraduate course, which, in turn, will free up faculty instructional capacity for the graduate program.

**ATTACHMENTS**

Attachment 1 – MS/Master of Economics program proposal

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

BSU states that students will graduate with a set of competencies that will be highly valuable to government, industry, and non-governmental organizations: economic analysis, forecasting, statistical analysis, and political economy. The MS program will emphasize research and will require completion of a thesis. The Masters program will require completion of a three-credit capstone course and project. The intended audience for the Masters is students or others in the community seeking skills in economic and quantitative analysis for career advancement and/or careers in more quantitative and analytical fields.

Currently, the University of Idaho offers an MS in Applied Economics, which has a focus in the areas of agriculture and natural resources. The program is designed to prepare students for management, research, and policy positions in the public and private sectors of the economy, and for further graduate study. Neighboring states with similar programs include Utah State University, offering an MS in Applied Economics and an MS/MA in Economics and the University of Oregon, offering an MA/MS in Economics.

BSU projects 16 initial enrollments during its first year of implementation, which was determined based on anticipated teaching and supervision capacity of up to 15-20 students per cohort given the current number of faculty members and anticipated graduate assistant resources.

BSU's request to create a new Master of Science in Economics and Master of Economics is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for economics programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and the Board's on Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Staff believes sufficient justification exists, based on regional need for BSU to create the proposed program, which can be of added value to the student and the state in light of BSU's proximity to much of the state's governmental structure and economic activity.

Board staff recommends approval.

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**BOARD ACTION**

I move to approve the request by Boise State University to create a new academic program that will award a Master of Science in Economics degree and a Master of Economics degree in substantial conformance to the program proposal submitted as Attachment 1.

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

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DECEMBER 15, 2016

Institutional Tracking No.

15-016

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

|                                       |                                   |
|---------------------------------------|-----------------------------------|
| Date of Proposal Submission:          | May 31, 2016                      |
| Institution Submitting Proposal:      | Boise State University            |
| Name of College, School, or Division: | College of Business and Economics |
| Name of Department(s) or Area(s):     | Department of Economics           |

### Program Identification for Proposed New or Modified Program:

|                                     |                                                                     |                                                   |               |                                              |
|-------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|---------------|----------------------------------------------|
| Program Title:                      | Master of Science in Economics (MS) and Master of Economics (M.Ec.) |                                                   |               |                                              |
| Degree:                             | MS; M.Ec.                                                           | Degree Designation                                | Undergraduate | <input checked="" type="checkbox"/> Graduate |
| Indicate if Online Program:         | <input type="checkbox"/> Yes                                        | <input checked="" type="checkbox"/> No            |               |                                              |
| CIP code (consult IR /Registrar):   | 45.0601 Economics, General                                          |                                                   |               |                                              |
| Proposed Starting Date:             | Fall 2017                                                           |                                                   |               |                                              |
| Geographical Delivery:              | Location(s)                                                         | Boise State                                       | Region(s)     | III                                          |
| Indicate (X) if the program is/has: | <input type="checkbox"/> Self-Support                               | <input type="checkbox"/> Professional Fee         |               |                                              |
| Indicate (X) if the program is:     | <input checked="" type="checkbox"/> Regional Responsibility         | <input type="checkbox"/> Statewide Responsibility |               |                                              |

Indicate whether this request is either of the following:

☒ New Degree Program

☐ Undergraduate/Graduate Certificates (30 credits or more)

☐ Expansion of Existing Program

☐ Consolidation of Existing Program

☐ New Off-Campus Instructional Program

☐ Other (i.e., Contract Program/Collaborative)

[Signature] 6/8/16  
College Dean (Institution) Date

[Signature] June 2016  
Graduate Dean or other official (Institution; as applicable) Date

[Signature] 8-18-16  
FVP/Chief Fiscal Officer (Institution) Date

[Signature] 8-16-16  
Provost/VP for Instruction (Institution) Date

[Signature] 8/19/16  
President Date

Vice President for Research (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

Chief Academic Officer, OSBE Date

SBOE/Executive Director Approval Date

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

**Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

Boise State University proposes the creation of two new graduate programs with the same core requirements: a Master of Science (M.S.) in Economics and a Master of Economics (M.Ec.).

Both programs provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods.

- The M.S. program will emphasize research and will require completion of a thesis (6 credits). The intended audience is students or others in the community seeking further education that includes the development of research expertise. The degree will be relevant to a wide range of professions and to those interested in pursuing a Ph.D. in Economics and related fields.
- The M.Ec. program requires the completion of a three-credit capstone course that includes a project as the culminating activity. The intended audience is students or others in the community seeking skills in economic and quantitative analysis for advancement in their career, and/or seeking careers in more quantitative and analytical fields.

The proposed program will provide substantial value to students and to the State of Idaho.

- The proposed programs will prepare students for careers that regularly use economic concepts and quantitative methods to analyze and solve real-world problems faced by businesses, government, and society. Graduates will typically obtain jobs as an applied economist or data analyst in the public or private sector; or will pursue doctoral studies. Graduates will be capable of conducting independent analyses, and will be able to use their skills and knowledge to develop and shape policy, to inform business decisions, to analyze data, and to manage organizations.
- The Idaho business community, governmental agencies, and non-governmental organizations will be provided with local graduates who are highly skilled in economic analysis, forecasting, statistical analysis, and political economy. These graduates will strengthen Idaho's business leadership and increase Idaho's ability to compete nationally and internationally. The programs will add value in a wide range of business, government, and nonprofit settings, minimizing the need to recruit talent from outside Idaho.

The proposed degree programs in economics will not replace any existing programs, but instead will strengthen existing and future graduate and undergraduate programs at Boise State University.

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- The new programs will strengthen the existing MBA and M.S. in Accountancy programs in the College of Business and Economics by providing diverse graduate-level economics course opportunities to students in those programs.
- The new programs will provide a set of core classes that can be used as a foundation to launch other specialized graduate programs in business, e.g. in Finance.
- The new programs will provide a set of courses that emphasize advanced training in data analysis using current statistical methods; those courses will benefit programs in other colleges, e.g. public policy and administration, political science, health sciences, geosciences, engineering, and mathematics.
- The new program will provide a set of courses that will be of substantial value to those students in our new PhD in Computing who are interested in big data analytics. Two courses in particular, “Mathematical Statistics and Introduction to Advanced Econometrics” and “Advanced Econometrics,” will provide those students with business-world application of the concepts of big data analytics. See Appendix C for the course descriptions.
- The proposed program will provide a “next step” for students who graduate from our newly created BS in Business and Economic Analytics.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

Boise State University is located in the capital city of Idaho, a region that is one of the fastest growing in the United States. In an increasingly competitive marketplace, graduate education is becoming more valuable – and in some fields, necessary. A survey of undergraduate students in College of Business and Economics identified a high demand for a master’s program in economics at Boise State, and similar results were found with a survey of alumni and friends in the community. Students are interested in the advantage that advanced training can bring to them in the local workplace. Many of these students are not willing to leave the Treasure Valley to pursue graduate work, which means that the proposed graduate degrees will prepare many individuals planning to work locally or regionally.

- a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual 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.  
Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

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The following table compiles information on workforce need.

|                             | State DOL data | Federal DOL data: Bureau of Labor Statistics (BLS) | Other data source: McKinsey Global Institute for "data analysts" |
|-----------------------------|----------------|----------------------------------------------------|------------------------------------------------------------------|
| <b>Local (Service Area)</b> | 50             | N/A                                                | 73 – 85                                                          |
| <b>State</b>                | 101            | N/A                                                | 145 – 170                                                        |
| <b>Nation</b>               | N/A            | 22,160                                             | 29,000 – 34,000                                                  |

Idaho Department of Labor Economist Ethan Mansfield identified five occupations where those with a degree in economics normally find employment:

1. Economist
2. Market Research Analyst
3. Operations Research Analyst (Business Analyst)
4. Statistician
5. Survey Researcher

The following tables provides data from the Idaho DOL and from the US Dept of Labor Statistics on job openings that are projected to occur in those occupations.

| <b>Idaho State DOL Data</b>           |                                                    |                        |                        |                                                            |
|---------------------------------------|----------------------------------------------------|------------------------|------------------------|------------------------------------------------------------|
| <b>SOC Code</b>                       | <b>SOC Title</b>                                   | <b>2012 Employment</b> | <b>2022 Employment</b> | <b>Total Annual Openings due to Replacement and Growth</b> |
| 13-1161                               | Market Research Analysts and Marketing Specialists | 1485                   | 1959                   | 67                                                         |
| 15-2031                               | Operations Research Analysts                       | 368                    | 464                    | 18                                                         |
| 15-2041                               | Statisticians                                      | 54                     | 65                     | 3                                                          |
| 19-3011                               | Economists                                         | 49                     | 57                     | 3                                                          |
| 19-3022                               | Survey Researchers                                 | 372                    | 420                    | 10                                                         |
| <b>Total Annual Openings in Idaho</b> |                                                    |                        |                        | <b>101</b>                                                 |

| <b>2014 National Employment Matrix title and code</b> |                                                    |                           |             |                                                         |               |
|-------------------------------------------------------|----------------------------------------------------|---------------------------|-------------|---------------------------------------------------------|---------------|
|                                                       |                                                    | <b>Employment (1000s)</b> |             | <b>Job openings due to growth and replacement needs</b> |               |
| <b>SOC Code</b>                                       | <b>Job Title</b>                                   | <b>2014</b>               | <b>2024</b> | <b>2014-24 (in 1000s)</b>                               | <b>Annual</b> |
| 13-1161                                               | Market research analysts and marketing specialists | 495.5                     | 587.8       | 151.4                                                   | 15,140        |
| 15-2031                                               | Operations research analysts                       | 91.3                      | 118.9       | 43.9                                                    | 4,390         |
| 15-2041                                               | Statisticians                                      | 30.0                      | 40.1        | 15.4                                                    | 1,540         |
| 19-3011                                               | Economists                                         | 21.5                      | 22.7        | 7.0                                                     | 700           |
| 19-3022                                               | Survey researchers                                 | 16.7                      | 18.7        | 3.9                                                     | 390           |
|                                                       |                                                    |                           |             |                                                         |               |

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|  |                                         |               |
|--|-----------------------------------------|---------------|
|  | <b>Total Annual Openings Nationally</b> | <b>22,160</b> |
|--|-----------------------------------------|---------------|

An additional source of information is the McKinsey Global Institute, which provided estimates regarding “deep analytical talent,” which is a category into which MS Economics and Master of Economics graduates would fit. The McKinsey Global Institute estimated that the supply of “deep analytical talent” in the U.S. in 2008 was approximately 150,000 positions. They estimate that “in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018.” Therefore, we estimate a growth of 290,000 to 340,000 over that 10-year period, or 29,000 – 34,000 annual growth. We estimate the demand in Idaho as 0.5% of the annual U.S. number in “deep analytical talent,” based on population size, and the local region as being half of the state number.

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

We have documented demand among our students for a graduate program in economics at Boise State. In surveys to current upper level College of Business and Economics students, 92 out of 287 (33%) indicated that they would be interested in applying for the proposed graduate programs in economics. Of upper division economics students only, 73% (47 out of 64) are interested. Based upon a survey administered through LinkedIn, 68% (21 out of 31) of alumni or friends in community indicate an interest in applying to the master’s program in economics. In addition, we occasionally receive inquiries from local community members with interests in a master’s program with a focus on quantitative analysis and economics.

The number one reason for an interest in pursuing the graduate degree in economics at Boise State according to our survey is “an advanced degree to help with the job market,” followed by “a step towards earning a Ph.D.,” and “an interest in studying economics further.” All groups surveyed overwhelmingly indicated that the top field/focus of interest in a graduate program in economics is “quantitative analysis/statistics/econometrics/data analytics,” which is complementary to our goal to build expertise and increase focus in business and economic analytics both at the undergraduate and graduate level.

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

This program will provide the Idaho business community, and government entities, with local graduates highly skilled in economic analysis, forecasting, statistical analysis, and political economy. These graduates will strengthen Idaho’s business leadership and increase Idaho’s ability to compete nationally and internationally. The proposed programs will add value in a wide range of business, government, and nonprofit settings, minimizing the need to recruit

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talent from outside Idaho. As was noted above, the McKinsey Global Institute<sup>1</sup> estimated that the supply of “deep analytical talent” in the U.S. in 2008 was approximately 150,000 position, and that “in a big data world, we expect demand for deep analytical talent could reach 440,000 to 490,000 positions in 2018.” The proposed program will provide graduates with “deep analytical talent.”

**d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

NA

**e. If Associate’s degree, transferability:**

NA

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

| Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well) |                       |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution Name                                                                                 | Degree name and Level | Program Name and brief description if warranted                                                                                                                                                                                                                                                                            |
| Boise State                                                                                      | M.Ec.                 | <b>Masters in Economics</b><br>The master of economics program requires the completion of a Capstone course as the culminating activity. The intended audience is students or others in the community seeking advancement in their career, and/or seeking careers in more quantitative and analytical fields.              |
|                                                                                                  | M.S.                  | <b>Master of Science in Economics</b><br>The master of science in economics program emphasizes research and requires the completion of a thesis. The intended audience is students or others in the community seeking further education and research experience prior to pursuing a Ph.D. in economics and related fields. |
| University of Idaho                                                                              | M.S.                  | <b>Applied Economics-- College of Agricultural and Life Sciences</b><br>Students learn to apply statistical and mathematical analysis to understand and provide recommendations on how to solve complex issues involving agriculture, communities and natural resources.                                                   |

| Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u> |                       |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Institution Name                                                                                 | Degree name and Level | Program Name and brief description if warranted                                                                                                                                                     |
| Utah State                                                                                       | MA and MS             | <b>MS in Applied Economics—College of Agriculture and Applied Sciences</b>                                                                                                                          |
|                                                                                                  |                       | <b>MA/MS in Economics—Jon M. Huntsman School of Business</b>                                                                                                                                        |
| University of Oregon                                                                             | MA/MS                 | <b>MA/MS in Economics – College of Arts and Sciences</b><br>The master’s program prepares students for a wide range of consulting and applied research positions in private industry and government |

<sup>1</sup> "Big data: The next frontier for innovation, competition, and productivity," McKinsey Global Institute, May 20 11, report available at [http://www.mckinsey.com/insights/business\\_technology/big\\_data\\_the\\_next\\_frontier\\_for\\_innovation](http://www.mckinsey.com/insights/business_technology/big_data_the_next_frontier_for_innovation).

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|                                  |              |                                                                                                                                                                                                                                                                                                                              |
|----------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Portland State University</b> | <b>MA/MS</b> | <b>MA/MS in Economics – College of Liberal Arts and Sciences</b><br>The MS/MA program in economics provides students with core analytical skills in micro and macroeconomics, background in economic history, as well as specialized knowledge of applied economics in students' areas of interest through elective courses. |
|----------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 4. Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The proposed programs are not similar to programs offered by any Idaho public institution. The University of Idaho offers an MS in Applied Economics, but that degree is focused on “complex issues involving agriculture, communities and natural resources,” whereas the programs that will be offered at Boise State will be much more broad in its focus.

- 5. Describe how this request supports the institution’s vision and/or strategic plan.**

The following bolded passages show the relevance of the program to Boise State University’s Mission:

*Boise State University is a public, metropolitan, **research university offering an array of undergraduate and graduate degrees and experiences that foster student success, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the community, the state and the nation.** As an integral part of its metropolitan environment the university is engaged in **professional and continuing education programming, policy issues, and promoting the region’s economic vitality and cultural enrichment.***

| <b>Goals of Institution Strategic Plan</b>                                         | <b>Proposed Program Plans to Achieve the Goal</b>                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1 – Create a signature, high quality educational experience for all students. | The proposed programs are in an area that is experiencing substantial growth of importance in the local and regional workforce. Our proposed program would be the only graduate program of its type in our service area.                                                                                             |
| Goal 1 – Create a signature, high quality educational experience for all students. | Successful graduate programs are a key component—indeed, a prerequisite—of a thriving “metropolitan research university of distinction.”                                                                                                                                                                             |
| Goal 3 – Gain distinction as a doctoral research university.                       | Creating these masters level programs will be an exploratory step in helping to determine the feasibility of establishing a high-quality, research focused Ph.D. program in economics in the future. In addition, the graduate programs will support the research of faculty members in the Department of Economics. |
| Goal 4 – Align university program and activities with community needs.             | The proposed program will prepare students for the rigors of the industry positions that demand quantitative, analytical and “big data management and analysis” skills.                                                                                                                                              |

- 6. Assurance of Quality.** Describe how the institution will ensure the quality of the program.



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Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The following measures will ensure the high quality of the proposed program:

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost. This process requires a detailed self-study (including outcome assessments) and a comprehensive review and site visit by external evaluators.

Graduate Policy and Procedure: The proposed program will adhere to all applicable policies and procedures of the Graduate College as developed and approved by the graduate faculty of the university through its representatives on the Graduate Council.

Specialized Accreditation: All programs (excluding BA Economics, which is not a business program) offered by departments within the College of Business and Economics are accredited by the AACSB, which ensures a high standard of quality. We will seek a specialized accreditation for the Master in Economics and, if available, also M.S. Economics programs.

7. **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 B**.

NA

8. **Teacher Education/Certification Programs** All Educator Preparation programs require review from the Professional Standards Commission (PSC) and approval from the Board. In addition to the proposal form, the Program Approval Matrix (**Appendix C**) is required for any new and modifications to the teacher education/certification programs, including endorsements. The matrix must be submitted with the proposal to OSBE and SDE using the online academic program system as one document.

NA

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes   X   No       

**Curriculum, Intended Learning Outcomes, and Assessment Plan**



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**10. Curriculum for the proposed program and its delivery.**

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

|                                                                                      |         |
|--------------------------------------------------------------------------------------|---------|
| Credit hours in required courses offered by the department (s) offering the program. | 22 – 25 |
| Credit hours in required courses offered by other departments:                       |         |
| Credit hours in institutional general education curriculum                           |         |
| Credit hours in free electives                                                       | 6 – 9   |
| Total credit hours required for degree program:                                      | 31      |

- b. Additional requirements.** 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.

The Master of Economics program will require the completion of a three credit Capstone course as the culminating activity. It provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods.

The MS in Economics will require a thesis as the culminating activity. The research leading up to the thesis will give students the ability to produce an article of publishable quality. This will significantly advance their research skills and provide students with skills to complete complex analyses in economics.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

Both the M.S. and M.Ec. programs will provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods.

The Program Intended Learning Outcomes (PILO) are as follows:

- (A) Quantitative Reasoning Skills: At the completion of the program, students are expected to:
- 1) understand how to use empirical evidence to evaluate the validity of an economic argument,
  - 2) use econometric methodology, interpret results of econometric models and conduct appropriate statistical analysis of data to answer a research question,
  - 3) solve economic models mathematically and provide intuitive explanations of the results
- (B) Specialized Knowledge and Application of Skills: At the completion of the program, students are expected to:

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- 1) develop a sophisticated understanding of the theoretical, analytical, and methodological approaches used within the discipline of microeconomics and related fields,
- 2) carry out economic and policy analyses that draw on microeconomic theory,
- 3) apply economic analysis to everyday problems in real world situations, to understand current events and evaluate specific policy proposals

(C) Research Skills: At the completion of the program, students are expected to:

- 1) formulate researchable economics questions in an independent manner,
- 2) develop research projects and contribute to research activities of a team,
- 3) locate and evaluate relevant sources for a research project in a critical manner,
- 4) develop research projects through which they are able to use complex statistical techniques to analyze a wide-range of outcomes,
- 5) be committed to the ethical conduct of research and professional activities

(D) Communication Skills: At the completion of the program, students are expected to:

- 1) communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence,
- 2) disseminate research results in a clear and coherent manner to other researchers, employers, coworkers, and to the general public,
- 3) contribute to the intellectual community and be able to critically analyze and evaluate one's own, as well as others' findings and give effective and constructive feedback to others.

## **12. Assessment plans**

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

The assignments embedded in the programs' courses that can be evaluated for student learning will be identified for each PILO. For example, the assignments and written exams in Course ECON 522 Advanced Econometrics will be evaluated by the instructor using a rubric designed to evaluate student mastery of PILO #A.2: (quantitative reasoning skills): "The student will use econometric methodology, interpret results of econometric models, and conduct appropriate statistical analysis of data to answer a research question." Instructors of courses with these types of embedded assignments and written exams will aggregate the data and submit a report on the student learning to the program curriculum and assessment committee.

In addition to periodic assignments, written exams, and paper projects, there will be two distinct culminating experiences in the proposed master's programs in economics. These will allow graduates to demonstrate their mastery of a significant literature in economics and state-of-the-art analytical techniques.

- Thesis: The thesis option is required for MS Economics program. Examination of

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theses will enable the department to evaluate (i) research skills and (ii) skills necessary to complete complex analyses in economics.

- **Capstone Project:** The students pursuing master of economics will work on a culminating activity/project. Examination of theses will provide faculty with information on the research skills of students and their ability to solve complex problems.

Thesis advisers and instructors who oversee capstone projects will evaluate student mastery and performance, and submit a report on the student learning outcomes and culmination project/thesis outcomes to the program curriculum and assessment committee.

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

Annually, the curriculum and assessment committee will review the submitted findings regarding PILOs and will also review the results of the most recent graduating student survey. A retreat will be held with all faculty involved in the program, and will be used to identify strengths and areas for improvement. We plan to focus on a specific PILO and the course(s) that addresses that PILO every year in more detail during the retreat, effectively evaluating every PILO very carefully every four years.

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

We plan to use primarily direct measures by identifying assignments embedded in program courses. We will also have a graduating student survey that will serve as an indirect measure.

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

Assessment results will be collected in key courses to assess student learning of each outcome. The faculty will meet to review results annually as described above.

### **Enrollments and Graduates**

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

| <b>Existing Similar Programs: Historical enrollments and graduate numbers</b> |                                             |      |      |                       |                                                                |      |      |                       |
|-------------------------------------------------------------------------------|---------------------------------------------|------|------|-----------------------|----------------------------------------------------------------|------|------|-----------------------|
| <b>Institution and Program Name</b>                                           | <b>Fall Headcount Enrollment in Program</b> |      |      |                       | <b>Number of Graduates From Program (Summer, Fall, Spring)</b> |      |      |                       |
|                                                                               | FY13                                        | FY14 | FY15 | FY16<br>(most recent) | FY12                                                           | FY13 | FY14 | FY15<br>(most recent) |
| <b>BSU</b>                                                                    |                                             |      |      |                       |                                                                |      |      |                       |
| <b>ISU</b>                                                                    |                                             |      |      |                       |                                                                |      |      |                       |

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|                                    |    |    |   |   |   |   |   |   |
|------------------------------------|----|----|---|---|---|---|---|---|
| <b>UI: MS in Applied Economics</b> | 14 | 11 | 9 | 9 | 7 | 9 | 4 | 4 |
| <b>LCSC</b>                        |    |    |   |   |   |   |   |   |

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

| <b>Proposed Program: Projected Enrollments and Graduates First Five Years</b> |       |       |       |       |       |                                                          |       |       |       |       |       |
|-------------------------------------------------------------------------------|-------|-------|-------|-------|-------|----------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Program Name: MS in Economics and Master in Economics (M.Ec.)</b>          |       |       |       |       |       |                                                          |       |       |       |       |       |
| <b>Projected Fall Term Headcount Enrollment in Program</b>                    |       |       |       |       |       | <b>Projected Annual Number of Graduates From Program</b> |       |       |       |       |       |
| FY 18<br>(first year)                                                         | FY 19 | FY 20 | FY 21 | FY 22 | FY 23 | FY 18<br>(first year)                                    | FY 19 | FY 20 | FY 21 | FY 22 | FY 23 |
| 16                                                                            | 26    | 31    | 37    | 41    | 42    | 0                                                        | 2     | 8     | 10    | 12    | 12    |

- 15. Describe the methodology for determining enrollment and graduation projections.**  
Refer to information provided in Question #2 "Need" above. What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

The projected enrollments were based on: 1) anticipated teaching and supervision capacity of up to 15 - 20 students per cohort given the current number of faculty members and anticipated graduate assistant resources; and 2) sufficient anticipated demand based on survey results and inquiry calls from local professionals. The projected annual number of graduates is based on 1) anticipated number of students in the accelerated program, students likely enrolled as full-time and students likely to enroll as part-time; and 2) anticipated annual attrition rate of 10 percent for full-time and accelerated students and 20 percent for part-time students.

Our initial recruitment efforts will primarily be focused on current and former students in the Treasure Valley. We will recruit seniors from Boise State University, the College of Idaho, and Northwest Nazarene University. We will also recruit in the industry as well as non-profit and public sectors. Following the first recruitment phase, we will expand recruitment across Idaho and the Intermountain West.

- 16. Minimum Enrollments and Graduates.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums, what is the time frame, and what is the action that would result?

Creation of the proposed program will require the investment by central administration of \$48,622 of ongoing funds for two graduate assistantships (includes stipend, tuition, and fees)

and \$6,750 of ongoing funds for a graduate program director (includes fringe). Additionally, the program will require investment by the College of Business and Economics of \$10,000 of one-time funding, \$23,936 of ongoing funding for a graduate assistantship, and \$3,000 of ongoing funds for communication and marketing. Continuation of the central investment and investment by the College of Business and Economics will require that the program produce in excess of the total ongoing cost (\$71,859 using FY17 costs). At the FY17 rates of \$199.52 tuition and \$85 graduate fee per credit, the program will be required to produce 253 student credit hours per year. That number is equivalent to an enrollment of 14 students, each taking 18 credits per year.

If the program does not consistently meet that performance target, funding will be withdrawn.

### **Resources Required for Implementation – fiscal impact and budget**

#### **17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing classroom space, including computer classrooms, will be sufficient to support the program.

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Classes for program can easily be accommodated by existing facilities.

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional physical resources are required.

#### **18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The Albertsons library currently offers a well-rounded selection of periodicals and database sources across multiple fields within the discipline of economics (e.g., Econometrics, Health Economics, Natural Resources and Environmental Economics, Economics of Sustainability). The department will continue to work with the library liaison to review resources and suggest additions, changes and offer fiscal support for those changes as resources allow.

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There should be no impact on the existing programs of increased library usage caused by the proposed program since most access will be electronically accessed. There will be no off-campus programs.

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional library resources are needed.

**19. Personnel resources**

- a.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?
- b.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.
- c.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

**(Please note: we are addressing the three questions regarding personnel resources in one section, and then addressing impact on existing programs below.)**

Most of the graduate coursework to be taken by students in the program will be existing undergraduate courses that will be cross-listed as graduate-level courses. Graduate students in those courses will be required to complete additional work to earn graduate-level credit. The existing undergraduate courses have capacity for additional students, and the addition of graduate students to the existing sections will be a no-cost way to increase productivity of those courses.

We will also offer new graduate coursework that is not cross-listed with undergraduate courses.

1. We will offer two new graduate core courses, one 3-credit and one 4-credit, each of the fall and spring semesters.
2. We will offer one new graduate core 2-credit course during summer.
3. We will offer thesis credits and project credits as necessary.

To create the additional capacity necessary to offer the new graduate core courses, we will do the following:

1. We will create three new graduate assistantships. One will be created via a reallocation from the College of Business and Economics of an existing assistantship. Two will be created using an investment of appropriated funds from the central administration.
2. Those three graduate assistantships will be used to enable us to increase the section size in ECON 303 Intermediate Microeconomics the existing 30 - 40 section size to larger sections of 50 - 60 students. The increase in section size will enable us to offer

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two fewer sections per semester, and the teaching capacity from those two sections will be used to teach the 2-per-semester graduate core courses during fall and spring.

3. The graduate core course taught during summer will be taught by a faculty member who will be funded by our typical summer session protocol.
4. Thesis and project credits will be taken on by faculty members in addition to their existing teaching load. Importantly, by doing so, those faculty members actually increase their *research* productivity, also an important part of their overall workload responsibility.

In addition to the need for increased instructional capacity, we will fund a graduate coordinator position at \$5,000 per year.

- d. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We do not anticipate any changes in our course availability and variety of course offerings in our undergraduate programs. We believe that the creation of the graduate programs will actually *increase* the quality and interest in our undergraduate programs by providing a greater variety of upper division courses, by creating additional opportunities to participate in research, and by offering undergraduate students an accelerated 4+1 option to receive an undergraduate and graduate degree in economics.

To be able to increase overall instructional capacity, we will increase the section size of ECON 303 Intermediate Microeconomics to 50 - 60 students instead of 30 - 40 as currently being offered. To ensure that quality remains high in those larger sections, we will (i) adjust the pedagogy under the guidance of our Center for Teaching and Learning and (ii) make use of graduate teaching assistants in ECON 303 to provide additional instructor-student opportunities.

## **20. Revenue Sources**

- a) **Reallocation of funds:** 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?

Funding for one graduate assistantship will be reallocated from an existing graduate assistantship presently housed in the College of Business and Economics. That graduate assistantship is now allocated to departments on an “as needed” basis, and the reallocation to the proposed program simply represents a permanent allocation to the Department of Economics.

Funding for two new graduate assistantships will be reallocated from existing appropriated funds of the central administration. This reallocation represents an investment that is likely to pay off in increased tuition revenue from students who would not have otherwise attended Boise State University. As noted in Section 16 above, if enrollments in the program do not produce sufficient revenue to cover the reallocation, the central resources will be withdrawn.

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- b) **New appropriation.** 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

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

N/A

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

- e) **Other**

The Department of Economics will provide a fellowship of \$10,000 to each of two students enrolled in the proposed program using funds resulting from the John J. and Ethel Chapman endowment.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).



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| <b>I. PLANNED STUDENT ENROLLMENT</b>                                                                                                                                     |  |                 |                 |                 |            |                 |            |                 |            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------|-----------------|-----------------|------------|-----------------|------------|-----------------|------------|
|                                                                                                                                                                          |  | <b>FY 2018</b>  |                 | <b>FY 2019</b>  |            | <b>FY 2020</b>  |            | <b>FY 2021</b>  |            |
|                                                                                                                                                                          |  | FTE             | Headcount       | FTE             | Headcount  | FTE             | Headcount  | FTE             | Headcount  |
| A. New enrollments                                                                                                                                                       |  |                 | 16              |                 | 26         |                 | 31         |                 | 37         |
| B. Shifting enrollments                                                                                                                                                  |  |                 |                 |                 |            |                 |            |                 |            |
| <b>Total Enrollment</b>                                                                                                                                                  |  | 0               | 16              | 0               | 26         | 0               | 31         | 0               | 37         |
| <b>II. REVENUE</b>                                                                                                                                                       |  |                 |                 |                 |            |                 |            |                 |            |
|                                                                                                                                                                          |  | <b>FY 2018</b>  |                 | <b>FY 2019</b>  |            | <b>FY 2020</b>  |            | <b>FY 2021</b>  |            |
|                                                                                                                                                                          |  | On-going        | One-time        | On-going        | One-time   | On-going        | One-time   | On-going        | One-time   |
| 1. New Appropriated Funding Request                                                                                                                                      |  |                 |                 |                 |            |                 |            |                 |            |
| 2A. Institution Funds: central                                                                                                                                           |  | \$47,922        |                 | \$47,922        |            | \$47,922        |            | \$47,922        |            |
| 2B. Institution Funds: College of Bus & Econ                                                                                                                             |  | \$23,936        | \$10,000        | \$23,936        |            | \$23,936        |            | \$23,936        |            |
| 3. Federal                                                                                                                                                               |  |                 |                 |                 |            |                 |            |                 |            |
| 4. New Tuition Revenues from Increased Enrollments                                                                                                                       |  |                 |                 |                 |            |                 |            |                 |            |
| 5. Student Fees                                                                                                                                                          |  |                 |                 |                 |            |                 |            |                 |            |
| 6. Other (Chapman Endowment)                                                                                                                                             |  | \$20,000        |                 | \$20,000        |            | \$20,000        |            | \$20,000        |            |
| <b>Total Revenue</b>                                                                                                                                                     |  | <b>\$91,858</b> | <b>\$10,000</b> | <b>\$91,858</b> | <b>\$0</b> | <b>\$91,858</b> | <b>\$0</b> | <b>\$91,858</b> | <b>\$0</b> |
| Estimated tuition revenues from increased enrollments                                                                                                                    |  |                 |                 |                 |            |                 |            |                 |            |
|                                                                                                                                                                          |  | <b>FY 2018</b>  |                 | <b>FY 2019</b>  |            | <b>FY 2020</b>  |            | <b>FY 2021</b>  |            |
| <b>SCH produced</b>                                                                                                                                                      |  |                 | 215             |                 | 341        |                 | 400        |                 | 494        |
| <b>\$\$ per SCH</b>                                                                                                                                                      |  |                 | \$ 262          |                 | \$ 262     |                 | \$ 262     |                 | \$ 262     |
| <b>Estimated Tuition</b>                                                                                                                                                 |  |                 | \$ 56,278       |                 | \$ 89,316  |                 | \$ 104,727 |                 | \$ 129,302 |
| <b>Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):</b>                                                          |  |                 |                 |                 |            |                 |            |                 |            |
| II.2. Ongoing funds rom COBE for advertising (\$3,000 / year) and funds for one GA (\$20,937 / year). One time local funds from COBE for program development (\$10,000). |  |                 |                 |                 |            |                 |            |                 |            |
| II.6. Two at \$10,000 each-- John J. and Ethel C. Chapman Graduate Fellowships created by an endowed gift.                                                               |  |                 |                 |                 |            |                 |            |                 |            |

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| III. EXPENDITURES                                                                                               |                                                                                                                           |  |             |          |             |          |             |          |             |          |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--|-------------|----------|-------------|----------|-------------|----------|-------------|----------|
|                                                                                                                 |                                                                                                                           |  | FY 2018     |          | FY 2019     |          | FY 2020     |          | FY 2021     |          |
|                                                                                                                 |                                                                                                                           |  | On-going    | One-time | On-going    | One-time | On-going    | One-time | On-going    | One-time |
| <b>A. Personnel Costs</b>                                                                                       |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 1. FTE                                                                                                          |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 2. Faculty                                                                                                      |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 3. Adjunct Faculty                                                                                              |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 4. Graduate/Undergrad Assistants                                                                                |                                                                                                                           |  | \$ 27,393   |          | \$ 27,393   |          | \$ 27,393   |          | \$ 27,393   |          |
| 5. Research Personnel                                                                                           |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 6. Directors/Administrators                                                                                     |                                                                                                                           |  | \$ 5,000.00 |          | \$ 5,000.00 |          | \$ 5,000.00 |          | \$ 5,000.00 |          |
| 7. Administrative Support Personnel                                                                             |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| 8. Fringe Benefits                                                                                              |                                                                                                                           |  | \$ 2,146    |          | \$ 2,146    |          | \$ 2,146    |          | \$ 2,146    |          |
| 9. Other: Tuition & Fees and Health Ins.                                                                        |                                                                                                                           |  | \$ 34,320   |          | \$ 34,320   |          | \$ 34,320   |          | \$ 34,320   |          |
| 9. Other: Chapman Fellowships                                                                                   |                                                                                                                           |  | \$ 20,000   |          | \$ 20,000   |          | \$ 20,000   |          | \$ 20,000   |          |
| <b>Total Personnel and Costs</b>                                                                                |                                                                                                                           |  | \$88,859    | \$0      | \$88,859    | \$0      | \$88,859    | \$0      | \$88,859    | \$0      |
| <b>Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):</b> |                                                                                                                           |  |             |          |             |          |             |          |             |          |
| III.A.4                                                                                                         | Stipend (\$9,131 each) for three GA's. One GA is provided by COBE.                                                        |  |             |          |             |          |             |          |             |          |
| III.A.6                                                                                                         | Stipend (\$5,000) for the graduate coordinator.                                                                           |  |             |          |             |          |             |          |             |          |
| III.A.8                                                                                                         | Fringe benefits include: 4% fringe rate for three GA's (\$996) and 35% fringe rate for the graduate coordinator (\$1,050) |  |             |          |             |          |             |          |             |          |
| III.A.9                                                                                                         | Tuition and fees (\$8440 each) and estimated health insurance (\$3,000 each) for three GA's                               |  |             |          |             |          |             |          |             |          |

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|                                                                                                                 |                                                        | <b>FY 2018</b> |                 | <b>FY 2019</b> |            | <b>FY 2020</b> |            | <b>FY 2021</b> |            |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------|-----------------|----------------|------------|----------------|------------|----------------|------------|
|                                                                                                                 |                                                        | On-going       | One-time        | On-going       | One-time   | On-going       | One-time   | On-going       | One-time   |
| <b>B. Operating Expenditures</b>                                                                                |                                                        |                |                 |                |            |                |            |                |            |
| 1. Travel                                                                                                       |                                                        |                |                 |                |            |                |            |                |            |
| 2. Professional Services                                                                                        |                                                        |                |                 |                |            |                |            |                |            |
| 3. Other Services                                                                                               |                                                        |                |                 |                |            |                |            |                |            |
| 4. Communications                                                                                               |                                                        | \$1,500        |                 | \$1,500        |            | \$1,500        |            | \$1,500        |            |
| 5. Materials and Supplies                                                                                       |                                                        | \$1,500        |                 | \$1,500        |            | \$1,500        |            | \$1,500        |            |
| 6. Rentals                                                                                                      |                                                        |                |                 |                |            |                |            |                |            |
| 7. Materials & Goods for<br>Manufacture & Resale                                                                |                                                        |                |                 |                |            |                |            |                |            |
| 8. Miscellaneous                                                                                                |                                                        |                | \$10,000.00     |                |            |                |            |                |            |
| <b>Total Operating Expenditures</b>                                                                             |                                                        | <b>\$3,000</b> | <b>\$10,000</b> | <b>\$3,000</b> | <b>\$0</b> | <b>\$3,000</b> | <b>\$0</b> | <b>\$3,000</b> | <b>\$0</b> |
| <b>Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):</b> |                                                        |                |                 |                |            |                |            |                |            |
| III.B.4                                                                                                         | Communication expenses for recruitment and advertising |                |                 |                |            |                |            |                |            |
| III.B.5                                                                                                         | Materials and supplies for recruitment and advertising |                |                 |                |            |                |            |                |            |
|                                                                                                                 |                                                        | <b>FY 2018</b> |                 | <b>FY 2019</b> |            | <b>FY 2020</b> |            | <b>FY 2021</b> |            |
|                                                                                                                 |                                                        | On-going       | One-time        | On-going       | One-time   | On-going       | One-time   | On-going       | One-time   |
| <b>C. Capital Outlay</b>                                                                                        |                                                        |                |                 |                |            |                |            |                |            |
| 1. Library Resources                                                                                            |                                                        |                |                 |                |            |                |            |                |            |
| 2. Equipment                                                                                                    |                                                        |                |                 |                |            |                |            |                |            |
| <b>Total Capital Outlay</b>                                                                                     |                                                        | <b>\$0</b>     | <b>\$0</b>      | <b>\$0</b>     | <b>\$0</b> | <b>\$0</b>     | <b>\$0</b> | <b>\$0</b>     | <b>\$0</b> |

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|  |  |                                                               | FY 2018  |          | FY 2019  |     | FY 2020  |     | FY 2021  |     |
|--|--|---------------------------------------------------------------|----------|----------|----------|-----|----------|-----|----------|-----|
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  | <b>D. Capital Facilities Construction or Major Renovation</b> |          |          |          |     |          |     |          |     |
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  | <b>E. Indirect Costs (overhead)</b>                           |          |          |          |     |          |     |          |     |
|  |  | Utilities                                                     |          |          |          |     |          |     |          |     |
|  |  | Maintenance & Repairs                                         |          |          |          |     |          |     |          |     |
|  |  | Other                                                         |          |          |          |     |          |     |          |     |
|  |  | <b>Total Indirect Costs</b>                                   | \$0      | \$0      | \$0      | \$0 | \$0      | \$0 | \$0      | \$0 |
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  | <b>TOTAL EXPENDITURES:</b>                                    | \$91,859 | \$10,000 | \$91,859 | \$0 | \$91,859 | \$0 | \$91,859 | \$0 |
|  |  |                                                               |          |          |          |     |          |     |          |     |
|  |  | <b>Net Income (Deficit)</b>                                   | -\$1     | \$0      | -\$1     | \$0 | -\$1     | \$0 | -\$1     | \$0 |

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**APPENDIX A: Surveys administered to COBE students**

**A NEEDS ASSESSMENT SURVEY FOR A MASTER'S DEGREE IN ECONOMICS**

**A survey administered to upper division COBE majors/minors**

**Fall 2015**

(All majors)

Count (%)

1. What is your major? \_\_\_\_\_  
Economics – 64 (22%)  
Non-Economics- 223 (78%)
2. Are you considering attending graduate school after you have earned your bachelor's degree?
  - a. Yes, I am considering attending a Master's program – 176 (57%)
  - b. Yes, I am considering attending a Ph.D. program – 18 (6%)
  - c. Yes, I am considering attending Law School – 23 (7%)
  - d. No, I am not considering attending graduate school – 90 (29%)
3. If you are not considering graduate school, what are your plans after you complete your undergraduate work?
  - a. Work in government related area at the state/federal level – 48 (17%)
  - b. Work in a private business/corporation – 144 (38%)
  - c. Work in a non-profit organization – 18 (7%)
  - d. Get involved in start-ups – 30 (11%)
  - e. Teach at high school level – 6 (2%)
  - f. Other; please explain: \_\_\_\_\_ - 38 (14%)
4. Are you considering any Master's degrees offered at offered by Boise State University? If yes, which one would be your first choice?
  - a. Yes, Master of Business Administration – 77 (27%)
  - b. Yes, Master of Business Administration Online – 8 (3%)
  - c. Yes, Master of science in Accountancy/Taxation – 30 (11%)
  - d. Yes, Master's in Public Administration – 8 (3%)
  - e. Yes, Master's in Political Science – 2 (1%)
  - f. Yes, Master of Anthropology/Applied Anthropology – 0 (0%)
  - g. Yes, Master of science in Interdisciplinary Studies – 1 (0%)
  - h. Yes, other: \_\_\_\_\_ - 17 (6%)
  - i. No – 139 (49%)
5. The Department of Economics is proposing a Master's degree (M.A.) in Economics. Would you consider applying to this proposed program?
  - a. Yes, I would consider applying to it. – 92 (32%)
  - b. No, I would not consider applying to it. – 193 (68%)

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**If you answered "a." for question 5, then please answer the following questions. If you answered "b." for question 4, then please hand this sheet back in and do not answer any further questions.**

6. If you are interested in a graduate degree in Economics what area of study most closely matches the focus you would like to pursue in a Master's program?
  - a. Economic theory – 4 (4%)
  - b. Quantitative analysis/statistics/econometrics/data analytics – 26 (29%)**
  - c. Public sector economics/public finance – 8 (9%)
  - d. Environmental and Natural Resource Economics – 11 (12%)
  - e. Urban/regional economics – 2 (2%)
  - f. Health economics – 5 (6%)
  - g. Game theory/Behavioral economics – 9 (10%)
  - h. Development economics/economic growth - 9 (10%)
  - i. Industrial organization/Regulation - 1 (1%)
  - j. Managerial economics and strategy 14 (16%)**
  - k. Other: \_\_\_\_\_ - 1 (1%)
  
7. What is your second area of interest?
  - a. Economic theory – 8 (9%)
  - b. Quantitative analysis/statistics/econometrics – 12 (13%)
  - c. Public sector economics/public finance – 17 (18%)**
  - d. Environmental and Natural Resource Economics- 4 (4%)
  - e. Urban/regional economics- 5 (5%)
  - f. Health economics- 2 (2%)
  - g. Game theory/Behavioral economics- 11 (12%)
  - h. Development economics/economic growth- 17 (18%)**
  - i. Industrial organization/Regulation- 6 (6%)
  - j. Managerial economics and strategy- 7 (8%)
  - k. Other: \_\_\_\_\_ - 2 (2%)
  - l. I only have one area of interest - 2 (2%)
  
8. What would be your goal in pursuing a Master's degree?
  - a. A step towards earning a PhD- 22 (20%)
  - b. An advanced degree to help with the job market- 63 (56%)
  - c. An interest in studying economics further- 26 (23%)
  - d. Other reason(s)- 1 (1%)
  
9. What would be your preferred time commitment for a Master's program in Economics?
  - a. Part-time- 40 (43%)
  - b. Full-time- 54 (57%)
  
10. What would be your ideal duration/requirement structure for a Master's program?
  - a. A 1-year program with no thesis requirement (Full-time only)- 24 (26%)
  - b. An "accelerated" 1-year program with no thesis requirement (students start taking graduate courses in their senior year of the undergraduate degree)- 24 (26%)
  - c. A 2-year program with an optional thesis (capstone project)- 33 (36%)**
  - d. A 2-year program with a mandatory thesis- 10 (11%)
11. What would be your ideal course schedule in a Master's program?

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- a. Classes offered during the morning- 29 (34%)
- b. Classes offered in the afternoon- 20 (23%)
- c. Classes offered from 4PM – 7PM- 16 (19%)
- d. Classes offered after 6PM- 21 (24%)

12. Please rank the following factors as they relate to your decision to apply to the Boise State University graduate program in Economics. A rank of 1 should reflect the most important factor and a rank of 6 should reflect the least important factor.

| Factor                                                                                                          | Rank 1 (%) | Rank 2 (%) | Rank 3 (%) | Rank 4 (%) | Rank 5 (%) | Rank 6 (%) |
|-----------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|------------|
| a. Cost of the program                                                                                          | 31%        | 8%         | 21%        | 1%         | 26%        | 19%        |
| b. Convenience of location                                                                                      | 22%        | 10%        | 27%        | 7%         | 21%        | 18%        |
| c. Quality of the faculty                                                                                       | 21%        | 16%        | 19%        | 15%        | 15%        | 18%        |
| d. Desire to conduct research                                                                                   | 12%        | 12%        | 21%        | 21%        | 12%        | 16%        |
| e. Areas of study offered                                                                                       | 9%         | 20%        | 9%         | 23%        | 20%        | 14%        |
| f. Availability of funding for graduate school (graduate assistantships, teaching assistantships, scholarships) | 5%         | 34%        | 2%         | 33%        | 5%         | 15%        |

**A NEEDS ASSESSMENT SURVEY FOR A MASTER'S DEGREE IN ECONOMICS**

**A survey administered to upper division COBE majors/minors**

**Fall 2015**

(Economics Majors Only)

count (percentage)

13. What is your major? \_\_\_\_\_

**Economics – 64**

14. Are you considering attending graduate school after you have earned your bachelor's degree?

- a. Yes, I am considering attending a Master's program – 41 (57%)
- b. Yes, I am considering attending a Ph.D. program – 11 (15%)
- c. Yes, I am considering attending Law School – 5 (7%)
- d. No, I am not considering attending graduate school – 15 (21)

15. If you are not considering graduate school, what are your plans after you complete your undergraduate work?

- a. Work in government related area at the state/federal level – 16 (31%)
- b. Work in a private business/corporation – 20 (36%)
- c. Work in a non-profit organization – 3 (8%)
- d. Get involved in start-ups – 7 (16%)
- e. Teach at high school level – 1 (3%)
- f. Other; please explain: \_\_\_\_\_ - 5 (12%)

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16. Are you considering any Master's degrees offered at offered by Boise State University? If yes, which one would be your first choice?
- a. Yes, Master of Business Administration – 14 (23%)
  - b. Yes, Master of Business Administration Online – 1 (2%)
  - c. Yes, Master of science in Accountancy/Taxation – 0 (0%)
  - d. Yes, Master's in Public Administration – 4 (6%)
  - e. Yes, Master's in Political Science – 2 (3%)
  - f. Yes, Master of Anthropology/Applied Anthropology – 0 (0%)
  - g. Yes, Master of science in Interdisciplinary Studies – 1 (2%)
  - h. Yes, other: \_\_\_\_\_ - 8 (13%)
  - i. No – 32 (52%)
17. The Department of Economics is proposing a Master's degree (M.A.) in Economics. Would you consider applying to this proposed program?
- a. Yes, I would consider applying to it. – 47 (73%)
  - b. No, I would not consider applying to it. – 17 (27%)

**If you answered "a." for question 5, then please answer the following questions. If you answered "b." for question 4, then please hand this sheet back in and do not answer any further questions.**

18. If you are interested in a graduate degree in Economics what area of study most closely matches the focus you would like to pursue in a Master's program?
- a. Economic theory – 3 (7%)
  - b. Quantitative analysis/statistics/econometrics/data analytics – 19 (42%)
  - c. Public sector economics/public finance – 3 (7%)
  - d. Environmental and Natural Resource Economics – 5 (11%)
  - e. Urban/regional economics – 1 (2%)
  - f. Health economics – 1 (2%)
  - g. Game theory/Behavioral economics – 5 (11%)
  - h. Development economics/economic growth - 6 (13%)
  - i. Industrial organization/Regulation - 1 (2%)
  - j. Managerial economics and strategy 1 (2%)
  - k. Other: \_\_\_\_\_ - 0 (0%)
19. What is your second area of interest?
- a. Economic theory – 7 (15%)
  - b. Quantitative analysis/statistics/econometrics – 4 (8%)
  - c. Public sector economics/public finance – 7 (15%)
  - d. Environmental and Natural Resource Economics- 3 (6%)
  - e. Urban/regional economics- 4 (8%)
  - f. Health economics- 0 (0%)
  - g. Game theory/Behavioral economics- 7 (15%)
  - h. Development economics/economic growth- 9 (19%)
  - i. Industrial organization/Regulation- 3 (6%)
  - j. Managerial economics and strategy- 2 (4%)
  - k. Other: \_\_\_\_\_ - 1 (2%)
  - l. I only have one area of interest - 1 (2%)



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20. What would be your goal in pursuing a Master's degree?
- A step towards earning a PhD- 15 (26%)
  - An advanced degree to help with the job market- 29 (50%)
  - An interest in studying economics further- 13 (22%)
  - Other reason(s)- 1 (2%)
21. What would be your preferred time commitment for a Master's program in Economics?
- Part-time- 17 (35%)
  - Full-time- 31 (65%)
22. What would be your ideal duration/requirement structure for a Master's program?
- A 1-year program with no thesis requirement (Full-time only)- 9 (19%)
  - An "accelerated" 1-year program with no thesis requirement (students start taking graduate courses in their senior year of the undergraduate degree)- 16 (34%)
  - A 2-year program with an optional thesis (capstone project)- 15 (32%)
  - A 2-year program with a mandatory thesis- 7 (15%)
23. What would be your ideal course schedule in a Master's program?
- Classes offered during the morning- 15 (35%)
  - Classes offered in the afternoon- 11 (26%)
  - Classes offered from 4PM – 7PM- 8 (19%)
  - Classes offered after 6PM- 9 (21%)
24. Please rank the following factors as they relate to your decision to apply to the Boise State University graduate program in Economics. A rank of 1 should reflect the most important factor and a rank of 6 should reflect the least important factor.

| Factor                                                                                                          | Rank 1 (%) | Rank 2 (%) | Rank 3 (%) | Rank 4 (%) | Rank 5 (%) | Rank 6 (%) |
|-----------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|------------|
| g. Cost of the program                                                                                          | 30%        | 9%         | 17%        | 0%         | 24%        | 22%        |
| h. Convenience of location                                                                                      | 20%        | 11%        | 33%        | 13%        | 15%        | 17%        |
| i. Quality of the faculty                                                                                       | 17%        | 15%        | 20%        | 24%        | 20%        | 9%         |
| j. Desire to conduct research                                                                                   | 11%        | 11%        | 20%        | 22%        | 11%        | 22%        |
| k. Areas of study offered                                                                                       | 15%        | 15%        | 9%         | 15%        | 24%        | 15%        |
| l. Availability of funding for graduate school (graduate assistantships, teaching assistantships, scholarships) | 7%         | 39%        | 2%         | 26%        | 7%         | 15%        |

## **Appendix B**

### **Proposed Catalog Statement and Degree Requirements**

#### **Department of Economics**

*Chair:* Zeynep Hansen

Micron Business and Economics Building, Room 3246

Telephone (208) 426-3314

E-mail: econdept@boisestate.edu

<http://cobe.boisestate.edu/graduate>

*Graduate Faculty:* Black, Chen, Fragkias, Hansen, Islam, Loucks, Lowe, Twilight

#### **Graduate Degrees Offered:**

- Master of Economics
- Master of Science in Economics

#### **General Information**

The Department of Economics offers two distinct graduate programs. The master of economics program requires the completion of a Capstone course as the culminating activity. The intended audience is students or others in the community seeking advancement in their career, and/or seeking careers in more quantitative and analytical fields.

The master of science in economics program emphasizes research and requires a completion of a thesis. The intended audience is students or others in the community seeking further education and research experience prior to pursuing a Ph.D. in economics and related fields. Both programs provide students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods.

#### **Application and Admission Requirements**

Prospective students are encouraged to discuss their goals and interests with the graduate program coordinator. An applicant must satisfy the minimum admission requirements of the Graduate College (see Graduate Admission Regulations) and must fulfill the following requirements:

- Applicants must have a bachelor's degree from an accredited college or university, and a major in economics or a related field, with at least one semester of calculus and two semesters of probability and statistics courses successfully completed. The minimum cumulative GPA of 3.0 is required for admission to graduate study.
- Submission of the Graduate Record Examination (GRE) general test results.
- Fast track admission which waives the GRE requirement is available for Boise State economics majors or minors who achieved a 3.5 GPA in their 300-400 level economics courses, and have a cumulative GPA of 3.3
- A current curriculum vitae that accurately reflects educational and professional experience and background.
- A letter of application describing the background, career goals, academic interests and how the graduate program in economics will help achieve these goals.

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- A writing sample demonstrating the student's academic and writing talents. This can include previous academic papers, research manuscripts, a document prepared for an employer, or a new sample written for the application requirement.
- Three letters of recommendation (at least two from academic faculty) with particular attention to student's ability to succeed in a graduate environment, addressing applicant's strengths and weaknesses, and the benefits the applicant may receive from graduate study in economics.
- English proficiency is required. Students with English as a second language (ESL) must score 587/240/95 or better on TOEFL exam or 6.5 on the IELTS exam. ESL students must also take and pass an English proficiency exam at Boise State before taking any graduate courses beyond their first semester.

Meeting the minimum admission standards does not guarantee acceptance into the programs. Final acceptance is based upon the evaluation and recommendation of the Department of Economics (regular, provisional, or denial) to the Dean of the Graduate College who will make the final admission decision and notify the applicant.

The Department of Economics will take no action on an application unless all of the above materials have been received by the enrollment deadline for the program. In addition, the admissions process is competitive and no admission decisions will be made until after the enrollment deadline. Applicants who wish to enroll in the program should complete applications by February 15.

### **Master of Economics**

Graduate Program Coordinator: TBD  
Micron Business and Economics Building, Room 3246  
Telephone (208) 426-3351  
E-mail: econdept@boisestate.edu  
<http://cobe.boisestate.edu/graduate>

### **Degree Requirements**

The master of economics program requires the completion of a capstone course as the culminating activity. It provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics as well as rigorous research methods. The master of economics requires a completion of a minimum of 31 credits, including one course in math for economists, two core courses in microeconomic theory, two core courses in statistical methods and econometrics, four courses in electives, as well as three credits of capstone course as the culminating activity. The program starts in late summer (August) with a 2-credit course in mathematics for economists.

All students are expected to have an initial meeting with the graduate coordinator to discuss their project to be completed in the Capstone course. Meetings with the graduate coordinator will typically take place in the student's second semester.

Maintenance of a cumulative 3.0 average is required for both continuation in and graduation from the program. All requirements for the degree must be completed within a period of seven years.

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| <b>Master of Economics</b>                                                                                                                                                                                                                                                                 |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <i>Course Number and Title</i>                                                                                                                                                                                                                                                             | <i>Credits</i> |
| Core Requirements<br>ECON 501 Mathematics for Economists (2 cr)<br>ECON 511 Microeconomic Theory I (3 cr)<br>ECON 512 Microeconomic Theory II (3 cr)<br>ECON 521 Mathematical Statistics and Introduction to Advanced Econometrics (4 cr)<br>ECON 522 Advanced Econometrics (4 cr)         | 16             |
| Elective Courses<br>Twelve credits in approved courses that represents a disciplinary or interdisciplinary focus area. Courses must be approved by the graduate program director and cannot include more than 3 undergraduate credits. At least three credits must be economics electives. | 12             |
| Capstone Course<br>ECON 692 Capstone Course                                                                                                                                                                                                                                                | 3              |
| <i>Total</i>                                                                                                                                                                                                                                                                               | 31             |

### **Master of Science in Economics**

Graduate Program Coordinator: TBD  
Micron Business and Economics Building, Room 3246  
Telephone (208) 426-3351  
E-mail: econdept@boisestate.edu  
<http://cobe.boisestate.edu/graduate>

### **Degree Requirements**

The master of science in economics program provides students with advanced training in current microeconomic theory, quantitative economics, econometrics, and other fields of economics, as well as rigorous research methods. The master of science in economics requires a completion of a minimum of 31 credits, including one course in math for economists, two core courses in microeconomic theory, two core courses in statistical methods and econometrics, three courses in electives, as well as a six hours of thesis work as the culminating activity. The program starts in late summer (August) with a 2-credit course in mathematics for economists.

After a student completes a minimum of nine credits of course work, he/she will work with the graduate coordinator or graduate supervisor to develop a topic for a proposed thesis. All students are expected to have an initial meeting with the graduate coordinator to discuss their options, however, they can choose to work with any graduate faculty as their thesis supervisor. Meetings with the graduate coordinator and thesis supervisor will typically take place in the student's second semester.

Maintenance of a cumulative 3.0 average is required for both continuation in and graduation from the program. All requirements for the degree must be completed within a period of seven years.

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| <b>Master of Science in Economics</b>                                                                                                                                                                                                                                                    |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <i>Course Number and Title</i>                                                                                                                                                                                                                                                           | <i>Credits</i> |
| Core Requirements<br>ECON 501 Mathematics for Economists (2 cr)<br>ECON 511 Microeconomic Theory I (3 cr)<br>ECON 512 Microeconomic Theory II (3 cr)<br>ECON 521 Mathematical Statistics and Introduction to Advanced Econometrics (4 cr)<br>ECON 522 Advanced Econometrics (4 cr)       | 16             |
| Elective Courses<br>Nine credits in approved courses that represents a disciplinary or interdisciplinary focus area. Courses must be approved by the graduate program director and cannot include more than 3 undergraduate credits. At least three credits must be economics electives. | 9              |
| Culminating Activity<br>ECON 593 Thesis                                                                                                                                                                                                                                                  | 6              |
| <i>Total</i>                                                                                                                                                                                                                                                                             | 31             |

## **APPENDIX C: NEW COURSES**

There are five new courses that are required by the new Master's programs:

1. ECON 501 MATHEMATICS FOR ECONOMISTS (2-0-2)(SU). Intensive course in essential mathematics for entering graduate students in Economics. Topics covered include matrix algebra, functions, limits, differentiation, comparative statistics, linear algebra, and constrained and unconstrained optimization. Application of these mathematical techniques in economic analysis.
2. ECON 511 MICROECONOMIC THEORY I (3-0-3)(F). Study of decision theory, consumer choice and production models. Emphasizes value and distribution theories, and introduces general equilibrium theory and welfare economics. PREREQ: ECON 501.
3. ECON 512 MICROECONOMIC THEORY II (3-0-3)(S). Second course of microeconomic theory. Topics may include: microeconomics of strategy; the economics of imperfect information and uncertainty, externalities and public goods, and imperfect competition, game theory, including the choice and voting models. PREREQ: ECON 511.
4. ECON 521 MATHEMATICAL STATISTICS AND INTRODUCTION TO ADVANCED ECONOMETRICS (4-1-4)(F). Covers the basic mathematical statistics topics necessary for a deep understanding of applied econometrics. Topics include random variables, probability theory, probability and density functions, sampling hypothesis testing, and point and interval estimation. Introduction to the basic concepts of statistics and OLS regression, and their application to the analysis of economic data. The theory of econometric estimation of single equation models. Laboratory includes computational research methods with an introduction to important statistical packages: STATA, R, and / or Python. PREREQ: PERM/INST.
5. ECON 522 ADVANCED ECONOMETRICS (4-1-4)(S). Econometric techniques working with cross-sectional and/or panel data. Topics may include interpreting regression, maximum likelihood estimation, panel data, correlated errors and clustering, count models, duration models, choice models, weak and many instruments, quantile regressions, matching estimators, and regression discontinuity. Laboratory includes computational research methods using important statistical packages: STATA, R, and / or Python. PREREQ: ECON 521.

### **Other Graduate Courses (to be cross-listed with existing undergraduate courses):**

6. ECON 531 REGIONAL ECONOMICS (3-0-3)(F). Application of economic analysis to regional problems of structure, growth, and policy. Location theory, various growth models, and specific techniques such as input-output analysis, base multipliers, and cost/ benefit analysis are developed. PREREQ: ADM/PROG or PERM/INST.
7. ECON 532 URBAN ECONOMICS (3-0-3)(S). Focus on the structure of the urban areas, locational patterns, housing, crime, pollution, poverty, financial, and transportation problems. Tools of economic analysis used to analyze the problems and existing and proposed policies. PREREQ: ADM/PROG or PERM/INST.
8. ECON 540 HEALTH ECONOMICS (3-0-3)(S). Examines the economic issues associated with those individual and social decisions that influence the health of particular groups. Examines the

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production and delivery of health care and the economic and ethical aspects of health policy issues. Various economic approaches to the analysis of health policy are presented and evaluated. The focus is on the U.S. health care system. Comparisons may also be made to the health care systems of other nations. PREREQ: ADM/PROG or PERM/INST

9. ECON 555 DECISIONS, CHOICES AND HAPPINESS IN BEHAVIORAL ECONOMICS (3-0-3)(F). Discusses how psychological considerations can create "behavioral anomalies," ways in which economists incorporate those considerations into their theories, and the implications for market outcomes and public policies. The role of intangibles such as locational /environmental amenities / employment status on happiness, the implications of social and personal motives (such as virtue ethics, altruism, status, procrastination, self-control, or image) are also considered. PREREQ: ADM/PROG or PERM/INST.
10. ECON 565 MANAGERIAL ECONOMICS AND STRATEGY (3-0-3)(F). Illustrates how to apply economic theory to business decision-making using actual examples and real data. Covers important empirical tools used by practicing managers in applied demand analysis such as linear and non-linear programming, sensitivity analysis, demand estimation and forecasting. Students build mathematical models, solve constrained optimization problems, find and explore optimal solutions with spreadsheets. PREREQ: ADM/PROG or PERM/INST
11. ECON 571 ECONOMIC GROWTH (3-0-3)(F). Examines the question, "Why are some countries so rich while other countries are so poor?" Theoretical and empirical investigation considering factors that affect living standards such as population growth, physical capital and human capital accumulation, the state of technology, geography and the availability of natural resources, and culture and governmental policies. PREREQ: ADM/PROG or PERM/INST.
12. ECON 574 SUSTAINABILITY AND ECONOMIC POLICY (3-0-3)(S). Presents concepts, theories, data and empirical findings critical for analyzing sustainability problems and developing solutions in communities, cities, countries and regions. Explores how economics relates to the three pillars of sustainability: economic, social and environmental, emphasizing tradeoffs and synergies across the pillars. Topics may include: the meaning and history of sustainable development and the link between sustainability and well-being; sustainability indicators and metrics; natural resource (green) accounting; the valuation of biodiversity and ecosystem services; climate change; urbanization and sustainability; and business, international finance and sustainability. PREREQ: PERM/INST.

**APPENDIX D: The John J. and Ethel C. Chapman Graduate Economics Fellowships  
INTERNAL CURRENT USE FUND AGREEMENT**

The Boise State University Foundation, Inc. ("Foundation") acknowledges with gratitude a contribution from Ethel C. Chapman Trust ("Donor") to establish the **John J. and Ethel C. Chapman Graduate Economics Fellowships** ("Fellowship"). These contributions and all subsequent additions to the Scholarship shall be managed in accordance with policies established by the Foundation.

**Background**

The Department of Economics greatly appreciates the contributions of the Ethel C. Chapman Trust and others to the John J. & Ethel C. Chapman Scholarship (BS118). The department is currently in the process of establishing a master's degree in economics. When the master's program is approved to admit students, graduate fellowships will become a priority of the Chapman Scholarship Fund. The purpose of this agreement is to document a plan for awarding scholarships to graduate students in economics from 2016-2017 onward.

Distributions from the John J. & Ethel C. Chapman Scholarship (BS118) will be allocated to the John J. and Ethel C. Chapman Graduate Economics Fellowships, and will be administered in accordance with the Criteria described below.

**Criteria**

The John J. and Ethel C. Chapman Graduate Economics Fellowships will be awarded annually to students admitted to the master's program in economics. A maximum of two \$10,000 fellowships will be awarded to full-time students (9 graduate credits or considered full-time students by Boise State University policy) who have a record of academic excellence as demonstrated by a GPA of 3.5.

Chapman fellowships may be renewed if recommended by the Department of Economics. Expected types of expenditures would include annual, full, in-state, graduate fees per student; books and materials; room and board; and/or transportation.

**Administration**

1. The use of this gift will be authorized by the Department of Economics for the reasonable and customary requirements of authorized expenditures, as indicated above, in accordance with internal operating policies governing investments, fees, and administration as established by the Foundation.
2. The Fund must have an adequate balance in order to continue the award.
3. In the event that at some future time it becomes impossible or impractical for the Fund to be used for the specific purpose for which the Fund was created, the Foundation shall direct that the Fund be devoted to purposes that it deems to be most consistent with the wishes and intentions of the Donor after requesting a recommendation from the Dean or other appropriate university representative to identify a closely related program or academic area to which the Fund may be directed.

Chief Operating/Investment Officer  
Fund ID: BR140



**IDAHO STATE UNIVERSITY**

**SUBJECT**

New Master of Arts in Teaching

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University is requesting the addition of a Master of Arts in Teaching Program (MAT). This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. This degree will target a demonstrated need in the State of Idaho for qualified personnel in the secondary school setting. MAT programs ensure deep content knowledge grounded in a bachelor's degree, and then provide master-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement.

The program will be a cohort model with a timeline for completion based upon six (6) consecutive semesters, Summer semester through Spring semester. The program will be offered entirely online to serve interested parties throughout the state and provide greater access to our rural communities.

Program objectives are to increase options in pathways to teaching for content experts and career-changers who already hold a bachelor's degree, to create an educator preparation program that provides an incentive to seek teacher certification by promising higher starting salaries due to the simultaneous completion of a master's degree and to maximize enrollment in existing College of Education courses scheduled in the regular course rotation.

**IMPACT**

The MAT will not require any additional funding or new courses but will consist of a redistribution of existing courses to provide graduates with a bachelor's degree in a specific content area the pedagogical knowledge and skills necessary for initial certification as a teacher in Idaho. ISU does not anticipate that the MAT will negatively impact the current Master of Education (M.Ed.) in Secondary Education degree. The M.Ed. in Secondary Education focuses on fully-certified teachers seeking deeper pedagogy and content knowledge. The population targeted for the MAT program will be persons with an existing bachelor's degree who are seeking initial certification.

There could be an impact on the *Certification Only* programs as students elect to pursue a master's degree and certification rather than just certification. There would be no appreciable loss in overall enrollment and tuition, as equivalent

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graduate credit coursework would replace undergraduate coursework and ultimately result in official, recorded program completion gains for the college. Graduate courses in the current rotation would also be maximized.

**ATTACHMENTS**

Attachment 1 – Master of Arts in Teaching proposal

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

ISU projects approximately 12-20 initial enrollments at the start of the program. Upon implementation, cohort enrollment will be capped at 20 candidates.

ISU's request to create a new Master of Arts in Teaching is consistent with their Service Region Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region III. Consistent with Board Policy III.Z, no institution has the statewide program responsibility for educator preparation programs.

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

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

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Institutional Tracking No. 2016-01

**Idaho State Board of Education**

*Graduate and Doctoral Degree Programs*

|                                       |                        |
|---------------------------------------|------------------------|
| Date of Proposal Submission:          | TBD                    |
| Institution Submitting Proposal:      | Idaho State University |
| Name of College, School, or Division: | College of Education   |
| Name of Department(s) or Area(s):     | Educator Preparation   |

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

|                                  |                            |                          |
|----------------------------------|----------------------------|--------------------------|
| Title:                           | Master of Arts in Teaching |                          |
| Degree:                          | M.A.                       |                          |
| Method of Delivery:              | Online                     |                          |
| CIP code (consult IR /Registrar) | <u>13.0101</u>             |                          |
| Proposed Starting Date:          | Fall 2018                  |                          |
| Indicate if the program is:      | Regional Responsibility    | Statewide Responsibility |

Indicate whether this request is either of the following:

- |                                                          |                                                                                   |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative                           |
| <input type="checkbox"/> New Doctoral Program            | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program       |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program   |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

[Signature] 3-29-16

College Dean (Institution) Date

[Signature] 3/28/16

Graduate Dean (as applicable) Date

[Signature]

Chief Fiscal Officer (Institution) Date

[Signature] 5/26/2016

Chief Academic Officer (Institution) Date

[Signature] 9/29/16

President Date

Vice President for Research (as applicable) Date

Academic Affairs Program Manager Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

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

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

The College of Education is requesting the addition of a Master of Arts in Teaching Program (MAT). This program is a blend of the existing Master of Arts in Secondary Education degree and the Certification Only track. Both programs will continue to exist alongside the MAT. This degree will target a demonstrated need in the State of Idaho for qualified personnel in the secondary school setting.

Programs like this exist across the country to accommodate those holding Bachelor degrees in relevant content areas to train them in pedagogy and research skills resulting in deeply prepared, highly qualified secondary teachers. In states such as Oregon and California, this is the only option for attaining initial teacher certification. MAT programs ensure deep content knowledge grounded in a Bachelor degree, and then provide Masters-level pedagogy and research skills that prepare teachers for initial licensure while focusing on the analysis of student data and implementation of best practices that support student achievement.

An advantage of preparing candidates within a Master program is that they will be able to qualify for both students loans and the TEACH grant. Candidates already holding a Bachelor degree and seeking certification only are not eligible for these benefits. The program will be a cohort model with a timeline for completion based upon six (6) consecutive semesters, Summer through Spring. Program will be offered entirely online to serve interested parties throughout the state.

- 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.*

Program objectives are as follows:

- To increase options in pathways to teaching for content experts and career-changers who already hold a Bachelor degree.
- To create an educator preparation program that provides an incentive to seek teacher certification by promising higher starting salaries due to the simultaneous completion of a Master degree.
- To maximize enrollment in existing College of Education courses scheduled in the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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regular course rotation.

Expected student learning outcomes are clearly defined in the *Idaho Standards for Initial Certification of Professional School Personnel* which are incorporated into State Board Rule by reference. All teacher candidates will meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The MAT program will provide candidates with an advanced level of pedagogical knowledge to effectively manage P-12 classrooms, motivate classrooms of diverse learners, plan instruction and appropriate assessments for classrooms of diverse learners, and develop instructional strategies that address the learning needs of diverse learners.

- 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.*

Initial review of the MAT program proposal will be conducted by the Standards Committee of the *Professional Standards Commission (PSC)*. Upon conditional approval, a full review of the program will be conducted just prior to the graduation of the first cohort of degree-completers. A PSC team is currently scheduled to review programs in Spring 2018, and then on a regularly scheduled rotation. Over time, program reviews will be conducted by the Idaho Professional Standards Commission as well as the national *Council for the Accreditation of Educator Preparation (CAEP)* to ensure a quality program and maintenance of performance standards.

A CAEP program review will be conducted in conjunction with the PSC in Spring 2022 and again on a seven (7) year rotation. In the interim, annual reports on program status and evidence of continuous improvement measures will be submitted to CAEP.

- 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.*

This program will require no new courses but will consist of a redistribution of existing courses to provide graduates with a Bachelor degree in a specific content area the pedagogical knowledge and skills necessary for initial certification as a teacher in Idaho.

- 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?*

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|                                                    |           |
|----------------------------------------------------|-----------|
| Credit hours required:                             | 34        |
| Credit hours required in support courses:          | 0         |
| Credit hours in required electives:                | 0         |
| Credit hours for thesis or dissertation:           | 0         |
| <b>Total credit hours required for completion:</b> | <b>34</b> |

The expected sequence of coursework and descriptions of each course, as well as admission requirements, are attached as Appendix A-1 and Appendix A-2.

- 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.*

Candidates in the Master of Arts in Teaching will be required to have a Bachelor degree in a relevant content area and will undergo admission screening based upon requisite dispositions and a desire to teach high school students. Candidates must also pass the appropriate Praxis II examination required by the State of Idaho to provide evidence of content competency.

Candidates will also be required to complete a three-credit clinical placement seminar series in addition to a minimum of 600 contact hours with secondary students (6-12). The clinical placement will include an action research project related to the candidate's work with students in the secondary clinical setting. Candidates will be required to present their action research project and related findings during a one-credit capstone experience. The capstone experience will be judged by a panel of three faculty, including a Representative of the ISU Graduate Faculty (GFR).

- 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.*

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

| <b>Institution and Degree name</b> | <b>Level</b>                                                                                                    | <b>Specializations within the discipline<br/>(to reflect a national perspective)</b>                                          | <b>Specializations offered within the degree at the institution</b> |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>BSU</b>                         | Masters<br>(Initial Certification)<br><br>Graduate Certificate in Secondary Teaching<br>(Initial Certification) | Master in Teaching - Special Education Only<br><br>Content areas related to K-12 and 6-12 endorsements                        |                                                                     |
| <b>CSI</b>                         |                                                                                                                 |                                                                                                                               |                                                                     |
| <b>CWI</b>                         |                                                                                                                 |                                                                                                                               |                                                                     |
| <b>EITC</b>                        |                                                                                                                 |                                                                                                                               |                                                                     |
| <b>ISU</b>                         | Graduate Certificate in Secondary Teaching<br>(Initial Certification)                                           | Content areas related to K-12 and 6-12 endorsements                                                                           |                                                                     |
| <b>LCSC</b>                        | PACE Secondary Certificate Program<br>(Initial Certification)                                                   | Limited - Biology, Chemistry, Earth Science, English, Physical Education/Health, Mathematics, Natural Science, Social Science |                                                                     |
| <b>NIC</b>                         |                                                                                                                 |                                                                                                                               |                                                                     |
| <b>UI</b>                          | Graduate certificate programs only available to candidates already holding teacher certification                |                                                                                                                               |                                                                     |

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- 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.*

**Enrollment projections are based upon** two primary reports; the Idaho State Department of Education's Authorizations Report that tracks the number of people currently holding a Bachelor degree and seeking immediate Alternative Authorization to serve as "teacher of record" in Idaho public schools. The most current report (2013-14) indicates a statewide pool of 134 people with a Bachelor degree seeking initial certification. This report is attached as Appendix B-1.

The second source is a Record of Inquiries (Appendix B-2) maintained by the Advising Office in the College of Education. This report, which catalogs inquiries about teacher certification by those holding Bachelor's degrees. From January 2015 to December 2015, 144 inquiries were made. Of these, 8 enrolled in the College of Education's *Certification Only* program starting summer 2015. Enrollment for the Summer 2016 cert-only cohort has not yet been determined. Most of those who inquire about our programs are interested in an advanced degree in addition to the initial certification, with online availability. The addition of this MAT program will address both areas; meeting the needs of working individuals seeking initial certification and of the advancement of their education.

Additionally, approximately 500 Idaho candidates are reportedly enrolled in the American Board for Certification of Teacher Excellence (ABCTE) program. This represents another large pool of candidates holding a Bachelor degree who are interested in getting teacher certification.

**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.



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| Institution | Relevant Enrollment Data |                 |                 | Number of Graduates |                 |                 | Graduate Rate |
|-------------|--------------------------|-----------------|-----------------|---------------------|-----------------|-----------------|---------------|
|             | Current                  | Year 1 Previous | Year 2 Previous | Current             | Year 1 Previous | Year 2 Previous |               |
| BSU         | 32                       | 19              | 12              | 0                   | 11              | 6               |               |
| ISU         | 20                       |                 | 11*             |                     |                 |                 |               |
| LCSC        | 19                       | 19              | 24              | 6                   | 6               | 20              |               |
| UI          | N/A                      |                 | N/A             |                     |                 |                 |               |
| CSI         | N/A                      |                 |                 |                     |                 |                 |               |
| CWI         | N/A                      |                 |                 |                     |                 |                 |               |
| EITC        | N/A                      |                 |                 |                     |                 |                 |               |
| NIC         | N/A                      |                 |                 |                     |                 |                 |               |

\*Data estimated based upon Idaho State Department of Education 2013-14 Alternative Authorizations Report (Appendix B-1) and calculated according to immediate need for Content Specialists by region. Title II Higher Education Opportunity Act (HEOA) reports are not available beyond 2012-13, and ISU has just begun tracking certification only candidates. Upon implementation, cohort enrollment will be capped at 20 candidates. This limit is based upon the current program capacity that exists between the Master of Education in Secondary Education and *Certification Only* route that will allow us to fill current course offerings to capacity without incurring any new expenses.

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

We do not anticipate that the MAT will negatively impact the current Master of Education in Secondary Education degree. The M.Ed. in Secondary Education focuses on fully-certified teachers seeking deeper pedagogy and content knowledge. The population targeted for the MAT program will be persons with an existing Bachelor degree who are seeking initial certification.

There could be an impact on the *Certification Only* programs as students elect to pursue a Master degree and certification rather than just certification. There would be no appreciable loss in overall enrollment and tuition, as equivalent graduate credit coursework would replace undergraduate coursework and ultimately result in official, recorded program completer gains for the college. Graduate courses in the current rotation would also be maximized.

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- 10. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

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

|                       | Year 1 - 2016 | Year 2 - 2017 | Year 3 - 2018 |
|-----------------------|---------------|---------------|---------------|
| Local (Eastern Idaho) | 21            | 22            | 23            |
| State                 | 160           | 162           | 164           |
| Nation                | 29,720        | 31,800        | 34,026        |

- 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**.

State projections from the Idaho Department of Labor: <http://lmi.idaho.gov/projections> and national projections from: [Bureau of Labor Statistics, Office of Employment Projections](#) accessed 2/10/2016.

Projections from these sources appear to be low based upon the *SBOE Teacher Pipeline Report* and *State Department of Education Authorizations Report*.

Also, in October 2014, the Idaho Association of School Administrators (IASA) partnered with Dr. Patti Mortensen from Idaho State University, to survey superintendents in all Idaho school districts regarding teacher shortages. Superintendents from 68 school districts from all six regions responded to Dr. Mortensen's survey, representing 59% of Idaho school districts.

**\*\*The following information represents a summary of the survey responses:**

- 79% (52 districts) reported that qualified candidate pools for open teacher positions were "inadequate"
- Only 10 of 65 districts (15%) were able to hire fully-certified staff for all of their vacant positions
- The three most difficult teaching positions to fill were: **secondary** teachers (55 districts), special education (45 districts), and elementary teachers (30 districts)

(\*\*Data from the *Teacher Pipeline Report* presented to the State Board of Education-

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December 10, 2015)

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Proposed changes will stimulate the economy by ensuring an adequately prepared teaching workforce to support college and career ready high school students.

- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

N/A

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

This program will be delivered using online delivery formats, both synchronous and asynchronous. Courses will be developed and shared using the ISU instructional management system (Moodle2) and related resources within Moodle2 (Collaborate, etc.).

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

The implementation of a Master of Arts in Teaching program addresses many of the goals and objectives of the Idaho State Board of Education's strategic plan, but most specifically:

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

***Objective B: Quality Teaching Workforce*** – *Develop, recruit, and retain a diverse and highly qualified workforce of teachers, faculty, and staff.*

The implementation of a Master of Arts in Teaching program relates to Idaho State University's mission to contribute to the preparation of teachers, especially within Regions 4, 5, and 6. The proposed program also fits with ISU's core theme four: Community Engagement and Impact. Through its outreach campuses and centers, the MAT will become an integral component of the local communities, the State of Idaho and the Inter-mountain region; benefiting K-12 schools by producing high quality teacher-researchers.

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

| Goals of Institution Strategic Mission                                                                                                                                                                                                                                                                                                                 | Proposed Program Plans to Achieve the Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>GOAL 5:</b> Focus institutional instructional and research expertise on community and societal needs throughout the state, region, nation, and world.</p> <p><b>Objective 5.2:</b> Strengthen partnerships/collaboration with K-12 organizations to enhance students' abilities to enter and ascend ISU's educational ladder of opportunity.</p> | <p>The MAT program will strengthen partnerships with K-12 schools by recruiting qualified candidates from within regional schools and outside of school districts.</p> <p>Unlike any other teacher preparation program in the state, the MAT will prepare a variety of secondary teachers who will conduct action research as part of the program requirements. This research will be directly related to student performance within Idaho school districts, and will contribute to the body of knowledge on best practices.</p> |

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

Yes   X   No       

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

- 15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally).** *For 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?*

ISU undergraduate majors will be recruited along with graduates from other regional undergraduate programs (including BYU). ~~fully~~ <sup>fully</sup> ~~qualify~~ <sup>qualify</sup> ~~to fill the need to~~ professionally for employment in the secondary school setting, we will recruit individuals who possess a Bachelor degree that are currently working in schools as paraprofessionals, support service staff, or on provisional certification. We will also recruit career-changers, like those seeking ABCTE certification, from across Idaho. However, our primary intent is to recruit and retain the best possible candidates to ensure the quality of our program.

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Recruiting strategies to be employed will include:

- Program Website
- Recruiting Brochures
- Formal affiliations with area Colleges, Universities, and K-12 School Districts
- Possible booth/recruiting materials at education-related conferences in Idaho
- Recruiting from within ISU, as well as other colleges and universities in Idaho
- Graduate Catalog

16. 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).

**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.

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| <b>Name, Position &amp; Rank</b>                                                                                            | <b>Annual Salary Rate</b> | <b>FTE Assignment to this Program</b> | <b>Projected Student Credit Hours</b> | <b>FTE Students</b> |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|
| Steven Crooks<br>Core course (EDUC 6601 - Research & Writing)<br>Professor                                                  |                           | 20%                                   | 60                                    | 20                  |
| Beverly Ray<br>Core course (EDUC 6602 - Theories of Learning)<br>Capstone Project Coordinator (EDUC 6675)<br>Professor      |                           | 20%                                   | 60                                    | 20                  |
| Michelle Schroeder<br>Literacy (EDUC 5524)<br>Clinical Instructor                                                           |                           | 20%                                   | 60                                    | 20                  |
| Suzanne Beasterfield<br>Learner Specialist (EDUC 6612)<br>Clinical Placement Coordinator (EDUC 6652)<br>Clinical Instructor |                           | 20%                                   | 60                                    | 20                  |
| Esther Ntuli<br>Technology & Curriculum (EDUC 6616)<br>Assistant Professor                                                  |                           | 20%                                   | 60                                    | 20                  |
| Amanda Eller<br>Motivation & Management (EDUC 6620)<br>Assistant Clinical Professor                                         |                           | 20%                                   | 60                                    | 20                  |
| Jenn Gallup<br>Inclusive Classrooms (SPED 5550)<br>Assistant Professor                                                      |                           | 20%                                   | 60                                    | 20                  |
| Shu-Yuan Lin<br>Equity & Diversity (EDLA 6630)<br>Assistant Clinical Professor                                              |                           | 20%                                   | 60                                    | 20                  |
| David Coffland<br>Core Graduate (EDUC 6610 - Statistics)<br>Associate Professor                                             |                           | 20%                                   | 60                                    | 20                  |

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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 |
|--------------------------|--------------------|--------------------------------|-------------------------------------|
| Department chair         |                    |                                |                                     |
| Administrative assistant |                    |                                |                                     |
|                          |                    |                                |                                     |

**b. Operating Expenditures**

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

**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.

Since this program leverages existing courses, it does not require any additional resources. Current library resources will be adequate to meet the needs of this program.

**(2) Equipment/Instruments**

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

The MAT program will use existing courses, technologies, and equipment, so no new or additional equipment will be required.

**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?

The MAT program will maximize the use of existing state appropriated funds by elevating enrollment in existing courses to capacity.

- (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?

No additional funding is required.

- (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.

The MAT program is sustainable with the *existing* Maintenance of Current Operations (MCO) appropriation.

- (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?

No federal grants or other special fee arrangements or contract will be used to fund the MAT.

- (5) Provide estimated fees for any proposed professional or self-support program.

A clinical placement fee of \$50 will be assessed prior to the candidate's clinical placement.



## APPENDIX A-2

### PROPOSED MASTER OF ARTS IN TEACHING PROGRAM Admissions and Retention Policies and Criteria

The Master of Arts in Teaching (MAT) is a limited-enrollment program. Applicants for admission are evaluated and ranked on the following criteria:

- 1) Application and acceptance by ISU Graduate School
- 2) Cumulative G.P.A. (minimum of 2.75)
- 3) GRE/MAT score (see guidelines below)
- 4) Bachelor degree in a content area related to approved teaching endorsement area
- 5) Statement of Personal Interest in Secondary Teaching
- 6) Two Letters of Recommendation (one must directly reference experience working with K-12 students)
- 7) Personal Interview

Once admitted to the program, applicants must also undergo a criminal background check. Criminal background checks must be done through the Idaho State Department of Education. **Conviction of a felony or other serious offense will likely result in denial of placement for the clinical assignment, and consequently affect your standing in the program.**

#### *Summary of Admission Process*

Invitations to apply to the MAT Program will be two-fold: Students must apply and be accepted to ISU's Graduate School prior to departmental program faculty review. MAT application materials will be available on ISU's College of Education website. Candidates must submit to the COE Advisor the appropriate support documents. Each candidate's application materials will be reviewed by a committee consisting of the COE Advisor, the Teaching and Learning Coordinator, the Educator Preparation Program Chair (EPP Chair), and an additional faculty designee from the one of the two departments within the Educator Preparation Program. The evaluation process includes ranking the applicants with regard to criteria established above. Interviews will be scheduled with those students deemed to be worthy candidates for the MAT. Notification of acceptance into the program will be made by the COE Advisor once the evaluation and interview process is complete.

#### *Timeline for the process:*

- August 1 – March 1                      Application instructions and information available online
  - Student takes GRE or MAT
  - Student applies to ISU's College of Graduate Studies
  - Student submits to COE two letters of recommendation, and statement of personal interest in teaching.
- March 15 – 31                              Review of the candidates eligibility for the program
  - Faculty sifts through applicant pool
  - Interviews conducted with prospective candidates
  - Students will be notified of admission status
- April 1                                      Candidates are notified of program admission status
- Summer Session                        Cohort is established. Program begins

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### ***Advisement***

The COE advisor works closely with the student to assist them in scheduling and verifying MAT program requirements. Ultimately however, it is the student's responsibility to be sure that all MAT program requirements are met.

### ***Restricted Registration***

Any graduate student receiving a C+ or below in one graduate courses during her or his MAT program, whose GPA falls below 3.0, or who does not have an approved planned program of study may be automatically blocked from registering for additional courses. The student may petition through the COE Advisor to have this block removed.

### ***Classification of Graduate Students***

*Classified Status* may be granted to graduates of accredited institutions who have earned the following:

| <b>GPA</b>   | <b>STANDARDIZED TEST</b>                                                                             |
|--------------|------------------------------------------------------------------------------------------------------|
| 3.5 TO 4.000 | No standardized test (GRE/MAT) required                                                              |
| 3.0 to 3.499 | Minimum: 40th Percentile on at least one area of the GRE or 40th Percentile on the MAT               |
| 2.5 to 2.999 | Minimum: Combined Verbal and Quantitative (V + Q) score of 1000 on GRE or 45th Percentile on the MAT |
| Below 2.499  | No Admission                                                                                         |

*Unclassified Status* may be granted, on exception by faculty vote, to applicants holding a bachelor's degree who desire to take courses for graduate credit for personal or professional enrichment, but who do not want to pursue a graduate degree. There is no assurance that courses taken under unclassified status may be used later to satisfy degree requirements. Students may not take more than 9 credits without applying for classified status and must petition to transfer a maximum of 30% of credits from unclassified status to a degree program.

### ***Grading***

A 3.0 GPA is required for any graduate degree or certification at Idaho State University. A grade of C+ or below is essentially failing at the graduate level. Any graduate student receiving a grade of C+ or below in one graduate courses during his or her program, or whose GPA falls below 3.0 will be automatically blocked from registering for additional courses. The student may petition through the COE Advisor to have this block removed.

### ***Semester Credit Limits***

The maximum number of credits obtainable in a semester is 16, including courses taken at the undergraduate level. In a summer semester, a student may earn a number of credits equal to the number of weeks enrolled plus two, and the total number of summer semester credits may not exceed 12 (e.g., a student taking classes for eight weeks may earn up to 10 credits). Exceptions must be approved by the EPP Chair, and communicated to the Graduate Dean. Graduate Assistants may register for no more than 12 credits per semester.

### ***Transfer Credits***

All graduate credits must be earned as Idaho State University resident credits except for the following: In all degree programs a total of nine semester credits may be transferred from an accredited institution. Transfer of residence credits from an accredited institution is acceptable only if the courses are specifically approved by the advisor on the planned program of study, and by the Graduate School Office

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AND the academic department of ISU when the final program of study is submitted. Official transcripts to be used for transfer of credits in a degree program must be IN the Graduate School office, with the Transcript Evaluator, before the final program of study and the application for a degree will be approved. Additionally, the final official transcript must be sent to ISU Graduate School for any credits earned outside of ISU before the degree will be posted.

***Graduate Standardized Test***

An Idaho State University requirement for all graduate degree programs is the satisfactory completion of the GRE or MAT exam. The EPP requires all applicants to complete a Graduate Standardized Test with the exception of students with a GPA of 3.5 or better, based on the last 60± semester undergraduate credits (see page 1, Classification of Graduate Students).

***Capstone Project***

All students seeking a MAT degree must complete a capstone project. This project may start no earlier than the final semester of coursework and must be completed within one calendar year. Topic approval must be gained from a faculty advisor and the EPP Chair. Students are encouraged to work closely with their advisor to complete this requirement. Form and style MUST meet acceptable formal writing procedures as detailed in the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) 6th Edition. A manual for preparing thesis and dissertation work is available from the Office of Graduate Studies.

The MAT student is responsible for organizing a three-member committee and obtaining the GFR. The student is responsible for coordinating and scheduling all committee meetings. A proposal meeting with all examining committee members is required before the capstone project can begin. All committee members are to receive a summary of the capstone project proposal a minimum of two weeks prior to the proposal meeting. Final written papers of the project should be distributed to all examining committee members a minimum of four weeks before the scheduled defense (must be at least five weeks prior to graduation). If any member questions whether or not the substance or form of the project is adequate, the committee as a whole decides if the project is sufficiently prepared for final oral defense. The major advisor is responsible for reporting a final grade to the registrar for all prior project registrations of the candidate when the oral defense has been successful and when the finished project has been approved by the examining committee.

**APPENDIX B-1  
Professional Standards Commission Official Year End Report  
Alternative Authorizations  
2013-2014**

| <b>Total Authorizations</b> | <b>Provisional Authorization</b> | <b>Alternative Authorization -<br/>Teacher to New Certificate</b> | <b>Alternative Authorization -<br/>Content Specialist</b> | <b>Computer-Based Alternate<br/>Route - ABCTE</b> |
|-----------------------------|----------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|
| 2013-2014                   | 154                              | 235                                                               | 39                                                        | 95                                                |
| 2012-2013                   | 106                              | 255                                                               | 34                                                        | 122                                               |
| 2011-2012                   | 91                               | 174                                                               | 16                                                        | 80                                                |

| <b>Year</b> | <b>Number of approvals</b> | <b>Total Certificated<br/>Assignments Statewide</b> | <b>Percent of Educators<br/>Working with an Alternative<br/>Authorization</b> |
|-------------|----------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------|
| 2013-2014   | 523                        | 19,556                                              | 2.67%                                                                         |
| 2012-2013   | 517                        | 19,220                                              | 2.69%                                                                         |
| 2011-2012   | 361                        | 18,897                                              | 1.91%                                                                         |

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| <b>District Name</b>          | <b>Dist. No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                           |
|-------------------------------|------------------|----------------------------|---------------------------|----------------------------------------------|
| Boise Independent District    | 001              | Jane                       | Chalfant McKevitt         | Gifted and Talented K/12                     |
| Boise Independent District    | 001              | Susan                      | Evans                     | Generalist K/12                              |
| Boise Independent District    | 001              | Matthew                    | Fuller                    | English as a New Language K/12               |
| Boise Independent District    | 001              | Caroline                   | Gantt                     | English as a New Language K/12               |
| Boise Independent District    | 001              | Luke                       | Lords                     | Music K/12                                   |
| Boise Independent District    | 001              | Stacey                     | Stands                    | Literacy K/12                                |
| Boise Independent District    | 001              | Lisa                       | Stitt                     | Gifted and Talented K/12                     |
| Boise Independent District    | 001              | Aaron                      | von Lindern               | Natural Science 6/12                         |
| Boise Independent District    | 001              | Brigette                   | Warner                    | Gifted and Talented K/12                     |
| Meridian Joint District       | 002              | Katherine                  | Baker                     | Library Media Specialist 6/12                |
| Meridian Joint District       | 002              | Charlene                   | Bradley                   | Generalist K/12                              |
| Meridian Joint District       | 002              | Sylvie                     | Carbajal                  | Spanish 6/12                                 |
| Meridian Joint District       | 002              | Dan                        | Davidian                  | Health K/12                                  |
| Meridian Joint District       | 002              | Katherine                  | DeChambeau                | Generalist K/12                              |
| Meridian Joint District       | 002              | Erin                       | Fahnstrom                 | Generalist K/12                              |
| Meridian Joint District       | 002              | Kathy                      | Graves                    | Gifted and Talented K/12                     |
| Meridian Joint District       | 002              | Kim                        | Gunn                      | History 6/12, English as a New Language K/12 |
| Meridian Joint District       | 002              | Angela                     | Larsen                    | Generalist K/12                              |
| Meridian Joint District       | 002              | Staci                      | Leavitt                   | Economics 6/12                               |
| Meridian Joint District       | 002              | Sheila                     | Luque                     | Library Media Specialist K/12                |
| Meridian Joint District       | 002              | Heidi                      | Muri                      | German 6/12                                  |
| Meridian Joint District       | 002              | Brett                      | Nordquist                 | Gifted and Talented K/12                     |
| Meridian Joint District       | 002              | Jaclyn                     | Young                     | Generalist K/12                              |
| Kuna Joint District           | 003              | Douglas                    | Ackley                    | Health 6/12                                  |
| Kuna Joint District           | 003              | Katie                      | Baun                      | Communications 6/12                          |
| Kuna Joint District           | 003              | Megan                      | Cook                      | Generalist K/12                              |
| Meadows Valley Joint District | 011              | Tashia                     | Ingle                     | Geography 6/12                               |
| Meadows Valley Joint District | 011              | Audrey                     | Linville                  | Drama 6/12                                   |
| Council District              | 013              | Brian                      | Joyce                     | Spanish 6/12                                 |
| Pocatello District            | 025              | Kelly                      | Evans                     | Generalist K/12                              |
| Pocatello District            | 025              | Matthew                    | Noble                     | Economics 6/12                               |
| Pocatello District            | 025              | Lori                       | Potter                    | French 6/12                                  |
| Bear Lake County District     | 033              | Heather                    | Bergman                   | Generalist K/12                              |
| Bear Lake County District     | 033              | Chynna                     | Hirasaki                  | Generalist K/12                              |
| Bear Lake County District     | 033              | Michael                    | Wilding                   | Physical Education 6/12                      |
| St. Maries Joint District     | 041              | James                      | Broyles                   | Spanish K/12                                 |
| St. Maries Joint District     | 041              | Anthony                    | Kraack                    | English 6/12                                 |
| Snake River District          | 052              | Richard                    | Dunn                      | History 6/12                                 |
| Snake River District          | 052              | Jason                      | Hebdon                    | Mathematics 6/12                             |
| Snake River District          | 052              | Stephanie                  | Thompson                  | Physical Science 6/12                        |
| Blackfoot District            | 055              | Terri                      | Jansma                    | All Subjects K/8                             |
| Firth District                | 059              | Daren                      | Jolley                    | Generalist K/12                              |

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| <b>District Name</b>        | <b>Dist. No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                         |
|-----------------------------|------------------|----------------------------|---------------------------|--------------------------------------------|
| Firth District              | 059              | Michelle                   | Miles                     | Art 6/12                                   |
| Firth District              | 059              | Sharolyn                   | Peterson                  | Spanish 6/12                               |
| Blaine County District      | 061              | Chandra                    | Luke                      | Library Media Specialist K/12              |
| Garden Valley District      | 071              | Marc                       | Gee                       | Superintendent K/12                        |
| Basin School District       | 072              | Sarah                      | Weller                    | Mathematics 6/12                           |
| West Bonner County District | 083              | Justin                     | Mullet                    | Generalist K/12                            |
| West Bonner County District | 083              | Susan                      | Peckham                   | Spanish K/12                               |
| Lake Pend Oreille District  | 084              | Nellie                     | Lutz                      | Music K/12                                 |
| Lake Pend Oreille District  | 084              | Leticia                    | Mullen                    | Family and Consumer Science 6/12           |
| Lake Pend Oreille District  | 084              | Cory                       | Ulrich                    | Mathematics 6/12                           |
| Idaho Falls District        | 091              | Christine                  | Hubbard                   | American Government/Political Science 6/12 |
| Bonneville Joint District   | 093              | Christopher                | Ball                      | Natural Science 6/12                       |
| Bonneville Joint District   | 093              | Mathew                     | Barber                    | Natural Science 6/12                       |
| Bonneville Joint District   | 093              | Lucinda                    | Gibbons                   | Generalist K/12                            |
| Bonneville Joint District   | 093              | Corey                      | Knapp                     | Spanish K/12                               |
| Bonneville Joint District   | 093              | Teresa                     | Kolsen                    | Generalist K/12                            |
| Bonneville Joint District   | 093              | Kimberly                   | Martin                    | All Subjects K/8                           |
| Bonneville Joint District   | 093              | Jaime                      | Pierson                   | All Subjects K/8                           |
| Bonneville Joint District   | 093              | Jessie                     | Ward                      | Health 6/12                                |
| Butte County Joint District | 111              | Arvil                      | Pickett                   | Natural Science 6/12                       |
| Camas County District       | 121              | Randell                    | Jewett                    | American Government/Political Science 6/12 |
| Nampa School District       | 131              | Darci                      | Barney                    | Generalist K/12                            |
| Nampa School District       | 131              | Patrick                    | Berg                      | School Principal Pre-K/12                  |
| Nampa School District       | 131              | Phillip                    | Diplock                   | School Principal Pre-K/12                  |
| Nampa School District       | 131              | Megan                      | Hunter                    | Generalist K/12                            |
| Nampa School District       | 131              | Gaven                      | King                      | Physical Science 6/12                      |
| Nampa School District       | 131              | Amy                        | Rogers                    | Generalist K/12                            |
| Nampa School District       | 131              | Christen                   | Rowles                    | Generalist K/12                            |
| Nampa School District       | 131              | Samuel                     | Thomas                    | Social Studies 6/12                        |
| Nampa School District       | 131              | Renee                      | Watts                     | Generalist K/12                            |
| Caldwell District           | 132              | Andrew                     | Mount                     | Mathematics 6/12                           |
| Caldwell District           | 132              | Stacey                     | Pearson                   | Generalist K/12                            |
| Caldwell District           | 132              | Stacey                     | Pearson                   | Generalist K/12                            |
| Caldwell District           | 132              | Gretchen                   | Perkins                   | Library Media Specialist K/12              |
| Caldwell District           | 132              | Andrea                     | Ritthaler                 | Family and Consumer Science 6/12           |
| Caldwell District           | 132              | Cade                       | Ritthaler                 | Physical Science 6/12                      |
| Wilder District             | 133              | Jeff                       | Dillon                    | Superintendent                             |
| Notus District              | 135              | Amanda                     | Cayler                    | Basic Mathematics 6/9                      |
| Notus District              | 135              | Jeannien                   | DeWitt                    | History 6/12                               |
| Notus District              | 135              | Craig                      | Woods                     | Superintendent                             |
| Melba Joint District        | 136              | Janell                     | Lester                    | Birth-Grade 3                              |
| Melba Joint District        | 136              | Nathan                     | Spencer                   | English as New Language K/12               |

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|------------------------------|------------------|----------------------------|---------------------------|----------------------------------------------------------------------------------------|
| Vallivue School District     | 139              | Heidi                      | Arrate                    | Natural Science 6/9                                                                    |
| Vallivue School District     | 139              | Colin                      | Gowan                     | English 6/12                                                                           |
| Vallivue School District     | 139              | LeaAnne                    | Haney                     | Generalist K/12                                                                        |
| Vallivue School District     | 139              | Tima                       | Johnson                   | Physical Science 6/9                                                                   |
| Vallivue School District     | 139              | Jinny                      | Martin                    | History 6/12                                                                           |
| Vallivue School District     | 139              | Belva                      | Post                      | English as a New Language K/12                                                         |
| Vallivue School District     | 139              | Kathy L                    | Root                      | English 6/12                                                                           |
| Vallivue School District     | 139              | Edward                     | Simons                    | Health 6/12                                                                            |
| Vallivue School District     | 139              | Suzanne                    | Ward                      | Generalist K/12                                                                        |
| Grace Joint District         | 148              | Kami                       | Cox                       | Economics 6/12                                                                         |
| North Gem District           | 149              | Stephanie                  | Christensen               | Birth-Grade 3                                                                          |
| North Gem District           | 149              | Mark                       | Dodge                     | Physical Education K/12, Economics 6/12,<br>American Government/Political Science 6/12 |
| North Gem District           | 149              | Lacy Jo                    | Nielson                   | Business Technology Education 6/12                                                     |
| Soda Springs Joint District  | 150              | Lorrie'L                   | Jensen                    | History 6/12                                                                           |
| Cassia County Joint District | 151              | Heather                    | Clark                     | Communications 6/12                                                                    |
| Cassia County Joint District | 151              | Janet                      | Cole                      | Basic Math 6/12                                                                        |
| Cassia County Joint District | 151              | Jerrod                     | Dastrup                   | Generalist K/12                                                                        |
| Cassia County Joint District | 151              | Theron                     | Lee                       | Biology 6/12                                                                           |
| Cassia County Joint District | 151              | Melanie                    | McManus                   | Basic Mathematics/PTE Limited Math                                                     |
| Cassia County Joint District | 151              | David                      | Ringle                    | Health 6/12                                                                            |
| Cassia County Joint District | 151              | Kathy                      | Zollinger                 | Birth-Grade 3                                                                          |
| Cassia County Joint District | 151              | Kathy                      | Zollinger                 | Birth-Grade 3                                                                          |
| Orofino Joint District       | 171              | Kelly                      | Reggear                   | Generalist K/12                                                                        |
| Orofino Joint District       | 171              | Dorie                      | Stacy                     | Counselor K/12                                                                         |
| Orofino Joint District       | 171              | Linda                      | Turrill                   | Family and Consumer Science 6/12                                                       |
| Orofino Joint District       | 171              | Robert                     | Vian                      | Superintendent                                                                         |
| Orofino Joint District       | 171              | Kathy                      | Wells                     | Generalist K/12                                                                        |
| Mackay Joint District        | 182              | Heather                    | Haroldsen                 | Birth-Grade 3                                                                          |
| Mountain Home District       | 193              | Roy                        | Devore                    | Mathematics 6/12                                                                       |
| Mountain Home District       | 193              | Dan                        | James                     | Generalist K/12                                                                        |
| Mountain Home District       | 193              | Chad                       | Wallace                   | History 6/12                                                                           |
| Preston Joint District       | 201              | Cynthia                    | Zollinger                 | Basic Mathematics 6/12                                                                 |
| West Side Joint District     | 202              | Vance                      | Reeder                    | Basic Mathematics 6/12, Economics 6/12                                                 |
| West Side Joint District     | 202              | MeLinda                    | Royer                     | School Principal Pre-K/12                                                              |
| West Side Joint District     | 202              | Nathan                     | Woodward                  | Drama 6/12                                                                             |
| Emmett Independent District  | 221              | Blair                      | Baumann                   | Economics 6/12                                                                         |
| Emmett Independent District  | 221              | Evelynn                    | Horton                    | Counselor K/12                                                                         |
| Emmett Independent District  | 221              | Katrina                    | Savitz                    | Generalist K/12                                                                        |
| Emmett Independent District  | 221              | Jodee                      | Sisson                    | Director of Special Education                                                          |
| Emmett Independent District  | 221              | Donald                     | Wight                     | Drama 6/12                                                                             |
| Gooding Joint District       | 231              | Barbara                    | Brown                     | Generalist K/12                                                                        |

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|--------------------------------|------------------|----------------------------|---------------------------|------------------------------------|
| Wendell District               | 232              | Nicole                     | Billiard-Ferreira         | English as a New Language K/12     |
| Wendell District               | 232              | Jon                        | Helmandollar              | Heath 6/12                         |
| Wendell District               | 232              | Travis                     | Robison                   | Literacy 6/12                      |
| Wendell District               | 232              | Brandy                     | Wert                      | Library Media Specialist K/12      |
| Cottonwood Joint District      | 242              | Donald                     | Curry                     | Natural Science 6/12               |
| Cottonwood Joint District      | 242              | Suzi                       | Quintal                   | Counselor K/12                     |
| Salmon River School District   | 243              | Tawnya                     | Folwell                   | Birth-Grade 3                      |
| West Jefferson District        | 253              | Naomi                      | Parker                    | English 6/12                       |
| Jerome Joint District          | 261              | Kira                       | Baird                     | Mathematics 6/9                    |
| Jerome Joint District          | 261              | Wendy                      | Stoker                    | Counselor 6/12                     |
| Valley District                | 262              | Carrie                     | Morgan                    | All Subjects K/8                   |
| Coeur d' Alene District        | 271              | Karina                     | Selby                     | Basic Mathematics 6/9              |
| Lakeland District              | 272              | Matthew                    | Brown                     | Gifted and Talented K/12           |
| Lakeland District              | 272              | Allison                    | Knoll                     | Drama 6/12                         |
| Post Falls District            | 273              | Kye                        | Coring                    | Library Media Specialist K/12      |
| Post Falls District            | 273              | Virginia                   | Weber                     | Birth-Grade 3                      |
| Kootenai District              | 274              | Anna                       | Whipple                   | Mathematics 6/12                   |
| Moscow District                | 281              | Patricia                   | Pancheri                  | Gifted and Talented K/12           |
| Potlatch District              | 285              | Jeffrey                    | Cirka                     | Superintendent                     |
| Potlatch District              | 285              | Marianne                   | Sletteland                | Generalist K/12                    |
| Troy School District           | 287              | Klaire                     | Vogt                      | School Principal Pre-K/12          |
| South Lemhi District           | 292              | Erica                      | Kemery                    | Superintendent                     |
| Nezperce Joint District        | 302              | Kelby                      | Heartberg                 | Business Technology Education 6/12 |
| Kamiah Joint District          | 304              | Brooke                     | Dunlap-Martin             | All Subjects K/8                   |
| Kamiah Joint District          | 304              | Dennis                     | Kachelmier                | Mathematics 6/12                   |
| Kamiah Joint District          | 304              | David                      | Manley                    | Music K/12, Art K/12               |
| Kamiah Joint District          | 304              | John                       | Martin                    | Mathematics 6/12                   |
| Kamiah Joint District          | 304              | Shari                      | Walbom                    | Spanish K/12                       |
| Highland Joint District        | 305              | Bradley                    | Baumberger                | Superintendent                     |
| Highland Joint District        | 305              | Neile                      | Crew                      | Family and Consumer Science 6/12   |
| Shoshone Joint District        | 312              | Colin                      | Smith                     | English 6/9                        |
| Madison District               | 321              | Lisa                       | Berry                     | Generalist K/12                    |
| Madison District               | 321              | Joshua                     | McKinney                  | Business Technology Education 6/12 |
| Madison District               | 321              | Luke                       | Mecham                    | Generalist K/12                    |
| Madison District               | 321              | Travis                     | Schwab                    | Director of Special Education      |
| Sugar-Salem Joint District     | 322              | Janson                     | Jardine                   | Natural Science 6/12               |
| Sugar-Salem Joint District     | 322              | Janson                     | Jardine                   | Natural Science 6/12               |
| Sugar-Salem Joint District     | 322              | Bryon                      | Kennedy                   | Special Education Director         |
| Sugar-Salem Joint District     | 322              | William                    | Walker                    | Physical Education K/12            |
| Minidoka County Joint District | 331              | Lorinda                    | Garner                    | Natural Science 6/12, Physics 6/12 |
| Minidoka County Joint District | 331              | Kaly                       | Gillette-Shippen          | History 6/12                       |
| Minidoka County Joint District | 331              | Scott                      | Heins                     | Mathematics 6/12                   |
| Minidoka County Joint District | 331              | Katy                       | Laumb                     | All Subjects K/8                   |
| Minidoka County Joint District | 331              | Beverly                    | Mays                      | All Subjects K/8                   |



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|----------------------------------|------------------|----------------------------|---------------------------|----------------------------------|
| Minidoka County Joint District   | 331              | Kyle                       | Meyers                    | Mathematics 6/12                 |
| Minidoka County Joint District   | 331              | Sandra                     | Miller                    | Superintendent                   |
| Minidoka County Joint District   | 331              | Curtis                     | Richins                   | Limited Math/Basic Math 6/12     |
| Minidoka County Joint District   | 331              | Zelma                      | Woodward                  | Natural Science 6/12             |
| Lewiston Independent District    | 340              | Lance                      | Hansen                    | Superintendent                   |
| Lewiston Independent District    | 340              | Lance                      | Hansen                    | Superintendent K/12              |
| Lewiston Independent District    | 340              | Michael                    | Jones                     | Health 6/12                      |
| Lewiston Independent District    | 340              | Mareena                    | Robbins                   | Gifted and Talented K/12         |
| Lewiston Independent District    | 340              | Maureen                    | Schulz                    | Birth-Grade 3                    |
| Lewiston Independent District    | 340              | Maureen                    | Schulz                    | Early Child Spec Birth/3         |
| Lewiston Independent District    | 340              | Corey                      | Williams                  | School Principal Pre-K/12        |
| Culdesac Joint District          | 342              | Bonnie                     | Waldemarson               | Physical Science 6/12            |
| Oneida County District           | 351              | Brian                      | Jadwin                    | History 6/12                     |
| Oneida County District           | 351              | Angie                      | Thompson                  | Birth-Grade 3                    |
| Oneida County District           | 351              | Stephanie                  | Whipple                   | Biology 6/12, Health 6/12        |
| Oneida County District           | 351              | Hope                       | Williams                  | Mathematics 6/12                 |
| Marsing Joint District           | 363              | Dustin                     | Gochenour                 | Physical Education 6/12          |
| Marsing Joint District           | 363              | Tim                        | Little                    | School Principal Pre-K/12        |
| Bruneau-Grandview Joint District | 365              | Carrie                     | Markham                   | Generalist K/12                  |
| New Plymouth District            | 372              | Michele                    | Cornia                    | Birth-Grade 3                    |
| Fruitland District               | 373              | Wren                       | Garcia                    | Birth-Grade 3                    |
| Rockland District                | 382              | David                      | Bean                      | Social Studies 6/12              |
| Rockland District                | 382              | Chester                    | Bradshaw                  | Superintendent                   |
| Rockland District                | 382              | Dane                       | Hepworth                  | Natural Science 6/12             |
| Kellogg Joint District           | 391              | Jennifer                   | Finlay                    | Library Media Specialist K/12    |
| Kellogg Joint District           | 391              | Jimmy                      | Lewis                     | Library Media Specialist K/12    |
| Teton County District            | 401              | Julie                      | Krumpen                   | Physical Education K/12          |
| Teton County District            | 401              | LaRee                      | Moyer                     | Generalist K/12                  |
| Twin Falls District              | 411              | Carey                      | Farnsworth                | Mathematics 6/12                 |
| Twin Falls District              | 411              | Julene                     | Hall                      | Library Media Specialist K/12    |
| Twin Falls District              | 411              | Hattie                     | Mackowski                 | Mathematics 6/12                 |
| Twin Falls District              | 411              | Tami                       | Mahlke                    | Library Media Specialist K/12    |
| Twin Falls District              | 411              | Jayne                      | Peck                      | Physical Science 6/12            |
| Twin Falls District              | 411              | Rhonda                     | Slagel-Sao                | English as a New Language K/12   |
| Buhl Joint District              | 412              | Ronald                     | Anthony                   | Superintendent                   |
| Buhl Joint District              | 412              | Brittanie                  | Toone                     | Basic Mathematics 6/12           |
| Filer District                   | 413              | Derek                      | Howard                    | Economics 6/12                   |
| Filer District                   | 413              | Heather                    | Lusk                      | Basic Mathematics 6/12           |
| Kimberly District                | 414              | Karen                      | Hall                      | Counselor K/12                   |
| Hansen District                  | 415              | Randy                      | Grover                    | Mathematics 6/12                 |
| Castleford District              | 417              | Angela                     | Skidmore                  | Family and Consumer Science 6/12 |
| McCall-Donnelly District         | 421              | Andrew                     | Cochrane                  | Gifted & Talented K/12           |
| Cambridge Joint District         | 432              | Jodie                      | Mink                      | Natural Science 6/12             |
| Liberty Charter LEA              | 458              | Jacqueline                 | Nelson                    | Graphic Design 6/12              |

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|------------------------------------------|------------------|----------------------------|---------------------------|--------------------------------------------|
| Taylors Crossing Charter School          | 461              | Mary                       | Kaufman                   | Mathematics 6/12                           |
| Xavier Charter                           | 462              | Bradley                    | Hansen                    | Natural Science 6/12                       |
| Legacy Charter School District           | 462              | Amy                        | Vitek                     | All Subjects K/8                           |
| Vision Charter School                    | 463              | Erin                       | Lair                      | School Principal Pre-K/12                  |
| North Valley Academy                     | 465              | Cindy                      | Middleton                 | Generalist K/12                            |
| Wings Charter School                     | 467              | Corey                      | Farnsworth                | Mathematics 6/12                           |
| Wings Charter School                     | 467              | Kristy                     | Oberg                     | School Principal Pre-K/12                  |
| Idaho Connects Online School             | 469              | Steven                     | Sanders                   | Health 6/12                                |
| Palouse Prairie School                   | 472              | Jacob                      | Ellsworth                 | School Principal Pre-K/12                  |
| Sage Charter School                      | 475              | Robert                     | Hunt                      | American Government/Political Science 6/12 |
| Sage Charter School                      | 475              | Tanya                      | Rush                      | Health 6/12                                |
| Another Choice Virtual Charter           | 476              | Laurali                    | Christensen               | Social Studies 6/12                        |
| North Idaho STEM Charter                 | 480              | David                      | Moon                      | Basic Mathematics 6/9                      |
| Heritage Community Charter District      | 481              | Matthew                    | Harris                    | Foreign Language 6/12                      |
| Chief Tahgee Elementary Academy Charter  | 483              | Rose                       | Abrahamson                | All Subjects K/8                           |
| Forrest M. Bird Charter School           | 487              | April                      | Logan                     | Chemistry 6/12, Physics 6/12               |
| Canyon-Owyhee School Service Agency      | 555              | Jody                       | Brand                     | Generalist K/12                            |
| Canyon-Owyhee School Service Agency      | 555              | Brandy                     | Smith                     | Counselor K/12                             |
| KTEC (Kootenai Technical Education)      | 641              | Robert                     | Quant                     | Technology Education 6/12                  |
| Pocatello Community Charter              | 777              | John                       | Eckert                    | All Subjects K/8                           |
| North Star Charter School                | 783              | Carolyn                    | Howard                    | Generalist K/12                            |
| Idaho Department of Juvenile Corrections |                  | Joseph                     | Buckles                   | Basic Mathematics 6/12                     |

|            |                     |
|------------|---------------------|
| <b>242</b> | <b>Endorsements</b> |
| <b>235</b> | <b>People</b>       |

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|-----------------------------|-----------------|----------------------------|---------------------------|------------------------------------|
| Boise Independent District  | 001             | Darin                      | Anderson                  | Generalist K/12                    |
| Boise Independent District  | 001             | Lisa                       | Arreola                   | Generalist K/12                    |
| Boise Independent District  | 001             | Patrick                    | Corbett                   | Earth Science 6/12                 |
| Boise Independent District  | 001             | Bruce                      | Logsdon                   | Physical Education 6/12            |
| Boise Independent District  | 001             | Rachel                     | Preminger                 | Latin K/12, English K/12           |
| Meridian Joint District     | 002             | John                       | Hardy                     | Generalist K/12                    |
| Meridian Joint District     | 002             | Carrie                     | Sweet                     | Generalist K/12                    |
| Kuna Joint District         | 003             | William                    | Ayers                     | Natural Science 6/12               |
| Kuna Joint District         | 003             | William                    | Ayers                     | Mathematics 6/12                   |
| Kuna Joint District         | 003             | Shannon                    | Brown                     | English 6/12, History 6/12         |
| Kuna Joint District         | 003             | Randi                      | Davis                     | All Subjects K/8                   |
| Kuna Joint District         | 003             | Christy                    | Hileman                   | Family and Consumer Science 6/12   |
| Kuna Joint District         | 003             | Dennis                     | Jordan                    | Mathematics 6/12                   |
| Kuna Joint District         | 003             | Kaila                      | Kinney                    | Generalist K/12                    |
| Kuna Joint District         | 003             | Lee                        | Leslie                    | Family and Consumer Science 6/12   |
| Kuna Joint District         | 003             | Shannon                    | Murray                    | Mathematics 6/12                   |
| Kuna Joint District         | 003             | Olaia                      | Urquidi                   | Mathematics 6/12                   |
| Meadows Valley District     | 011             | Pamela                     | Doramus                   | Counselor K/12                     |
| Marsh Valley Joint District | 021             | Thomas                     | Elliot                    | History 6/12                       |
| Pocatello District          | 025             | Naomi                      | Horn                      | Physical Education 6/12            |
| Bear Lake County District   | 033             | Sara                       | Argyle                    | Drama 6/12                         |
| Bear Lake School District   | 033             | Cameron                    | Crane                     | Counselor K/12                     |
| Bear Lake School District   | 033             | Paul                       | Day                       | History 6/12, Spanish 6/12         |
| Bear Lake School District   | 033             | Kimberly                   | Griglack                  | Speech Language Pathologist        |
| Bear Lake School District   | 033             | Richard                    | Kearl                     | Business Technology Education 6/12 |
| Bear Lake School District   | 033             | Calvin                     | Winward                   | Mathematics 6/12                   |
| Blackfoot District          | 055             | Chantelle                  | Anderson                  | Nursing Assistant 6/12             |
| Blackfoot District          | 055             | Bonny                      | DuPuis                    | Family and Consumer Science 6/12   |
| Blackfoot District          | 055             | Camille                    | Georgeson                 | All Subjects K/8                   |
| Blackfoot District          | 055             | Emily                      | Palmer                    | All Subjects K/8                   |
| Blackfoot District          | 055             | Tanner                     | Smith                     | Business Technical Education 6/12  |
| Blackfoot District          | 055             | Tringle                    | Witt                      | Mathematics 6/12                   |
| Aberdeen District           | 058             | Jared                      | Reed                      | Physical Education 6/12            |
| Shelley Joint District      | 060             | Amanda                     | Johnson                   | Counselor K/12                     |
| Blaine County District      | 061             | Anna                       | Auseklis                  | All Subjects K/8                   |
| Idaho Falls District        | 091             | Shelley                    | Dolinar                   | Counselor K/12                     |
| Idaho Falls District        | 091             | Suzanne                    | Pickering                 | Family and Consumer Science 6/12   |

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|------------------------------|-----------------|----------------------------|---------------------------|------------------------------------------|
| Idaho Falls District         | 091             | Kristine                   | Sanders                   | Mathematics 6/12                         |
| Idaho Falls District         | 091             | Jerry                      | Schneider                 | Physical Science 6/12                    |
| Bonneville Joint District    | 093             | Brooke                     | Boyce-Goddard             | Generalist K/12                          |
| Bonneville Joint District    | 093             | Triska                     | Cannon                    | School Psychologist                      |
| Bonneville Joint District    | 093             | Cori                       | Green                     | All Subjects K/8                         |
| Bonneville Joint District    | 093             | Jacquie                    | Hopkins                   | All Subjects K/8                         |
| Bonneville Joint District    | 093             | Kimberly                   | House                     | All Subjects K/8                         |
| Bonneville Joint District    | 093             | Bobbie                     | Roberts                   | All Subjects K/8                         |
| Bonneville Joint District    | 093             | Heather                    | Schwartz                  | English 6/12                             |
| Bonneville Joint District    | 093             | Kaye                       | Warner                    | Natural Science 6/12                     |
| Boundary County District     | 101             | Joshua                     | Sherven                   | Mathematics 6/12                         |
| Nampa School District        | 131             | Bradley                    | Allison                   | Orientation Health Occupations 6/12      |
| Nampa School District        | 131             | Harmon                     | Hurren                    | School Principal Pre-K/12                |
| Nampa School District        | 131             | Pete                       | Koelher                   | Superintendent                           |
| Nampa School District        | 131             | Kathryn                    | Kurns                     | Counselor K/12                           |
| Nampa School District        | 131             | Stephanie                  | Parsons                   | Counselor K/12                           |
| Nampa School District        | 131             | Samuel                     | Thomas                    | Sociology 6/12, Psychology 6/12          |
| Nampa School District        | 131             | Vanni                      | Tilzey                    | Health 6/12                              |
| Caldwell District            | 132             | Ira                        | Stancliff                 | Generalist K/12                          |
| Wilder District              | 133             | Jedediah                   | Duquette                  | Social Studies 6/12                      |
| Middleton District           | 134             | Paul                       | Stephens                  | Mathematics 6/12                         |
| Vallivue School District     | 139             | Heather                    | Conrad                    | Generalist K/12                          |
| North Gem District           | 149             | Darryl                     | Wadsworth                 | Agricultural Science and Technology 6/12 |
| Soda Springs Joint District  | 150             | Andrew                     | Berg                      | Art 6/12                                 |
| Soda Springs Joint District  | 150             | Darci                      | Nelson                    | Drama 6/12                               |
| Soda Springs Joint District  | 150             | Rodney                     | Worthington               | Health 6/12                              |
| Cassia County Joint District | 151             | Jennifer                   | Willes                    | English 6/12                             |
| Clark County District        | 161             | Jill                       | Grover                    | Health 6/12, Physical Education 6/12     |
| Clark County District        | 161             | DeeAnne                    | Taylor                    | Counselor K/12                           |
| Orofino Joint District       | 171             | Dana                       | Strong                    | English 6/12                             |
| Mackay Joint District        | 182             | Warren                     | Collins                   | Mathematics 6/12                         |
| Mackay Joint District        | 182             | Kayla                      | Tillotson                 | Natural Sciences 6/12                    |
| Glenns Ferry Joint District  | 192             | Jacob                      | Shrum                     | Basic Mathematics 6/12                   |
| Mountain Home District       | 193             | Anita                      | Durand                    | Generalist K/12                          |
| Mountain Home District       | 193             | Sean                       | Foster                    | French 6/12                              |
| Mountain Home District       | 193             | Gina                       | Longhurst                 | Mathematics 6/12                         |
| Mountain Home District       | 193             | Karolee                    | Lovan                     | Generalist K/12                          |
| Mountain Home District       | 193             | LiseAnn                    | Mills                     | Generalist K/12                          |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| <b>District Name</b>            | <b>Dist.No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                                                |
|---------------------------------|-----------------|----------------------------|---------------------------|-------------------------------------------------------------------|
| Mountain Home District          | 193             | Belinda                    | Rector                    | All Subjects K/8                                                  |
| Mountain Home District          | 193             | Geoffrey                   | Schroeder                 | Humanities 6/12                                                   |
| Mountain Home District          | 193             | Kimra                      | Wills-Burger              | All Subjects K/8                                                  |
| Mountain Home District          | 193             | Heather                    | Yellowboy                 | Generalist K/12                                                   |
| Preston Joint District          | 201             | Gentry                     | Coats                     | Speech Language Pathologist                                       |
| Preston Joint District          | 201             | Allison                    | Hancock                   | Speech Language Pathologist                                       |
| Preston Joint District          | 201             | Nicholas                   | Moreno                    | Automotive Technology 6/12                                        |
| Preston Joint District          | 201             | Kaleena                    | Sorensen                  | Speech Language Pathologist                                       |
| Fremont County Joint District   | 215             | Erin                       | Curtis                    | Generalist K/12                                                   |
| Fremont County Joint District   | 215             | Jenna                      | Gutierrez                 | Generalist K/12                                                   |
| Fremont County Joint District   | 215             | Emily                      | Hackworth                 | Physical Education 6/12                                           |
| Emmett Independent District     | 221             | Janet                      | Lovell-Smith              | All Subjects K/8                                                  |
| Emmett Independent District     | 221             | Stephanie                  | Smith                     | Generalist K/12                                                   |
| Emmett Independent District     | 221             | Spencer                    | Young                     | Generalist K/12                                                   |
| Wendell District                | 232             | Donna                      | Davis                     | Birth-Grade 3                                                     |
| Wendell District                | 232             | Jennifer                   | Nebeker                   | Geography 6/12                                                    |
| Salmon River School District    | 243             | Jeri                       | Best                      | Counselor K/12                                                    |
| Jefferson County Joint District | 251             | Nicole                     | Baxter                    | Counselor K/12                                                    |
| Jefferson County Joint District | 251             | Melanie                    | Sullivan                  | Counselor K/12                                                    |
| Ririe Joint District            | 252             | Hayden                     | Romney                    | English 6/12                                                      |
| West Jefferson District         | 253             | Elisa                      | Harrison                  | Counselor K/12                                                    |
| Coeur d'Alene District          | 271             | Chad                       | Beadell                   | Physical Education 6/12                                           |
| Coeur d'Alene District          | 271             | Meghan                     | Palmer                    | Generalist K/12                                                   |
| Coeur d'Alene District          | 271             | Guadalupe                  | Rice                      | Spanish K/12                                                      |
| Moscow District                 | 281             | Gabriela                   | Lopez De Holzman          | Hearing Impairment K/12                                           |
| Salmon School District          | 291             | Brady                      | Bever                     | Economics 6/12                                                    |
| Salmon District                 | 291             | Emily                      | Hansen                    | Health 6/12, Natural Science 6/12, Family & Consumer Science 6/12 |
| Salmon District                 | 291             | Sally                      | Kirkpatrick               | Physical Education 6/12                                           |
| Salmon District                 | 291             | Michaela                   | Tolman                    | Music K/12                                                        |
| Madison District                | 321             | Michael                    | Evans                     | Natural Science 6/12, Mathematics 6/12                            |
| Madison District                | 321             | Todd                       | Halling                   | School Psychologist                                               |
| Sugar-Salem Joint District      | 322             | Karie                      | Christensen               | All Subjects K/8                                                  |
| Sugar-Salem Joint District      | 322             | Cynthia                    | Harrell                   | Generalist K/12                                                   |
| Minidoka County Joint District  | 331             | Carol                      | Anderson                  | Generalist K/12                                                   |
| Minidoka County Joint District  | 331             | Tamara                     | Carter                    | Generalist K/12                                                   |
| Minidoka County Joint District  | 331             | Jacoby                     | Sneddon                   | Generalist K/12                                                   |
| Minidoka County Joint District  | 331             | Beth                       | Stewart                   | English 6/12                                                      |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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| <b>District Name</b>             | <b>Dist.No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                                        |
|----------------------------------|-----------------|----------------------------|---------------------------|-----------------------------------------------------------|
| Lewiston Independent District    | 340             | Lindsey                    | Peterson                  | Birth-Grade 3                                             |
| Oneida County District           | 351             | Michael                    | Henry                     | English 6/12                                              |
| Oneida County District           | 351             | Carissa                    | Hess                      | Music K/12                                                |
| Bruneau-Grandview Joint District | 365             | Kathrine                   | Stirm                     | Biology 6/12                                              |
| Bruneau-Grandview Joint District | 365             | Daniel                     | Wilber                    | English as a New Language 6/12                            |
| Bruneau-Grandview Joint District | 365             | Heather                    | Wilber                    | Mathematics 6/12                                          |
| Homedale Joint District          | 370             | Aundra                     | De Witt                   | School Nurse                                              |
| Homedale Joint District          | 370             | Zackery                    | Kimball                   | All Subjects K/8                                          |
| Homedale Joint District          | 370             | Brett                      | Pavey                     | Economics 6/12, Geography 6/12                            |
| Homedale Joint District          | 370             | Valentin                   | Samano                    | Mathematics 6/12                                          |
| New Plymouth District            | 372             | Caleb                      | Campbell                  | French 6/12                                               |
| New Plymouth District            | 372             | Chase                      | Shoemaker                 | Natural Science 6/12                                      |
| American Falls Joint District    | 381             | Hailey                     | Lusk                      | Spanish 6/12                                              |
| Teton County District            | 401             | Thomas                     | Vanderhorst, JR           | English 6/12                                              |
| Twin Falls District              | 411             | Myra                       | Oesterlein                | Birth-Grade 3                                             |
| Buhl District                    | 412             | Seth                       | Blick                     | Agricultural Science 6/12                                 |
| Filer District                   | 413             | Miranda                    | Bowen-Cofer               | Generalist K/12                                           |
| Filer District                   | 413             | Thurmond                   | Johnson                   | Natural Science 6/12, Orientation Health Occupations 6/12 |
| Kimberly District                | 414             | John                       | Burk                      | Generalist K/12                                           |
| Kimberly District                | 414             | Ruben                      | Murille                   | All Subjects K/8                                          |
| Hansen District                  | 415             | Krisin                     | Beck                      | Superintendent                                            |
| Weiser District                  | 431             | Lori                       | Collier                   | Generalist K/12                                           |
| Weiser District                  | 431             | Michelle                   | Worley                    | Basic Mathematics 6/12                                    |
| Taylor's Crossing Charter School | 461             | Clifton                    | Stine                     | Mathematics 6/12                                          |
| Xavier Charter School            | 462             | William                    | Leavy                     | Social Studies 6/12                                       |
| White Pine Charter School        | 464             | Simon                      | Chung                     | Gifted and Talented K/12                                  |
| Wings Charter School             | 467             | Jennifer                   | Salinas                   | Generalist K/12                                           |
| Idaho Connects Online School     | 469             | Vickie                     | McCullough                | Music 6/12                                                |
| Palouse Prairie School           | 472             | Andrika                    | Kuhle                     | All Subjects K/8                                          |
| Sage Charter School              | 475             | Guy                        | Falconer                  | All Subjects K/8                                          |
| Sage Charter School              | 475             | Lindsey                    | Lockwood                  | Chemistry 6/12                                            |
| Another Choice Virtual Charter   | 476             | Christa                    | Sandidge                  | All Subjects K/8                                          |
| Heritage Academy District        | 479             | Collette                   | Clark                     | All Subjects K/8                                          |
| Heritage Academy District        | 479             | Anna                       | Waters-Clark              | Basic Mathematics 6/12                                    |
| Odyssey Charter School           | 484             | Sydney                     | Stonehocker               | Natural Science 6/12                                      |
| Forrest M. Bird Charter School   | 487             | Laura                      | Maas                      | Mathematics 6/12                                          |
| Forrest M. Bird Charter School   | 487             | Wendy                      | Thompson                  | Drama 6/12                                                |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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| <b>District Name</b>                | <b>Dist.No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>   |
|-------------------------------------|-----------------|----------------------------|---------------------------|----------------------|
| Sho-Ban Jr/Sr High School           | 537             | Mitchell                   | Depner                    | Natural Science 6/12 |
| Canyon-Owyhee School Service Agency | 555             | Diane                      | Patton                    | Generalist K/12      |
| North Star Charter School           | 783             | Kyle                       | Downs                     | Music K/12           |
| North Star Charter School           | 783             | Katie                      | Nielsen                   | All Subjects K/8     |
| Cherry Gulch                        |                 | Kylie                      | Anderson                  | Humanities 6/12      |

|            |                     |
|------------|---------------------|
| <b>163</b> | <b>Endorsements</b> |
| <b>154</b> | <b>People</b>       |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| Number Issued | Alphabetical Order                       |
|---------------|------------------------------------------|
| 2             | Agricultural Science and Technology 6/12 |
| 19            | All Subject K/8                          |
| 1             | Art 6/12                                 |
| 1             | Automotive Technology                    |
| 3             | Basic Mathematics 6/12                   |
| 1             | Biology 6/12                             |
| 3             | Birth-Grade 3                            |
| 2             | Business Technology Education 6/12       |
| 1             | Chemistry 6/12                           |
| 11            | Counselor K/12                           |
| 3             | Drama 6/12                               |
| 1             | Earth Science 6/12                       |
| 2             | Economics 6/12                           |
| 9             | English 6/12                             |
| 1             | English as a New Language 6/12           |
| 5             | Family and Consumer Science 6/12         |
| 2             | French 6/12                              |
| 26            | Generalist K/12                          |
| 2             | Geography 6/12                           |
| 1             | Gifted and Talented K/12                 |
| 4             | Health 6/12                              |
| 1             | Health Occupations 6/12                  |
| 1             | Hearing Impairment K/12                  |
| 3             | History 6/12                             |
| 2             | Humanities 6/12                          |
| 1             | Latin K/12                               |
| 15            | Mathematics 6/12                         |
| 1             | Music 6/12                               |
| 3             | Music K/12                               |
| 9             | Natural Science 6/12                     |
| 1             | Nursing Assistant                        |
| 1             | Orientation Health Occupations           |
| 7             | Physical Education 6/12                  |
| 1             | Physical Science 6/12                    |
| 1             | Psychology 6/12                          |
| 1             | School Nurse                             |
| 1             | School Principal Pre-K/12                |
| 2             | School Psychologist                      |
| 2             | Social Studies 6/12                      |
| 1             | Sociology 6/12                           |
| 2             | Spanish 6/12                             |
| 1             | Spanish K/12                             |
| 4             | Speech Language Pathologist K/12         |
| 2             | Superintendent                           |

|     |              |
|-----|--------------|
| 163 | Endorsements |
| 154 | People       |

| Number Issued | Rank Order by Endorsement                |
|---------------|------------------------------------------|
| 26            | Generalist K/12                          |
| 19            | All Subject K/8                          |
| 15            | Mathematics 6/12                         |
| 11            | Counselor K/12                           |
| 9             | English 6/12                             |
| 9             | Natural Science 6/12                     |
| 7             | Physical Education 6/12                  |
| 5             | Family and Consumer Science 6/12         |
| 4             | Health 6/12                              |
| 4             | Speech Language Pathologist K/12         |
| 3             | Basic Mathematics 6/12                   |
| 3             | Birth-Grade 3                            |
| 3             | Drama 6/12                               |
| 3             | History 6/12                             |
| 3             | Music K/12                               |
| 2             | Agricultural Science and Technology 6/12 |
| 2             | Business Technology Education 6/12       |
| 2             | Economics 6/12                           |
| 2             | French 6/12                              |
| 2             | Geography 6/12                           |
| 2             | Humanities 6/12                          |
| 2             | School Psychologist                      |
| 2             | Social Studies 6/12                      |
| 2             | Spanish 6/12                             |
| 2             | Superintendent                           |
| 1             | Art 6/12                                 |
| 1             | Automotive Technology                    |
| 1             | Biology 6/12                             |
| 1             | Chemistry 6/12                           |
| 1             | Earth Science 6/12                       |
| 1             | English as a New Language 6/12           |
| 1             | Gifted and Talented K/12                 |
| 1             | Health Occupations 6/12                  |
| 1             | Hearing Impairment K/12                  |
| 1             | Latin K/12                               |
| 1             | Music 6/12                               |
| 1             | Nursing Assistant                        |
| 1             | Orientation Health Occupations           |
| 1             | Physical Science 6/12                    |
| 1             | Psychology 6/12                          |
| 1             | School Nurse                             |
| 1             | School Principal Pre-K/12                |
| 1             | Sociology 6/12                           |
| 1             | Spanish K/12                             |



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| Number Issued | Alphabetical Order                         |
|---------------|--------------------------------------------|
| 10            | All Subjects K/8                           |
| 4             | American Government/Political Science 6/12 |
| 1             | Art 6/12                                   |
| 1             | Art K/12                                   |
| 1             | Basic Math/Limited Mathematics             |
| 7             | Basic Mathematics 6/12                     |
| 3             | Basic Mathematics 6/9                      |
| 2             | Biology 6/12                               |
| 12            | Birth-Grade 3                              |
| 4             | Business Technology Education 6/12         |
| 1             | Chemistry 6/12                             |
| 2             | Communications 6/12                        |
| 6             | Counselor K/12                             |
| 3             | Director of Special Education Pre-K/12     |
| 4             | Drama 6/12                                 |
| 1             | Earth Science 6/12                         |
| 5             | Economics 6/12                             |
| 4             | English 6/12                               |
| 1             | English 6/9                                |
| 7             | English as a New Language K/12             |
| 5             | Family and Consumer Science 6/12           |
| 1             | Foreign Language 6/12                      |
| 1             | French 6/12                                |
| 37            | Generalist K/12                            |
| 1             | Geography 6/12                             |
| 1             | German 6/12                                |
| 9             | Gifted and Talented K/12                   |
| 1             | Graphic Design 6/12                        |
| 8             | Health 6/12                                |
| 1             | Health K/12                                |
| 8             | History 6/12                               |
| 10            | Library Media Specialist K/12              |
| 2             | Literacy K/12                              |
| 16            | Mathematics 6/12                           |
| 1             | Mathematics 6/9                            |
| 3             | Music K/12                                 |
| 12            | Natural Science 6/12                       |
| 1             | Natural Science 6/9                        |
| 4             | Physical Education 6/12                    |
| 3             | Physical Education K/12                    |
| 3             | Physical Science 6/12                      |
| 1             | Physical Science 6/9                       |
| 3             | Physics 6/12                               |
| 9             | School Principal Pre-K/12                  |
| 3             | Social Studies 6/12                        |
| 3             | Spanish 6/12                               |
| 4             | Spanish K/12                               |
| 12            | Superintendent                             |

|     |              |
|-----|--------------|
| 242 | Endorsements |
| 235 | People       |

| Number Issued | Rank Order by Endorsement                  |
|---------------|--------------------------------------------|
| 37            | Generalist K/12                            |
| 16            | Mathematics 6/12                           |
| 12            | Birth-Grade 3                              |
| 12            | Natural Science 6/12                       |
| 12            | Superintendent                             |
| 10            | All Subjects K/8                           |
| 10            | Library Media Specialist K/12              |
| 9             | Gifted and Talented K/12                   |
| 9             | School Principal Pre-K/12                  |
| 8             | Health 6/12                                |
| 8             | History 6/12                               |
| 7             | Basic Mathematics 6/12                     |
| 7             | English as a New Language K/12             |
| 6             | Counselor K/12                             |
| 5             | Economics 6/12                             |
| 5             | Family and Consumer Science 6/12           |
| 4             | American Government/Political Science 6/12 |
| 4             | Business Technology Education 6/12         |
| 4             | Drama 6/12                                 |
| 4             | English 6/12                               |
| 4             | Physical Education 6/12                    |
| 4             | Spanish K/12                               |
| 3             | Basic Mathematics 6/9                      |
| 3             | Director of Special Education Pre-K/12     |
| 3             | Music K/12                                 |
| 3             | Physical Education K/12                    |
| 3             | Physical Science 6/12                      |
| 3             | Physics 6/12                               |
| 3             | Social Studies 6/12                        |
| 3             | Spanish 6/12                               |
| 2             | Biology 6/12                               |
| 2             | Communications 6/12                        |
| 2             | Literacy K/12                              |
| 1             | Art 6/12                                   |
| 1             | Art K/12                                   |
| 1             | Basic Math/Limited Mathematics             |
| 1             | Chemistry 6/12                             |
| 1             | Earth Science 6/12                         |
| 1             | English 6/9                                |
| 1             | Foreign Language 6/12                      |
| 1             | French 6/12                                |
| 1             | Geography 6/12                             |
| 1             | German 6/12                                |
| 1             | Graphic Design 6/12                        |
| 1             | Health K/12                                |
| 1             | Mathematics 6/9                            |
| 1             | Natural Science 6/9                        |
| 1             | Physical Science 6/9                       |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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| <b>District Name</b>           | <b>Dist. No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                         |
|--------------------------------|------------------|----------------------------|---------------------------|--------------------------------------------|
| Meridian Joint District        | 002              | Mackenzie                  | Crawford                  | Natural Science 6/12                       |
| Blackfoot District             | 055              | Dallan                     | Parker                    | English K/12                               |
| Shelley Joint District         | 060              | Brian                      | Markham                   | Biology 6/12                               |
| Shelley Joint District         | 060              | Erica                      | Seibel                    | Music K/12                                 |
| West Bonner County District    | 083              | Michelle                   | Prunier-Smith             | School Psychologist                        |
| West Bonner County District    | 083              | Michelle                   | Prunier-Smith             | School Psychologist                        |
| West Bonner County District    | 083              | Gregory                    | Vanderford                | Business Technology Education 6/12         |
| Boundary County District       | 101              | Erin                       | Delude                    | Physical Education 6/12                    |
| Nampa School District          | 131              | Jineta                     | Luthi                     | Mathematics 6/12                           |
| Nampa School District          | 131              | Regina                     | Ormsby                    | Generalist K/12                            |
| Nampa School District          | 131              | Kelli                      | Radford                   | Family & Consumer Science 6/12             |
| Nampa School District          | 131              | Julissa                    | Reyes-Martinez            | Bilingual Education K/12                   |
| Nampa School District          | 131              | Rita                       | Spalding                  | Generalist K/12                            |
| Nampa School District          | 131              | Stacey                     | Stanton                   | Physical Science 6/12, Mathematics 6/12    |
| Nampa School District          | 131              | Molly                      | Strauss                   | Generalist K/12                            |
| Nampa School District          | 131              | Craig                      | Swart                     | Physical Education K/12                    |
| Nampa School District          | 131              | Andrea                     | Weaver                    | Generalist K/12                            |
| Middleton District             | 134              | Melissa                    | Dorris                    | All Subjects K/8                           |
| Soda Springs Joint District    | 150              | Andrew                     | Berg                      | Art 6/12                                   |
| Cassia County Joint District   | 151              | Dorothy                    | Gonzales                  | Basic Mathematics 6/12                     |
| Orofino Joint District         | 171              | Doreen                     | Schmidt                   | Art K/12                                   |
| Kamiah Joint District          | 304              | Garett                     | Bretz                     | Basic Mathematics 6/12, Earth Science 6/12 |
| Minidoka County Joint District | 331              | Jacoby                     | Sneddon                   | Generalist K/12                            |
| Oneida County District         | 351              | Shayna                     | Waldron                   | SLP Interim                                |
| Marsing Joint District         | 363              | Kimberly                   | Freeman                   | Business Technology Education 6/12         |
| American Falls Joint District  | 381              | Nathan                     | Lammers                   | All Subjects K/8                           |
| Kellogg Joint District         | 391              | Heather                    | Johnson                   | Counselor K/12                             |
| Twin Falls District            | 411              | Molly                      | Breland                   | English / Language Arts 6/9                |
| Twin Falls District            | 411              | Serena                     | Clark                     | Music 6/12                                 |
| Twin Falls District            | 411              | Alexander                  | Crystal                   | Mathematics 6/12                           |
| Twin Falls District            | 411              | Angie                      | Gilbert                   | Generalist K/12                            |
| Twin Falls District            | 411              | Robyn                      | Lund                      | All Subjects K/12                          |
| Twin Falls District            | 411              | Patricia                   | Webb                      | Special Education Resource Room            |
| Filer District                 | 413              | Kristie                    | Johnson                   | All Subjects K/8                           |
| Filer District                 | 413              | Cindy                      | White                     | Generalist K/12                            |
| Kimberly District              | 414              | Jill                       | Balogh-Daly               | All Subjects K/8                           |
| Weiser District                | 431              | Jacob                      | Fortin                    | Music 6/12                                 |
| Xavier Charter                 | 462              | Aloma                      | Wadsworth                 | Dance 6/12                                 |
| North Valley Academy           | 465              | Maaike                     | Davidson                  | English 6/12, Drama 6/12                   |

|           |                     |
|-----------|---------------------|
| <b>42</b> | <b>Endorsements</b> |
| <b>39</b> | <b>People</b>       |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| <b>Number Issued</b> | <b>Alphabetical Order</b>          |
|----------------------|------------------------------------|
| 5                    | All Subjects K/8                   |
| 1                    | Art 6/12                           |
| 1                    | Art K/12                           |
| 2                    | Basic Mathematics 6/12             |
| 1                    | Bilingual Education K/12           |
| 1                    | Biology 6/12                       |
| 2                    | Business Technology Education 6/12 |
| 1                    | Counselor K/12                     |
| 1                    | Dance 6/12                         |
| 1                    | Drama 6/12                         |
| 1                    | Earth Science 6/12                 |
| 2                    | English 6/12                       |
| 1                    | English 6/9                        |
| 1                    | Family and Consumer Science 6/12   |
| 7                    | Generalist K/12                    |
| 3                    | Mathematics 6/12                   |
| 2                    | Music 6/12                         |
| 1                    | Music K/12                         |
| 1                    | Natural Science 6/12               |
| 1                    | Physical Education 6/12            |
| 1                    | Physical Education K/12            |
| 1                    | Physical Science 6/12              |
| 2                    | School Psychologist                |
| 1                    | SLP Interim                        |
| 1                    | Special Education Resource Room    |

|           |                     |
|-----------|---------------------|
| <b>42</b> | <b>Endorsements</b> |
| <b>39</b> | <b>People</b>       |

| <b>Number Issued</b> | <b>Rank Order by Endorsement</b>   |
|----------------------|------------------------------------|
| 7                    | Generalist K/12                    |
| 5                    | All Subjects K/8                   |
| 3                    | Mathematics 6/12                   |
| 2                    | Basic Mathematics 6/12             |
| 2                    | Business Technology Education 6/12 |
| 2                    | English 6/12                       |
| 2                    | Music 6/12                         |
| 2                    | School Psychologist                |
| 1                    | Art 6/12                           |
| 1                    | Art K/12                           |
| 1                    | Bilingual Education K/12           |
| 1                    | Biology 6/12                       |
| 1                    | Counselor K/12                     |
| 1                    | Dance 6/12                         |
| 1                    | Drama 6/12                         |
| 1                    | Earth Science 6/12                 |
| 1                    | English 6/9                        |
| 1                    | Family and Consumer Science 6/12   |
| 1                    | Music K/12                         |
| 1                    | Natural Science 6/12               |
| 1                    | Physical Education 6/12            |
| 1                    | Physical Education K/12            |
| 1                    | Physical Science 6/12              |
| 1                    | SLP Interim                        |
| 1                    | Special Education Resource Room    |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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| <b>District Name</b>       | <b>Dist. No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                                   |
|----------------------------|------------------|----------------------------|---------------------------|------------------------------------------------------|
| Boise Independent District | 001              | Jessica                    | Gomez                     | All Subjects K/8                                     |
| Boise Independent District | 001              | Tate                       | Swensen                   | All Subjects K/8                                     |
| Boise Independent District | 001              | Richard                    | Troyer                    | All Subjects K/8; Generalist K/12                    |
| Boise Independent District | 001              | Jagoda                     | Urban-Klaehn              | Mathematics 6/12                                     |
| Meridian Joint District    | 002              | Mark                       | Gasenica                  | Mathematics 6/12                                     |
| Meridian Joint District    | 002              | Diane                      | Haviland                  | All Subjects K/8                                     |
| Meridian Joint District    | 002              | Casey                      | Hedrick                   | Biological Science 6/12                              |
| Meridian Joint District    | 002              | Alex                       | McKinley                  | Mathematics 6/12                                     |
| Meridian Joint District    | 002              | Cheryl                     | Mensing                   | All Subjects K/8                                     |
| Meridian Joint District    | 002              | Amy                        | Nemeth                    | Mathematics 6/12                                     |
| Meridian Joint District    | 002              | Katrina                    | Tanner                    | Mathematics 6/12                                     |
| Meridian Joint District    | 002              | John                       | Thomas                    | Mathematics 6/12                                     |
| Meadows Valley District    | 011              | Stanley                    | Christopherson            | Chemistry 6/12                                       |
| Pocatello District         | 025              | Lauren                     | Echanis                   | All Subjects K/8; Generalist K/12                    |
| Pocatello District         | 025              | Robert                     | Ecker                     | All Subjects K/8                                     |
| Pocatello District         | 025              | Tracy                      | Folsom                    | All Subjects K/8                                     |
| Pocatello District         | 025              | Christopher                | Heib                      | All Subjects K/8                                     |
| Pocatello District         | 025              | Judi                       | Lethlean                  | All Subjects K/8; Generalist K/12                    |
| Pocatello District         | 025              | Joy                        | Toshio                    | All Subjects K/8; Generalist K/12                    |
| Pocatello District         | 025              | Angella                    | Wachsmuth                 | All Subjects K/8                                     |
| Snake River District       | 052              | Kara                       | Smith                     | All Subjects K/8; Generalist K/12                    |
| Blackfoot District         | 055              | Eryk                       | Foss                      | All Subjects K/8; Generalist K/12                    |
| Blackfoot District         | 055              | Shari                      | Fredrickson               | All Subjects K/8; Generalist K/12                    |
| Blackfoot District         | 055              | Laura                      | Smith                     | All Subjects K/8; Generalist K/12                    |
| Blackfoot District         | 055              | Daniel                     | Thurber                   | Mathematics 6/12                                     |
| Blaine County District     | 061              | Joseph                     | Lyon                      | Physics 6/12; Mathematics 6/12; Natural Science 6/12 |
| Idaho Falls District       | 091              | Lon                        | Ahlquist                  | All Subjects K/8; Generalist K/12                    |
| Idaho Falls District       | 091              | Mary                       | Alvord                    | All Subjects K/8; Generalist K/12                    |
| Bonneville Joint District  | 093              | Isaac                      | Goodrich                  | All Subjects K/8; Generalist K/12                    |
| Bonneville Joint District  | 093              | Daniel                     | Leavell                   | Biological Science 6/12                              |
| Bonneville Joint District  | 093              | Janet                      | Lovell-Smith              | History 6/12                                         |
| Bonneville Joint District  | 093              | Daniel                     | Lundquist                 | All Subjects K/8                                     |
| Bonneville Joint District  | 093              | Kimberly                   | McCluskey                 | All Subjects K/8; Generalist K/12                    |
| Bonneville Joint District  | 093              | Amity                      | Miller                    | All Subjects K/8; Generalist K/12                    |
| Bonneville Joint District  | 093              | Elyse                      | Moore                     | English 6/12                                         |
| Bonneville Joint District  | 093              | Mary Anne                  | Murphy                    | All Subjects K/8                                     |
| Nampa School District      | 131              | Joseph                     | Green                     | History 6/12                                         |
| Nampa School District      | 131              | Justin                     | Hand                      | English 6/12                                         |
| Nampa School District      | 131              | Veronica                   | Huff                      | All Subjects K/8                                     |
| Nampa School District      | 131              | John                       | Schisel                   | Biological Science 6/12                              |
| Caldwell District          | 132              | Andrea                     | Anderson-Binggeli         | All Subjects K/8                                     |
| Caldwell District          | 132              | Sara                       | Bell                      | English 6/12                                         |
| Caldwell District          | 132              | Devin                      | Bodkin                    | English 6/12                                         |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| <b>District Name</b>                  | <b>Dist. No.</b> | <b>Employee First Name</b> | <b>Employee Last Name</b> | <b>Endorsement</b>                              |
|---------------------------------------|------------------|----------------------------|---------------------------|-------------------------------------------------|
| Caldwell District                     | 132              | Megan                      | Parrish                   | Mathematics 6/12                                |
| Caldwell District                     | 132              | Heather                    | Parry                     | All Subjects K/8; Generalist K/12               |
| Caldwell District                     | 132              | Maria                      | Renz                      | All Subjects K/8                                |
| Middleton District                    | 134              | Erin                       | Corwine                   | All Subjects K/8                                |
| Grace Joint District                  | 148              | Joy                        | Kane                      | All Subjects K/8; Generalist K/12               |
| Mountain Home District                | 193              | Caleb                      | Campbell                  | History 6/12; English 6/12                      |
| Mountain Home District                | 193              | Andrea                     | Capdeville                | Natural Science 6/12                            |
| Preston Joint District                | 201              | David                      | Gluck                     | All Subjects K/8                                |
| Preston Joint District                | 201              | Nicole                     | Golay                     | All Subjects K/8                                |
| Preston Joint District                | 201              | Robert                     | Kent                      | Mathematics 6/12                                |
| Jefferson County Joint District       | 251              | Owen                       | Miller                    | English 6/12                                    |
| West Jefferson District               | 253              | Kelsey                     | Kimball                   | All Subjects K/8; Generalist K/12               |
| Jerome Joint District                 | 261              | Evan                       | Evan                      | History 6/12                                    |
| Jerome Joint District                 | 261              | Brandi                     | Henninger                 | All Subjects K/8                                |
| Jerome Joint District                 | 261              | Ashley                     | Stoker                    | All Subjects K/8; Generalist K/12               |
| Minidoka County Joint District        | 331              | Melissa                    | Holbrook                  | All Subjects K/8; Generalist K/12               |
| Minidoka County Joint District        | 331              | Anthony                    | Walker                    | All Subjects K/8                                |
| Minidoka County Joint District        | 331              | Shauna                     | Wheelwright               | All Subjects K/8; Generalist K/12; History 6/12 |
| Minidoka County Joint District        | 331              | Emily                      | White                     | All Subjects K/8; Generalist K/12               |
| Minidoka County Joint District        | 331              | Nicole                     | Wieland                   | All Subjects K/8                                |
| Minidoka County Joint District        | 331              | Rosann                     | Wiltse                    | Biological Science 6/12                         |
| Minidoka County Joint District        | 331              | Ydalia                     | Yado                      | English 6/12                                    |
| Bruneau-Grand View Joint District     | 365              | Jonah                      | Lloyd                     | All Subjects K/8; English 6/12                  |
| New Plymouth District                 | 372              | Adrienne                   | Cronebaugh                | All Subjects K/8                                |
| New Plymouth District                 | 372              | Joseph                     | Crotty                    | Mathematics 6/12                                |
| Fruitland District                    | 373              | Craig                      | Daniels                   | Physics 6/12; Mathematics 6/12                  |
| Filer District                        | 413              | Brian                      | Brock                     | English 6/12                                    |
| McCall-Donnelly Joint School District | 421              | Ralph                      | Nieto                     | Physics 6/12; Mathematics 6/12                  |
| Weiser District                       | 431              | Betsy                      | Despain                   | All Subjects K/8                                |
| Victory Charter School                | 451              | Charles                    | Charles                   | Biological Science 6/12; Natural Science 6/12   |
| Rolling Hills Charter LEA             | 454              | Alish                      | Coy                       | All Subjects K/8; Generalist K/12               |
| Inspire Virtual Charter LEA           | 457              | Christopher                | Goodwin                   | History 6/12                                    |
| The Academy [ARC]                     | 460              | William                    | Day                       | Physics 6/12; Mathematics 6/12                  |
| Palouse Prairie School                | 472              | Donal                      | Stones                    | Mathematics 6/12                                |
| Monticello Montessori School          | 474              | Corey                      | Fuller                    | All Subjects K/8; Generalist K/12               |
| Sage Charter School                   | 475              | Parry                      | Ryerse                    | History 6/12                                    |
| Legacy Charter School District        | 478              | Mirian                     | Brown                     | All Subjects K/8                                |
| Legacy Charter School District        | 478              | Joshua                     | Hubbard                   | All Subjects K/8                                |
| Odyssey Charter School                | 484              | Caroline                   | Gantt                     | All Subjects K/8; Generalist K/12               |
| NULL                                  | NULL             | Theodore                   | Bonman                    | English 6/12                                    |
| NULL                                  | NULL             | Brenda                     | Carpentier                | All Subjects K/8                                |
| NULL                                  | NULL             | Casey                      | Coberly                   | Mathematics 6/12                                |
| NULL                                  | NULL             | Cheryl                     | Farnsworth                | English 6/12                                    |
| NULL                                  | NULL             | Jennifer                   | Jennifer                  | Chemistry 6/12                                  |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| District Name | Dist. No. | Employee First Name | Employee Last Name | Endorsement                                   |
|---------------|-----------|---------------------|--------------------|-----------------------------------------------|
| NULL          | NULL      | Camille             | Jensen             | Biological Science 6/12; Natural Science 6/12 |
| NULL          | NULL      | Pamela              | Lee                | All Subjects K/8                              |
| NULL          | NULL      | Toni                | Mann               | All Subjects K/8; Generalist K/12             |
| NULL          | NULL      | Carly               | Oppie              | English 6/12                                  |
| NULL          | NULL      | K'Ann               | Sanchez            | All Subjects K/8                              |
| NULL          | NULL      | Jeremy              | Shaffer            | Mathematics 6/12                              |
| NULL          | NULL      | Jadelynn            | Thompson           | All Subjects K/8                              |
| NULL          | NULL      | Marianne            | Virgin             | All Subjects K/8                              |

|            |                     |
|------------|---------------------|
| <b>129</b> | <b>Endorsements</b> |
| <b>95</b>  | <b>People</b>       |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

| <b>Number<br/>Issued</b> | <b>Alphabetical</b>     |
|--------------------------|-------------------------|
| 53                       | All Subjects K/8        |
| 6                        | Biological Science 6/12 |
| 2                        | Chemistry 6/12          |
| 12                       | English 6/12            |
| 24                       | Generalist K/12         |
| 7                        | History 6/12            |
| 17                       | Mathematics 6/12        |
| 4                        | Natural Science 6/12    |
| 4                        | Physics 6/12            |

|            |                     |
|------------|---------------------|
| <b>129</b> | <b>Endorsements</b> |
| <b>95</b>  | <b>People</b>       |

| <b>Number<br/>Issued</b> | <b>Rank Order by Endorsement</b> |
|--------------------------|----------------------------------|
| 53                       | All Subjects K/8                 |
| 24                       | Generalist K/12                  |
| 17                       | Mathematics 6/12                 |
| 12                       | English 6/12                     |
| 7                        | History 6/12                     |
| 6                        | Biological Science 6/12          |
| 4                        | Natural Science 6/12             |
| 4                        | Physics 6/12                     |
| 2                        | Chemistry 6/12                   |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS****DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

| <b>Name</b>           | <b>Program</b>                  | <b>Date</b> | <b>Contact Information</b> |
|-----------------------|---------------------------------|-------------|----------------------------|
| Adam Mastalski        | sec ed social science poli scie | 9/21/2015   | email in inquiry folder    |
| Adelle Giles          | SPED                            | 12/17/2015  | email in inquiry folder    |
| Alicia                | SPED                            | 2/23/2015   | im                         |
| Amanda Beutler        | Elem. Ed                        | 2/1/2015    | email in inquiry folder    |
| Amber Keith           | Sec. Ed                         | 12/17/2015  | email in inquiry folder    |
| Amy Alves             | Early childhood                 | 1/13/2016   | email in inquiry folder    |
| Amy Feik              | pe                              | 11/13/2015  | email in inquiry folder    |
| Andrea Marion         | Sec. HE, German Bio             | 5/1/2015    | email in inquiry folder    |
| Andrew Johnson        | business ed                     | 2/5/2015    | email in inquiry folder    |
| Anna Long             | dietetics                       | 8/7/2015    | email in inquiry folder    |
| Anthony Cohen         |                                 | 12/10/2015  | email in inquiry folder    |
| Anthony Dentino       | marketing                       | 10/28/201   | email in inquiry folder    |
| Ashleigh Nielsen      | Sec ed biology                  | 1/20/2016   | email in inquiry folder    |
| Ashley Griffith       | communications                  | 6/8/2015    | email in inquiry folder    |
| Ashlie Loman          | Elem. Ed                        | 2/5/2016    | email in inquiry folder    |
| Austin Henken         | Sec. PE/Science                 | 4/28/2015   | email in inquiry folder    |
| Barbara Brown         | SPED                            | 3/12/2015   | email in inquiry folder    |
| Benjamin Croft        | economics                       | 6/23/2015   | email in inquiry folder    |
| Bonnie Roberts        | SPED                            | 3/2/2015    | email in inquiry folder    |
| Bonnie Torgerson      | Elem. Ed                        | 1/22/2015   | email in inquiry folder    |
| Branzell Porchia      | Music                           | 1/9/2015    | email in inquiry folder    |
| Breana Arnel          | FCS/Sociology Buisness Ed       | Fall 2015   | email in inquiry folder    |
| Breanna Leatham       | Elem. Ed                        | 3/5/2015    | email in inquiry folder    |
| Brianna Comstock      | sec ed history                  | 9/1/2015    | email in inquiry folder    |
| Brianne Garner        | Early childhood                 | 2/24/2015   | email in inquiry folder    |
| Brittany Sullenger    | Sec. Ed FCS                     | 5/7/2015    | email in inquiry folder    |
| Brittney Thompson     | music ed                        | 10/23/2015  | email in inquiry folder    |
| Cami Jefferies        |                                 | 1/27/2016   | email in inquiry folder    |
| Candice Asay          | Sec. Ed social sci. geo. Music  | 9/10/2015   | email in inquiry folder    |
| Candice Gate          | Elem. Ed History                | 12/11/2015  | email in inquiry folder    |
| Carrie Evans          | Sec. English                    | 4/28/2015   | phone                      |
| Cathy Chudleigh       | elem ed Math                    | Fall 2015   | email in inquiry folder    |
| Charles Cullen        | Elem. Ed History                | 1/30/2015   | email in inquiry folder    |
| Chelsey Martin-Wilson | Sec. Ed. History                | 3/12/2015   | email in inquiry folder    |
| Cheryl Fuller         | ESL                             | 4/4/2015    | email in inquiry folder    |
| Chris Johnson         | SPED                            | 4/29/2015   | email in inquiry folder    |
| Chris Potter          | trans eval                      | 2/23/2015   |                            |
| Chris Saldyga         | political science               | 10/24/2015  | email in inquiry folder    |
| Christine Hernandez   | Elem. Ed                        | 1/23/2015   | email in inquiry folder    |
| Christopher Potter    | Sec. Ed History Poli Sci        | 2/17/2015   | email in inquiry folder    |
| Cindy Allen           | Sec Ed English                  | 10/20/2015  | email in inquiry folder    |
| Cindy Gonzales        | Early childhood                 | 1/21/2015   | email in inquiry folder    |
| Cynthia Lincoln       | SPED                            | 1/30/2015   | email in inquiry folder    |



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS****DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

|                      |                                |            |                         |
|----------------------|--------------------------------|------------|-------------------------|
| Dani Wills           | political science              | 11/30/2015 | email in inquiry folder |
| Daniele Ruhter       | Sec. SS/Poli Sci               | 3/16/2015  | email in inquiry folder |
| David Corona         | Early childhood                | 1/19/2016  | email in inquiry folder |
| David Demaris        | Sec. Ed history                | 2/2/2016   | email in inquiry folder |
| Dean Frickery        | Sec. Engineering MA            | 4/28/2015  | email in inquiry folder |
| Dennis Hull          | Sec. Ed                        | 2/2/2015   | email in inquiry folder |
| Derek Thomson        | Elem. Ed                       | 2/24/2015  | email in inquiry folder |
| Edwards Karla        | Sec. English                   | 4/10/2015  | email in inquiry folder |
| Elizabeth Northrup   | music ed                       | 5/19/2015  | email in inquiry folder |
| Emeral Lish          | Sec. Business Admin.           | 4/18/2015  | email in inquiry folder |
| Emily Yeung          |                                | 3/11/2015  | email in inquiry folder |
| Eric Ballestero      | art                            | 2/18/2015  | email in inquiry folder |
| Erikka Gray          | Sec. english                   | 1/27/2015  | email in inquiry folder |
| Erin Martin          | Social Studies                 | 12/9/2015  | email in inquiry folder |
| Erin Sullivan Baker  | Sec. Ed Theatre, English, Soci | 2/10/2015  | email in inquiry folder |
| Erin Watkins         | social studies                 | 10/23/2015 | email in inquiry folder |
| Gary Hulsey          | Physical Ed                    | 2/20/2015  | email in inquiry folder |
| Gina Phillips        | Sec. Ed English SPED           | 4/15/2015  | email in inquiry folder |
| Hannah Graham        | ESL                            | 3/20/2015  | email in inquiry folder |
| Heather Buchanan     | Sec. English/History           | 2/17/2015  | email in inquiry folder |
| Holly                |                                | 2/3/2015   | im                      |
| Hunter Carson        | sec ed poli sci                | 8/10/2015  | email in inquiry folder |
| Jaime Garrett        | business ed                    | 1/6/2015   | email in inquiry folder |
| James Barrett        | Sec. Math                      | 4/17/2015  | email in inquiry folder |
| Jana McBride         | Sec. Ed. Music                 | 4/22/2015  | email in inquiry folder |
| Jared Reed           | PE/Health                      | 10/8/2015  | email in inquiry folder |
| Jeffrey Kersting     |                                | 7/9/2015   | email in inquiry folder |
| Jillian Anderson     | communications                 | 5/26/2015  | email in inquiry folder |
| Joel Mattingly       | Sec. Art trans eval            | 2/26/2015  |                         |
| Jonathon Ostron      | Sec. outdoor Ed/Geology        | 4/15/2015  | email in inquiry folder |
| Joshua McKinney      | Sec. Math                      | 8/7/2015   | email in inquiry folder |
| Joyce McClure        | Sec. Poli. Sci.                | 3/24/2015  | inperson                |
| Judy Broadfield      | Elem. Ed                       | 5/18/2015  | email in inquiry folder |
| Justin Stokes        | Sec. Ed Buisness Ed.           | 1/27/2015  | email in inquiry folder |
| Kacia Moser          | Elem. Ed Geology               | 12/11/2015 | email in inquiry folder |
| Kara Kearsley        | Sec. Spanish/Math              | 2/26/2015  | email in inquiry folder |
| Kate Richardson      |                                | 3-Dec      | email in inquiry folder |
| Kathleen Lolofie     | Sec. Health                    | 12/16/2015 | email in inquiry folder |
| katie Semtner Stokes | english                        | 5/1/2015   | email in inquiry folder |
| Kay Hathaway         | Sec Ed FCS                     | 11/20/2015 | email in inquiry folder |
| Kaylene Hathaway     | Sec. Certification             | 12/8/2015  | email in inquiry folder |
| KayZin Cresswell     | Sec. Math end.                 | 4/12/2015  | email in inquiry folder |
| Kevin Francisco      | Sec. english                   | 1/20/2015  | email in inquiry folder |
| Kim Shirley          | Sec Ed Art                     | 7/20/2015  | email in inquiry folder |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS****DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

|                                    |                        |                                    |
|------------------------------------|------------------------|------------------------------------|
| Kimberly Lloyd                     | Early childhood        | 11/11/2015 email in inquiry folder |
| Kimberly Miller                    | Early childhood        | 8/11/2015 email in inquiry folder  |
| Krista Ray                         | Elem. English          | 10/1/2015 email in inquiry folder  |
| kristen Hannigan                   | Elem. Ed/SPED          | 2/27/2015 email in inquiry folder  |
| Kurino Ashizawa                    | Sec Ed Japanese        | 3/2/2015 email in inquiry folder   |
| Laura Asher                        | Se Ed Theatre          | 11/16/2015 email in inquiry folder |
| Layne Bates                        | PE/Spanish             | 1/12/2015 email in inquiry folder  |
| Leanne Kendall                     | Sec. Psych/Soc.        | 2/23/2015 email in inquiry folder  |
| Leslie Jenson                      | health ed              | 6/16/2015 email in inquiry folder  |
| Leslie Miklancic                   | Elem. Ed History       | 4/15/2015 email in inquiry folder  |
| Linda Prior                        |                        | 1/12/2016 email in inquiry folder  |
| Lindsay Dwyer                      | Sec Ed English         | 8/6/2015 email in inquiry folder   |
| Lingpei ZOU                        | Sec. Ed ESL            | 1/26/2016 email in inquiry folder  |
| Lori Potter                        | French end             | 4/27/2015 email in inquiry folder  |
| Lori Prescott                      | Sec Ed - Jerome SD     | 1/20/2016 email in inquiry folder  |
| Luz Camarena                       | spanish theatre        | 10/24/2015 email in inquiry folder |
| Mandy Simmons                      | Elem. Ed               | 3/2/2015 email in inquiry folder   |
| Marcell Morris                     | Sec. english           | 10/13/2015 email in inquiry folder |
| Marianne Barfuss                   | Sec Ed PE              | 12/7/2015 email in inquiry folder  |
| Mark Murdock                       | Sec. ed                | 1/31/2016 email in inquiry folder  |
| Mark Ritcher                       | Sec. English           | 2/12/2015                          |
| Mckenna Seamons                    | Biology/Chemistry      | 1/12/2015 email in inquiry folder  |
| Megan Gunn                         |                        | 1/9/2015                           |
| Melissa ponce                      |                        | 9/29/2015 email in inquiry folder  |
| Melissa Raley                      | english                | 1/19/2016 email in inquiry folder  |
| Melissa Thomson                    | Elem. Ed               | 2/25/2015 email in inquiry folder  |
| Michael Walker                     | Elem. Ed               | 4/29/2015 email in inquiry folder  |
| Mindy Bang                         | Sec. FCS/Spanish       | 3/25/2015 meeting                  |
| Mireya Martinez                    |                        | 7/28/2015 email in inquiry folder  |
| Naila Babar                        | Sec. Chemistry         | 2/20/2015                          |
| Nathan Jensen                      |                        | 7/28/2015 email in inquiry folder  |
| Neil Nelson                        | Sec. English           | 3/5/2015 email in inquiry folder   |
| Neva Eldredge                      | ESL end.               | 1/20/2015 email in inquiry folder  |
| Paige Blumenthal                   | english                | 11/28/2015 email in inquiry folder |
| Pam knight                         | Sec. English           | 2/6/2015                           |
| Paul Succo                         |                        | 3/9/2015 email in inquiry folder   |
| Paul Suko                          | Sec. Spanish           | 3/5/2015 phone                     |
| Peggy Johnson                      | elem ed/Math           | 3/19/2015 email in inquiry folder  |
| Rachael Cope                       | Sec. or Elem           | 3/24/2015 email in inquiry folder  |
| Rachel Burtenshaw                  | Elem. Ed               | 1/27/2015 email in inquiry folder  |
| Raniya Saad Bkiet Mohamed Almdaraa |                        | 7/23/2015 email in inquiry folder  |
| Ryan Adam Johnson                  | elem ed                | 5/4/2015 email in inquiry folder   |
| SallyAnn Shore                     | ENL                    | 2/23/2015 email in inquiry folder  |
| Sandy Roseburg                     | english/communications | 7/28/2015 email in inquiry folder  |

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS****DECEMBER 15, 2016****College of Education – Office of Advising****Certification Only Inquiries**

|                     |                        |            |                         |
|---------------------|------------------------|------------|-------------------------|
| Scott Birks         | Sec. Chem/NS           | 3/24/2015  | email in inquiry folder |
| Scott Whyte         | Sec Ed poli sci        | 10/30/2015 | email in inquiry folder |
| Shane Call          | Sec. Spanish Health    | 4/28/2015  | email in inquiry folder |
| Sharon Hoge         | Drama                  | 8/1/2015   | email in inquiry folder |
| Shawna Fehringer    | elem ed                | 2/17/2015  | email in inquiry folder |
| Shaylaln Presley    | Sec. SS/Hist/Poli.Sci. | 3/19/2015  |                         |
| Shelley Schaugaard  | history                | 4/7/2015   | email in inquiry folder |
| Shelly Lish         | SPED                   | 2/11/2015  | email in inquiry folder |
| Steffanie Olsen     | Sed Ed history         | 2/9/2016   | email in inquiry folder |
| Stephanie McBride   | HE/History             | 1/1/2016   | email in inquiry folder |
| Steve Ohman         | Chemistry              | 1/12/2015  | email in inquiry folder |
| Sue-Ellen tomlinson | Sec Ed Math            | 1/20/2016  | email in inquiry folder |
| Susie Long          | Sec Ed English         | 9/23/2015  | email in inquiry folder |
| Tanya Merriman      |                        | 7/14/2015  | email in inquiry folder |
| Tara Robinson       | Trans Eval             | 4/28/2015  | email in inquiry folder |
| Taylor Ford         | history                | 1/6/2015   | email in inquiry folder |
| Terah Moore         | elem ed                | 3/5/2015   | email in inquiry folder |
| Tiffany Black       | Sec. Ed English        | 3/19/2015  | email in inquiry folder |
| Tiffany Hansen      | Early childhood        | 8/14/2015  | email in inquiry folder |
| Torrey Mortenson    | Sec Ed poli sci/econ   | 9/21/2015  | email in inquiry folder |
| Travis Andersen     | Sec. Ed Buisness Ed.   | 1/22/2015  | email in inquiry folder |
| Zach Baggett        | art                    | 5/25/2015  | email in inquiry folder |

# INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

## DECEMBER 15, 2016

### Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- 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 any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### I. PLANNED STUDENT ENROLLMENT

|                         | <u>FY 17</u> |           | <u>FY 18</u> |           | <u>FY 19</u> |           | <u>FY 20</u> |           |
|-------------------------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|
|                         | FTE          | Headcount | FTE          | Headcount | FTE          | Headcount | FTE          | Headcount |
| A. New enrollments      | 0            | 20        | 0            | 20        | 0            | 20        | 0            | 20        |
| B. Shifting enrollments |              |           |              |           |              |           |              |           |
| <b>Total Enrollment</b> | 0            | 20        | 0            | 20        | 0            | 20        | 0            | 20        |

### II. REVENUE

|                                                    | <u>FY</u>        |            | <u>FY</u>        |            | <u>FY</u>        |            | <u>FY 20</u>     |            |
|----------------------------------------------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|
|                                                    | On-going         | One-time   | On-going         | One-time   | On-going         | One-time   | On-going         | One-time   |
| 1. New Appropriated Funding Request                |                  |            |                  |            |                  |            |                  |            |
| 2. Institution Funds                               |                  |            |                  |            |                  |            |                  |            |
| 3. Federal                                         |                  |            |                  |            |                  |            |                  |            |
| 4. New Tuition Revenues from Increased Enrollments | \$139,120.00     |            | \$141,902.40     |            | \$144,740.45     |            | \$144,740.45     |            |
| 5. Student Fees                                    |                  |            |                  |            |                  |            |                  |            |
| 6. Other (i.e., Gifts)                             |                  |            |                  |            |                  |            |                  |            |
| <b>Total Revenue</b>                               | <u>\$139,120</u> | <u>\$0</u> | <u>\$141,902</u> | <u>\$0</u> | <u>\$144,740</u> | <u>\$0</u> | <u>\$144,740</u> | <u>\$0</u> |

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

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

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
DECEMBER 15, 2016**

**III. EXPENDITURES**

|                                     | <b>FY 17</b> |            | <b>FY 18</b> |            | <b>FY 19</b> |            | <b>FY 17</b> |            |
|-------------------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
|                                     | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   |
| <b>A. Personnel Costs</b>           |              |            |              |            |              |            |              |            |
| 1. FTE                              |              |            |              |            |              |            | 0.0          | 0.0        |
| 2. Faculty                          |              |            |              |            |              |            | 0.0          | 0.0        |
| 3. Adjunct Faculty                  |              |            |              |            |              |            | 0.0          | 0.0        |
| 4. Graduate/Undergrad Assistants    |              |            |              |            |              |            | 0.0          | 0.0        |
| 5. Research Personnel               |              |            |              |            |              |            | 0.0          | 0.0        |
| 6. Directors/Administrators         |              |            |              |            |              |            | 0.0          | 0.0        |
| 7. Administrative Support Personnel |              |            |              |            |              |            | 0.0          | 0.0        |
| 8. Fringe Benefits                  |              |            |              |            |              |            | 0.0          | 0.0        |
| 9. Other:                           |              |            |              |            |              |            | 0.0          | 0.0        |
| <b>Total Personnel and Costs</b>    | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>   | <b>\$0</b> | <b>\$0</b>   | <b>\$0</b> |

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|                                                  | <u>FY 17</u> |            | <u>FY 18</u> |            | <u>FY 19</u> |            | <u>FY 17</u> |            |
|--------------------------------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
|                                                  | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   |
| <b><i>B. Operating Expenditures</i></b>          |              |            |              |            |              |            |              |            |
| 1. Travel                                        |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 2. Professional Services                         |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 3. Other Services                                |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 4. Communications                                |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 5. Materials and Supplies                        |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 6. Rentals                                       |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 7. Materials & Goods for<br>Manufacture & Resale |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 8. Miscellaneous                                 |              |            |              |            |              |            | \$0.00       | \$0.00     |
| <b><i>Total Operating Expenditures</i></b>       | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> |

|                                    | <u>FY 17</u> |            | <u>FY 18</u> |            | <u>FY 19</u> |            | <u>FY 17</u> |            |
|------------------------------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
|                                    | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   | On-going     | One-time   |
| <b><i>C. Capital Outlay</i></b>    |              |            |              |            |              |            |              |            |
| 1. Library Resources               |              |            |              |            |              |            | \$0.00       | \$0.00     |
| 2. Equipment                       |              |            |              |            |              |            | \$0.00       | \$0.00     |
| <b><i>Total Capital Outlay</i></b> | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> | <u>\$0</u>   | <u>\$0</u> |

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|                                                                       | FY _____         | FY _____   | FY _____         | FY _____   | FY _____         | FY _____   | FY _____         | FY 17 _____ |
|-----------------------------------------------------------------------|------------------|------------|------------------|------------|------------------|------------|------------------|-------------|
| <b>D. Capital Facilities<br/>Construction or Major<br/>Renovation</b> |                  |            |                  |            |                  |            |                  |             |
|                                                                       |                  |            |                  |            |                  |            |                  |             |
| <b>E. Other Costs</b>                                                 |                  |            |                  |            |                  |            |                  |             |
| Utilites                                                              |                  |            |                  |            |                  |            |                  | \$0.00      |
| Maintenance & Repairs                                                 |                  |            |                  |            |                  |            |                  | \$0.00      |
| Other                                                                 |                  |            |                  |            |                  |            |                  |             |
| <b>Total Other Costs</b>                                              | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u>  |
| <br><b>TOTAL EXPENDITURES:</b>                                        | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u> | <u>\$0</u>       | <u>\$0</u>  |
| <br><b>Net Income (Deficit)</b>                                       | <u>\$139,120</u> | <u>\$0</u> | <u>\$141,902</u> | <u>\$0</u> | <u>\$144,740</u> | <u>\$0</u> | <u>\$144,740</u> | <u>\$0</u>  |

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

|  |                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                                                                                                                                    |
|  |                                                                                                                                                    |
|  |                                                                                                                                                    |
|  | No additional costs are incurred with the addition of this program; all exisiting faculty and resources are sufficient as we work toward capacity. |
|  |                                                                                                                                                    |
|  |                                                                                                                                                    |
|  |                                                                                                                                                    |
|  |                                                                                                                                                    |
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**IDAHO STATE UNIVERSITY**

**SUBJECT**

New Master of Arts in Social Work

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.G, Section V.R.3.b.iv.

**BACKGROUND/DISCUSSION**

Idaho State University is currently approved to offer a Bachelor of Arts (BA) degree in Social Work and is now proposing to add a Master of Social Work (MSW) degree. Currently, the BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), the national accrediting body. Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited program; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 and 6) community need, and ISU student need, an MSW program at ISU is necessary. Local (regional) job openings are expected to be over 70 per year for the next three years. Economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth in Idaho well into the next decade. Social work job openings are growing at a local, state, and national rate that significantly exceeds other job opportunities. Our purpose is to develop a quality, primarily seated, MSW program. Boise State University offers its MSW program both on campus and fully online. BSU has primary statewide responsibility for Social Work programs with a shared responsibility with ISU for programs in Region 5 and 6. Given Southeast Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

**IMPACT**

The enrollment in other programs at ISU will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters from another

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institution which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. An MSW program at ISU would offer BA level students an alternative to traveling or enrolling in an online program to earn their graduate degrees.

ISU proposes to charge a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. Total credit hours for completion of the program are 60 graduate credits for the traditional two-year program and 45 graduate credits (including 12 field credits) for the advanced standing program. Student fees are necessary to cover specialized accreditation fees and costs associated with the field practicum.

**ATTACHMENTS**

Attachment 1 – Proposal for the Master in Social Work

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**STAFF COMMENTS AND RECOMMENDATIONS**

ISU projects 25 initial enrollments at the start of the program with 25 additional enrollments in year two and another in year three, after which enrollment would stabilize at approximately 75 students.

ISU requests approval to assess a professional fee consistent with Board Policy V.R.3.b.iv. at \$200 per semester. This policy provides the criteria that must be met in order to designate a professional fee for a Board approved academic program. This includes programs which lead to credential or licensure, requires accreditation, entails extraordinary program costs, and aligns with traditional academic offerings of the institution. Based on the information provided in the proposal, staff finds that the request to assess the professional fee meets policy requirements.

ISU's request to create a new Master of Social Work is consistent with their Statewide Program Responsibilities and their Five-year Plan for Delivery of Academic Programs in Region V and VI. Consistent with Board Policy III.Z, BSU has the statewide program responsibility for Master of Social Work with a shared responsibility with ISU in Regions V and IV.

The following represents Social Work programs being offered by public postsecondary institutions:

| Institution | Program Title | CIP Code | Degree Level | Location(s)         | Regional/ Statewide | Method of Delivery      |
|-------------|---------------|----------|--------------|---------------------|---------------------|-------------------------|
| ISU         | Social Work   | 44.0701  | BA           | ISU Campus          | Regional            | Hybrid                  |
| BSU         | Social Work   | 44.0701  | BA           | Boise<br>Twin Falls | Regional            | Traditional             |
| BSU         | Social Work   | 44.0701  | MSW          | Boise               | Statewide           | Traditional and On-line |

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|      |             |         |        |                                         |           |                                               |
|------|-------------|---------|--------|-----------------------------------------|-----------|-----------------------------------------------|
| BSU  | Social Work | 44.0701 | MSW    | Lewiston<br>Coeur d'Alene<br>Twin Falls | Statewide | Traditional                                   |
| LCSC | Social Work | 44.0701 | BA, BS | LEW/CDA                                 | Regional  | classroom                                     |
| NIC  | Social Work | 44.0701 | AA     | Coeur d'Alene                           | Regional  | Traditional                                   |
| CSI  | Social Work | 44.0701 | AA     | CSI Campus                              | Regional  | Traditional with some<br>portion avail online |

The proposal went through the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 17, 2016 and to the Board's Instruction, Research, and Student Affairs (IRSA) committee on December 1, 2016.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to approve the Master's in Social Work in substantial conformance to the program proposal submitted as Attachment 1.

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

I move to approve the request by Idaho State University to designate a professional fee for the Master of Social Work in the amount of \$200 per semester in conformance with the program budget submitted to the Board in Attachment 1.

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

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
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Institutional Tracking No. 2015-01

**Idaho State Board of Education  
Proposal for Graduate and Doctoral Degree Program**

|                                       |                                         |
|---------------------------------------|-----------------------------------------|
| Date of Proposal Submission:          |                                         |
| Institution Submitting Proposal:      | Idaho State University                  |
| Name of College, School, or Division: | College of Arts and Letters             |
| Name of Department(s) or Area(s):     | Sociology, Social Work, and Criminology |

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

|                                  |                                                                |  |                          |
|----------------------------------|----------------------------------------------------------------|--|--------------------------|
| Title:                           | Master in Social Work Program                                  |  |                          |
| Degree:                          | MSW                                                            |  |                          |
| Method of Delivery:              | Face-to-face; some electives might be offered online or hybrid |  |                          |
| CIP code (consult IR /Registrar) | 440701                                                         |  |                          |
| Proposed Starting Date:          | 08/15/17                                                       |  |                          |
| Indicate if the program is:      | Regional Responsibility X                                      |  | Statewide Responsibility |

Indicate whether this request is either of the following:

- |                                                          |                                                                                   |
|----------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> Contract Program/Collaborative                           |
| <input type="checkbox"/> New Doctoral Program            | <input type="checkbox"/> Expansion of an Existing Graduate/Doctoral Program       |
| <input type="checkbox"/> New Off-Campus Graduate Program | <input type="checkbox"/> Consolidation of an Existing Graduate/Doctoral Program   |
| <input type="checkbox"/> New Off-Campus Doctoral Program | <input type="checkbox"/> Discontinuation of an existing Graduate/Doctoral Program |

*Handed to J. Smith - Anna 7/3/2015*

College Dean (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Research (as applicable) \_\_\_\_\_ Date \_\_\_\_\_

Graduate Dean (as applicable) \_\_\_\_\_

Academic Affairs Program Manager \_\_\_\_\_ Date \_\_\_\_\_

Chief Fiscal Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Chief Academic Officer, OSBE \_\_\_\_\_ Date \_\_\_\_\_

Chief Academic Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_

SBOE/OSBE Approval \_\_\_\_\_ Date \_\_\_\_\_

President \_\_\_\_\_ Date \_\_\_\_\_

March 16, 2012  
Page 1

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

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

The Department of Sociology, Social Work, and Criminal Justice at Idaho State University is currently accredited to offer a Bachelor of Arts (BA) degree in social work. We now wish to add a Master of Social Work (MSW) degree. Currently, our BA program prepares graduates for generalist professional practice. A new MSW program would prepare graduates for advanced professional practice in an area of concentration within the field of social work through mastery of a core set of competencies as set forth by the Council on Social Work Education (CSWE), our national accrediting body. MSW level social workers apply knowledge and skills of advanced social work practice. Per CSWE accreditation standards, MSW professionals assess, intervene and evaluate in order to promote human and social well-being in ways that are differentiated, discriminating and self-critical. They apply a wide-range of interdisciplinary and multidisciplinary knowledge and skills. In addition, MSW-educated social workers refine and advance the quality of social work practice through research.

Two options for the MSW degree would be offered: 1) a one-year, advanced standing MSW program which would be an efficient graduate education option for those students who complete their BA degrees in social work at ISU or another CSWE accredited programs; 2) a traditional two-year program for students who have completed non-social work BA degrees.

Given the current state of the profession for employment opportunities, Southeast Idaho (Regions 5 & 6) community need, and ISU student need, an MSW program at ISU is necessary. Our purpose is to develop a quality, primarily seated, MSW program. Boise State University offers its MSW program both on campus and fully online. BSU has primary statewide responsibility for Social Work Programs in Idaho (Idaho State Board of Education, 2013, Governing Policies and Procedure. Boise, Idaho); however, ISU is given shared responsibility for programs in Region 5 & 6. Given SE Idaho's student base of first generation students and face-to-face learning styles, a fully online program offered to Idaho students will not adequately meet student learning needs within the State or the need for qualified professionals within our profession and community. We are proposing an option for students which will be based on quality, face-to-face interactions with intense faculty supervision and contact.

Given the nature of social work, a student must graduate from an accredited program in order to be eligible for licensure within the state (Idaho Administrative Code IDAPA 24.14.01 - Rules of the State Board Bureau of Occupational Licenses of Social Work Examiners, Section 100, Page 3). We are proposing our program be placed on the 4-year Candidacy Model for accreditation through the Council of Social Work Education. Steps are outlined in which the program works closely with CSWE to meet accreditation standards. Students enrolled in the program through the candidacy process will be considered as graduates from an accredited program only if the program is fully accredited at the end of the candidacy process. Thus, financial commitment for fully staffing the program and providing necessary resources is essential in order to achieve accreditation and offer a quality program. Granted, MSW programs appear to be expensive as the faculty to student ratio needs to meet accreditation standards. However, the program will generate tuition and fees and recent surveys of student and community interest has demonstrated that a MSW Program at ISU has the capacity to be filled. Thus, if the program is started, it must be sustained; we cannot jeopardize student ability to be employed and licensed when they start the program while under candidacy for accreditation.

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In sum, we are proposing to offer a quality, cost effective educational experience for students in Southeast Idaho. Students will be able to participate in seated practice classes which will enable graduates to effectively work with people in the field. Having face-to-face contact with faculty and fellow students prepares students to practice ethically as social work is a profession which values human relationship and sees the need/strength in human interactions (NASW Code of Ethics).

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

The program will be based on successfully addressing specific social work Core Competencies as required by CSWE in EPAS 2015 (approved by CSWE, March 20, 2015):

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-Informed Research and Research-Informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

(CSWE, EPAS 2015, <http://www.cswe.org/File.aspx?id=79793>)

Our proposed MSW program will also have an emphasis in three areas, which reflect current department strengths: (a) gender and sexuality, (b) clinical work with children and families including child welfare, and (c) forensic social work. In addition to required courses, students may take elective courses in one of these areas for certificate of specialty.

Social work students are trained as generalists during undergraduate education before building on advanced generalist and more specialized training during their graduate education. Thus, MSW graduates are well-prepared to address a variety of social and community issues at multiple levels. These include substance abuse prevention and treatment, community planning, rural health, mental health, gerontology issues, child and family development, and criminal justice issues.

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

The ISU BA degree in social work is accredited through CSWE. CSWE is also the accrediting body for all MSW programs in the United States. Quality is assured through accreditation as programs are required to meet specific components which are regularly monitored.

Consistent with CSWE accreditation procedure for the BA program, our proposed MSW program goals and outcomes will be established along with measurable objectives and outcomes as required by CSWE.

Faculty members are committed to developing and maintaining a quality program based on core ethical principles as outlined by the NASW Code of Ethics. As social work is a profession based on the core principle of the value of human relationships (NASW Code of Ethics), students will have the opportunity to develop relational skills and integrative knowledge through face-to-face practice courses

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and quality field placements. For social work students, the implicit curriculum is as important as the explicit curriculum (CSWE). Our faculty members are committed to developing a quality program utilizing current research on what social workers need for development of clinical skills. For instance, a recent position paper based on research by the Clinical Social Work Association (September 2013) highlights the critical need for clinical social workers (MSW level) to have the opportunity to develop relational skills and integrative knowledge.

In addition, faculty knowledgeable in required field education will assist in designing and monitoring quality practice courses to ensure that student learning of practice concepts are taught and monitored through face-to-face instruction.

- 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.*

The following credits will be required for the proposed MSW options at ISU:

60 graduate credits would be required for traditional two-year program.

45 graduate credits (including 12 field credits) would be required for advanced standing program.

Course Requirements for Traditional Two Year Program                      Total 60 credits

Course numbers and descriptions of new courses to be added to the curriculum (also included in table below).

|                                                          |           |
|----------------------------------------------------------|-----------|
| Foundations of Social Work                               | 3 credits |
| Advanced HBSE II and Diversity Issues                    | 3 credits |
| Professional Communication in Practice                   | 3 credits |
| Advanced Policy, Legislations, and Administration        | 3 credits |
| Applied Research for Social Work                         | 3 credits |
| Evaluation and Treatment of Mental Disorders             | 3 credits |
| Advanced Practice Interventions and Comparative Theories | 3 credits |
| Research Seminar                                         | 1 credit  |
| Field Practicum I                                        | 6 credits |
| Field Seminar I                                          | 1 credit  |
| Field Practicum II                                       | 6 credits |
| Field Seminar II                                         | 1 credit  |
| Specialty Area Required Electives                        | 9 credits |

Advanced Standing MSW Program (Students are eligible for the Advanced Standing Program if they have graduated from an accredited Bachelor of Social Work Program and meet GPA requirements. CSWE, the accrediting body for social work programs, requires that graduate students not be required to repeat coursework they have already completed as an undergraduate.)

New Course Requirements for Advanced Standing Program:    45 credits

|                                                          |           |
|----------------------------------------------------------|-----------|
| Advanced HBSE II and Diversity Issues                    | 3 credits |
| Professional Communication in Practice                   | 3 credits |
| Advanced Policy, Legislations, and Administration        | 3 credits |
| Applied Research for Social Work                         | 3 credits |
| Evaluation and Treatment of Mental Disorders             | 3 credits |
| Advanced Practice Interventions and Comparative Theories | 3 credits |
| Research Seminar                                         | 1 credit  |
| Field Practicum I                                        | 6 credits |



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|                                   |           |
|-----------------------------------|-----------|
| Field Seminar I                   | 1 credit  |
| Field Practicum II                | 6 credits |
| Field Seminar II                  | 1 credit  |
| Specialty Area Required Electives | 9 credits |

Credit numbers required for the proposed MSW program are in line with currently existing programs within the State of Idaho and the Region. The credit hours are comparable to other state and regional MSW programs as follows:

- Boise State University is 37 credits for advanced standing, and 61 credits for a two-year traditional program.
- University of Utah is 45 credits for advanced standing, 60 for two-year traditional.
- University of Montana only offers a two-year traditional program at 60 credits.
- Utah State University is 36 credits for advanced standing, 60 for two-year traditional.
- Northwest Nazarene University offers an advanced standing program although credit hours are not clearly stated online, 60 credits are required for a two-year traditional program.
- Walla Walla University (Missoula) is 54 quarter credits for advanced standing, 82 quarter credits for two-year traditional. (NASW, Clinical Social Work Association Position Paper, 2015; CSWE, 2015)

Table of New Courses which will need to be added to curriculum:

| Course Number                                                                              | Title                                        | Course Description                                                                                                                                                                                                                                                                                                                                                                                                               | Credits |
|--------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Additional Courses Required for Traditional Two-Year Program</b>                        |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| SOWK5__<br>–                                                                               | Foundations of Social Work                   | Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.                                                                                                             | 3       |
| <b>New Course Required for Advanced Standing and Traditional Two-Year Program Students</b> |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| SOWK6__<br>–                                                                               | Advanced HBSE II and Diversity Issues        | Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered. | 3       |
| SOWK6__<br>–                                                                               | Professional Communication in Practice       | Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.                                                                                                                                                                                               | 3       |
| SOWK6__<br>–                                                                               | Advanced Policy, Legislation, Administration | Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.                                                                                                                                                                                                             | 3       |
| SOWK6__<br>–                                                                               | Applied Research for Social Work             | Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.                                                                                                                          | 3       |

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|                                                              |                                                          |                                                                                                                                                                                                                                                                                                                                                     |   |
|--------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| SOWK6                                                        | Evaluation and Treatment of Mental Disorders (DSM-V)     | Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.                                                                                                                                                                                | 3 |
| SOWK6__<br>–                                                 | Advanced Practice Interventions and Comparative Theories | Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.                                                                                                                                    | 3 |
| SOWK6__<br>–                                                 | Research Seminar                                         | Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.                                                                                                                                                                                       | 1 |
| SOWK5__                                                      | Field Practicum                                          | Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. | 6 |
| SOWK6__                                                      | Field Practicum                                          | Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice                                                           | 6 |
| SOWK5__                                                      | Field Seminar                                            | Seminar permits discussion and reflection upon field experience gained in SOWK5--- and serves an integrative function for linking theory to applied practice.                                                                                                                                                                                       | 1 |
| SOWK6__                                                      | Field Seminar                                            | Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.                                                                                                                                                                                       | 1 |
| New Courses Required for Specialty Clinical Track Area       |                                                          |                                                                                                                                                                                                                                                                                                                                                     |   |
| SOWK6__<br>–                                                 | Clinical Trauma Work in Child Welfare                    | Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.                                                                                                                                                                                                                               | 3 |
| SOWK6__                                                      | Play Therapy                                             | Course will cover foundational concepts of play therapy work with children and across the ages.                                                                                                                                                                                                                                                     | 3 |
| SOWK6__                                                      | Couples and Family Therapy                               | Course will cover theories and interventions in clinical work with couples and families.                                                                                                                                                                                                                                                            | 3 |
| New Courses Required for Specialty Gender and Sexuality Area |                                                          |                                                                                                                                                                                                                                                                                                                                                     |   |
| SOWK6__<br>–                                                 | Advanced Practice with Gender/Sexuality Emphasis         | Course will cover issues specifically related to practice with diverse gender and sexuality issues                                                                                                                                                                                                                                                  | 3 |
|                                                              |                                                          |                                                                                                                                                                                                                                                                                                                                                     |   |

Additional required courses for MSW Degree which are already offered within the Department:

| Course Number | Title                | Description                                                                                                                   | Credits |
|---------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------|---------|
| SOC5508       | Statistical Analysis | Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application | 3       |

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|          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |
|----------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| SOC 5513 | Mind, Body, and Society    | Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations                                                                                                                                                                                                                                                                                                                                                                                             | 3 |
| SOC 5531 | Criminology                | Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships                                                                                                                                                                                                                                                                                                                            | 3 |
| SOC 5536 | Elite Deviance and Crime   | Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus                                                                                                             | 3 |
| SOC 5538 | Sexual Crimes              | Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus | 3 |
| SOC 5592 | Topics in Criminal Justice | Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus                                                                                                                                                                                                                                                                                                                                     | 3 |
| SOC 6607 | Topics in Diversity        | A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits                                                                                                                                                                                                                                                                                                                                                                                                                      | 3 |

- 5. Please provide the program completion requirements to include the following and attach a typical curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?**

|                                                    |                                                 |
|----------------------------------------------------|-------------------------------------------------|
| Credit hours required:                             | 60 traditional two-year<br>45 advanced standing |
| Credit hours required in support courses:          |                                                 |
| Credit hours in required electives:                |                                                 |
| Credit hours for thesis or dissertation:           | N/A                                             |
| <b>Total credit hours required for completion:</b> | 60 traditional two-year<br>45 advanced standing |

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- 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.*

Accredited MSW programs do not require comprehensive examinations or a thesis. However, CSWE does require 900 hours of supervised field education (practicum) that is part of the curriculum. Field education hours are assigned course numbers with credits, similar to our current BA program (which requires 400 hours of field education per CSWE accreditation). We already have strong working relationships with dozens of social service agencies and field educators across southeast Idaho that are established through our BA program.

Students would be required to contribute to the field of knowledge in the profession through completion of a research project and/or manuscript suitable for submission to a professional journal. Currently there is a dearth of PhD social workers in the profession. Preparing our student for further study at the PhD level would contribute to the profession and the future employability for those students interested in employment within academia.

- 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**

| <b>Institution and Degree name</b>                                                        | <b>Level</b>         | <b>Specializations within the discipline<br/>(to reflect a national perspective)</b> | <b>Specializations offered within the degree at the institution</b>                                                                                                                       |
|-------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BSU (Boise State University)</b><br><br><b>+any outreach programs (please specify)</b> | B.S.W.<br><br>M.S.W. |                                                                                      | Social Work<br><br>Offer certificates in Foundation of Refugee Services and Macro Practice for Refugee Services<br><br>Specializations in Advanced Practice with Individuals and Families |
| CSI (College of Southern Idaho)                                                           | A.A.                 |                                                                                      |                                                                                                                                                                                           |
| CWI (College of Western Idaho)                                                            | 0                    | 0                                                                                    | 0                                                                                                                                                                                         |
| EITC (Eastern Idaho Technical College)                                                    | 0                    | 0                                                                                    | 0                                                                                                                                                                                         |
| ISU                                                                                       |                      |                                                                                      |                                                                                                                                                                                           |
| <b>LCSC (Lewis-Clark State College)</b><br><br><b>BSU outreach</b>                        | B.S.W.               | 0                                                                                    | 0                                                                                                                                                                                         |

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|                                                            |                            |                                                                                                                                                                                               |                                 |
|------------------------------------------------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>NIC (Northern Idaho College)</b><br><b>BSU outreach</b> | 0                          | 0                                                                                                                                                                                             | 0                               |
| UI (University of Idaho)                                   | 0                          | 0                                                                                                                                                                                             | 0                               |
| <b>NNU (Northwest Nazarene University)</b>                 | B.S.W.<br>M.S.W.           | Focuses on Community Mental Health Practice (Note: this is the only one offered at the Twin Falls site), Medical Social Work Practice with Adults, and Addiction Studies Social Work Practice | Social Work                     |
| <b>Walla Walla University (Missoula campus)</b>            | M.S.W                      | Focuses exclusively on institutional and practicum studies for a Masters of Social Work.                                                                                                      | “ ”                             |
| <b>USU (Utah State University)</b>                         | B.S.W.<br>M.S.W.<br>S.S.W. | Focuses on institutional and practicum studies as well as a social service worker degree.                                                                                                     | Social Work and Non-Social Work |
| <b>UU (University of Utah)</b>                             | B.S.W.<br>M.S.W            | Focuses exclusively on institutional and practicum studies for a Masters of Social Work.                                                                                                      | Social Work                     |

Notes:

BSU offers both Full-Program MSW and Advanced Standing MSW programs. Programs offered in Twin Falls as well.

NNU offers both Full-Program MSW and Advanced Standing MSW programs.

Walla Walla offers both Full-Program MSW and Advanced Standing MSW programs. The Missoula campus offers advanced clinical practice.

USU offers both Full-Program MSW and Advanced Standing MSW programs.

UU offers both Full-Program MSW and Advanced Standing MSW programs.

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

We constructed a survey (attached in Appendix B) to gather information about interest in our potential MSW program. We designed an 8-question survey using Survey Monkey and invited 846 people to participate, using our mailing lists for current students, alumni, and active social workers. We had a response rate of 23%, as 191 people participated. The survey asked about current educational attainment level, interest in an MSW program, type of program interested in, and factors that are important in choosing an MSW program.

According to our interest survey, 50 current students and 36 BSW's working in the Social Work field indicated that they would be "extremely likely" to enroll in a MSW program at ISU if one were available. This leads to a projected enrollment of 86 students.

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Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

**9. Enrollment and Graduates.** Using the chart below, provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the projected number of graduates and graduation rates.

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

| Institution | Relevant Enrollment Data |                 |                 | Number of Graduates |                 |                 | Graduate Rate |
|-------------|--------------------------|-----------------|-----------------|---------------------|-----------------|-----------------|---------------|
|             | Current                  | Year 1 Previous | Year 2 Previous | Current             | Year 1 Previous | Year 2 Previous |               |
| BSU         |                          |                 |                 |                     |                 |                 |               |
| ISU         | 0                        | 25              | 50              | 0                   | 20              | 40              | 80-90%        |
| LCSC        |                          |                 |                 |                     |                 |                 |               |
| UI          |                          |                 |                 |                     |                 |                 |               |
| CSI         |                          |                 |                 |                     |                 |                 |               |
| CWI         |                          |                 |                 |                     |                 |                 |               |
| EITC        |                          |                 |                 |                     |                 |                 |               |
| NIC         |                          |                 |                 |                     |                 |                 |               |

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

The enrollment in other programs at Idaho State University will not be impacted. Students who earn a BA in Social Work from ISU typically go on to gain their masters in another area which creates hardship in terms of expense and travel. With a local program, students will be able to concentrate their time on study and remain engaged in the local community while earning their degree. The Masters in Counseling Program at ISU offers BA level students an alternative to traveling for their MSW. However, advanced standing is not recognized and the perspective of the social work and counseling professionals is distinct. In the last five years, only 3 social work students have applied for and been admitted to the counseling program.

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**11. Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

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

|                         | Year 1 | Year 2 | Year 3 |
|-------------------------|--------|--------|--------|
| <b>Local (Regional)</b> | 71     | 71     | 71     |
| <b>State</b>            | 704    | 704    | 704    |
| <b>Nation</b>           | 11,410 | 11,410 | 11,410 |

- 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.**

Estimates of total projected job openings (including growth and replacement demands) at the state level were determined based on the Idaho Short-Term Occupational and Industry Projection Report (2014). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://lmi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the regional level (for Southeastern Idaho) were determined based on interpolative methods using the Idaho Short-Term Occupational and Industry Projection Report (2014) in combination with the Idaho Long-Term Occupational and Industry Projections (2012). Categories included Social and Community Service Managers, Community and Social Service Occupations, Counselors, Social Workers, and Other Community and Social Service Specialists, Child, Family, and School Social Workers, Healthcare Social Workers, Mental Health and Substance Abuse Social Workers, Social Workers, All Other Social and Human Service Assistants, Community and Social Service Specialists, All Other, Social Work Teachers, Postsecondary.

Source: <http://lmi.idaho.gov/Projections/OccupationalProjections.aspx>

Estimates of total projected job openings (including growth and replacement demands) at the national level were determined based on Bureau of Labor Statistics Occupational Outlook Handbook (2012/2014)

Source: <http://www.bls.gov/ooh/community-and-social-service/social-workers.htm>

- b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The above cited data sources indicate that social work job openings are growing at a local, state, and national rate that significantly exceeds other job opportunities. Particularly in Idaho, economic data and forecasts indicate that social work related jobs are likely to be one of the top areas of growth not only in the next few years but likely throughout the next decade. Such growth will form an increasingly important part of Idaho's economy and will also support a range of other economic opportunities connected to both education and research.



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- c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

The program is primarily intended to meet employment needs.

**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.*

Some courses may be offered via distance education technology, but practice courses will require students to be in seated classrooms so that students can practice skills in a supervised setting and faculty can observe skill attainment. This is consistent with pedagogy analysis and recommendations recently reported by the Clinical Social Work Association (CSWA). Courses that can be offered in a quality manner via distance education can be offered utilizing technology already available and accessible in the Department.

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

**SBOE Strategic Plan**

The State Board of Education's Strategic Plan for FY 2015-2019 titled "An Idaho Education: High Potential – High Achievement", envisions an "accessible, seamless public education system that results in a highly educated citizenry". Goal 1 of the strategic plan aims for "opportunities for individual advancement". The State Board states under objective B for this goal, "to increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system." One of the benchmarks explicitly targets graduate education with the aim of increasing the percentage of Idahoans with a graduate degree by 8% by 2020. Adding the Master Program in Social Work to the Eastern part of Idaho will help achieve this goal. Many of our current undergraduate students in social work or social workers in our communities cannot leave this area to attain a graduate degree. A graduate program here in Eastern Idaho will provide the opportunity for graduate education, thus increasing the percentage of Idahoans with a graduate degree. As of February 18, 2015, there are a total of 488 social workers holding LSW licenses in SE Idaho (IBOL). The LSW license is attainable with a Bachelor's Degree. Since several agencies within the field are moving towards minimum master degree requirements, many of these social workers will need to obtain an MSW degree in order to be competitive in the job market.

Goal 2 of the strategic plans aims for "provid(ing) 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". Graduate programs by default go beyond teaching fundamental knowledge and foster critical thinking and innovation. Research and teaching are always intertwined in graduate education which not only enhances critical thinking skills, but contributes to research projects and thus development of new ideas and solutions for our society.

Graduate students are vital for faculty research and the ability to conduct research and garner external funding for their projects. A new graduate program will enhance opportunities for garnering external grant money.

**Role of Idaho State University**

Idaho State University provides a wide variety of educational, training, research, continuing education and service programs to meet the personal and professional needs of Idaho citizens and Idaho employers and is responsible for planning and determining the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. Region IV, V,



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and VI have been assigned to Idaho State University. While Boise State University has the statewide program responsibility for MSW programs; Idaho State University shares responsibility for assessing and delivering Master programs in Social Work in region V and VI.

**Idaho State University 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." (Idaho State University, 2014).

In a Master Program in Social Work program, teaching, learning, and research are fully intertwined. Faculty incorporates aspects of their research into lectures. Students in the program learn practice and research skills, and creativity and problem solving are encouraged. Students are involved in faculty research projects. Students in the MSW program will come from a variety of backgrounds. Several of the students in our assigned regions are from Hispanic or Native American ethnicities. Some of our students are middle-aged and going back to college after gaining more life experience. Many students are first generation college graduates. We will give students unique opportunities by nurturing their talents. Social work is sometimes formally connected with the Health Sciences. A key purpose of social work as a profession is to increase the quality of life for all people, and this goal is inextricably linked to health sciences. We work with individuals and families, groups, neighborhoods and communities to increase overall health and wellbeing. Medical social work is a well-established and growing area of the field. Social work is extremely involved in the community. Students are required to complete internships in agencies and organizations in our area, and several obtain jobs in those organizations following their graduation.

**Reference:**

Idaho State Board of Education. 2014. CY2014-2018; FY2015-2019 Strategic Plan. Boise, Idaho: The State Board of Education.

Idaho State Board of Education. 2013. Governing Policies and Procedure. Boise, Idaho: The State Board of Education.

Idaho State University. 2014. Mission Statement. Pocatello, Idaho: Idaho State University.

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

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

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p>                                                 | <p>The Master program in Social Work fits well into the mission of ISU. The program will advance scholarly endeavors; we will involve graduate students in the creation of new knowledge and cutting-edge research, and we will uphold high quality in our instruction. Our program will produce effective social work practitioners, cosmopolitan citizens, critical thinkers, and skilled leaders.</p>                                                                                                                                                                                                           |
| <p><b>CORE THEME ONE: LEARNING AND DISCOVERY</b> - Idaho State University promotes an environment that supports learning and discovery through the many synergies that can exist among teaching, learning, and scholarly activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Teaching and research will go hand-in-hand in the MSW program. The program will combine practice, professional development and research within the social work profession. One of the core competencies of social work as outlined by CSWE is for students to understand and apply the link from research to practice. Our faculty is very active in research and brings cutting-edge knowledge and research experience to the classroom.</p>                                                                                                                                                                   |
| <p><b>CORE THEME TWO: ACCESS AND OPPORTUNITY</b> - Idaho State University provides opportunities for students with a broad range of educational preparation and backgrounds to enter the university and climb the curricular ladder so that they may reach their intellectual potential and achieve their goals and objectives.</p>                                                                                                                                                                                                                                                                                                            | <p>We will offer access to students from diverse backgrounds, and embracing human diversity is a key standard of the social work profession. Because social work utilizes a generalist model, which incorporates knowledge from related disciplines (i.e., sociology, psychology, counseling, etc.), we encourage students with diverse backgrounds to apply to our program. Our small student-teacher ratio will enable us to tutor and advise students extensively. We utilize various resources from across campus to support students.</p>                                                                     |
| <p><b>CORE THEME THREE: LEADERSHIP IN THE HEALTH SCIENCES</b> - Idaho State University values its established statewide 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.</p> | <p>The MSW program includes content across the curriculum that is directly relevant to Health Sciences. An important area of social work is medical social work, and our program will offer specific electives pertaining to health and medicine. We have community partnerships and field education sites in health and medical settings. The program will teach students the necessary research and theoretical tools to conduct research in the health sciences. Faculty engages in health-related research (e.g. patient support groups, gerontology, trauma) and will involve students in these projects.</p> |

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|                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CORE THEME FOUR: COMMUNITY ENGAGEMENT AND IMPACT</b> - Idaho State University, including its outreach campuses and centers, is an integral component of the local communities, the State and the intermountain region. It benefits the economic health, business development, environment, and culture in the communities it serves. | The Social Work program will regularly collaborate with community groups and organizations. The curriculum of the MSW includes field practicums and we will employ many field education sites across eastern Idaho which will help provide training for our students. We will also support these organizations by providing seminars and ongoing Continuing Education. Our faculty members serve on planning committees and advisory boards for community agencies. We will involve our students in this community service, too. Community leaders comprise our Social Work Advisory Board. This Board meets with faculty of our undergraduate program in Social Work each year to discuss community needs and to maintain high quality social work education that translates into effective professional practice. The department and the social work program are involved in ongoing efforts to build strategic community-academic partnerships. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

Yes   X   No       

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

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

There are several different ways that students will learn about the MSW program. The Bachelors of Social Work program will offer an excellent opportunity to recruit students for the MSW program. Many of these students already plan to go on to attend graduate school in social work, so these students will be recruited to continue their studies at ISU through the MSW program. One unique feature of the program we are proposing is the opportunity for students to apply for conditional acceptance to the MSW program when applying to the BSW program. Because of the Advanced Standing Program option, high-achieving students with promise could be considered for automatic entry into the MSW advanced standing program upon successful completion of their Bachelors in Social Work.

Students will also be recruited from other bachelor level programs such as psychology, anthropology, education etc. As the field of social work becomes increasingly more competitive, many professionals with bachelor's level degrees are returning to school to receive their MSW's. Therefore, professionals in this community and in many other surrounding communities will offer a large pool for recruitment. Due to the nature of the social work program, there is already a relationship between the social work faculty and many of the agencies in the community. This will allow for recruitment of professionals in the field who are interested in increasing their educational level.

Students will also be recruited from out-of-state. The MSW programs emphasis on nationally important fields of study including social work in criminology, trauma based child welfare work and

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gender and sexuality, will be a draw to students from all across the country as no other MSW programs in the nation are currently offering some of these specialties.

**17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.**

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).

**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.

| <b>Name, Position &amp; Rank</b> | <b>Annual Salary Rate</b> | <b>FTE Assignment to this Program</b> | <b>Projected Student Credit Hours</b> | <b>FTE Students</b> |
|----------------------------------|---------------------------|---------------------------------------|---------------------------------------|---------------------|
|                                  |                           |                                       |                                       |                     |
| Field Director, MSW              | 51,000                    | 1                                     | 1,530                                 | 240                 |
| Assistant Professor, Director    | 55,000                    | 1                                     | 1,350                                 | 450                 |
| Assistant Professor              | 52,000                    | 1                                     | 1,350                                 | 450                 |

Accreditation requires a total of 6 faculty position whose principal duties are with the MSW program. The majority of the faculty members in a MSW program have to be PhD level faculty. Accreditation for the BA program in Social Work requires at least 2 faculty members whose principal assignments are with the undergraduate program. This means that in order to have a fully accredited MSW program we need at a minimum 8 faculty – 2 faculty in the BA program and 6 faculty positions in the MSW program.

The MSW program can obtain accreditation over a 3 or 4 year period. In year one – at visit one by the accrediting body – we need three full-time faculty dedicated to the MSW program; at year two, we need five faculty, and six faculty in year three or four.

In our program, we will need one additional position in year one which will be the director for the MSW program.

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Over the next three years, we need to add the three additional positions: two PhDs and one MSW (for the field director position dedicated to the BSW program – we need two field directors; one for the BA program and one for the MSW program. Both of these positions can be clinical faculty on a non-tenure track position.)

The estimates of projected credit hours over three years are based on 50 students in the BSW program and 25 students in the MSW program in the first year, 50 MSW students in the second year, and 75 MSW students in the 3<sup>rd</sup> year. Practicum courses taught by the field directors are offered for 6 credits per section and semester.

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 |
|-----------------------------|--------------------|--------------------------------|-------------------------------------|
|                             |                    |                                |                                     |
| Administrative Assistant II | 26,874             | 0.25                           | 6,250                               |
| Director, MSW Program       | 55,000             | 0.50                           |                                     |
| Field Director              | 51,000             | 0.50                           |                                     |

Per accreditation standards, the MSW program will need a director with 0.50 of his/her workload dedicated to the position and a field director, also with 0.50 of his/her workload dedicated to that position. The director of the MSW program needs to be a tenure-track faculty member with a terminal degree in the field. The field director can be a faculty member with a MSW degree and can be hired as a clinical or non-tenure track faculty member.

The department currently has one administrative assistant assigned to the Social Work program at .75 FTE. 50% of the current workload of this administrative assistant can be reallocated to the new MSW program to cover the necessary administrative tasks associated with the MSW.

### Operating Expenditures

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

**Travel** – faculty will need to travel to CSWE conferences once a year. The department does not have a travel budget. Costs to cover the CSWE conference participation come from student professional fees, social work faculty generated funds through offering continuing education units to the community, and competitive travel grants.

Costs: \$ 1,500 for one conference visit per year

**Accreditation Fees** – we plan to have the program fully accredited by year 4. During year 1, 2 and 3 accreditation visits will take place to check progress towards accreditation (Appendix D). The program will need to pay annual accreditation fees, membership dues, candidacy fees, eligibility fees, and two commissioner site visits, and initial accreditation fees (Appendix E). After year 4, the program will need to pay annual program membership dues/accreditation fees, and every seven years the program will need to cover the costs for accreditation visits. These costs will be covered by professional fees charged to students.

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Candidacy for Accreditation Costs (see attached listing from CSWE):

|     |                                                                                                   |                                                      |
|-----|---------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 1.) | Letter of Intent and Candidacy Eligibility Fee                                                    | \$7,298                                              |
| 2.) | Commissioner Visit I Fee                                                                          | \$4,134                                              |
| 3.) | Commissioner Visit II Fee                                                                         | \$4,134                                              |
| 4.) | Commissioner Visit III Fee                                                                        | \$2,756                                              |
| 5.) | Initial Accreditation Eligibility Fee                                                             | \$1,820                                              |
| 6.) | Initial Accreditation Fee                                                                         | \$3,974                                              |
| 7.) | Commissioner Visit Expenses (3 visits in first three years)                                       | \$3,000 each                                         |
| 8.) | Annual Program Membership/Accreditation Fees (varies depending on number of students in program): | Year 1: \$ 3,435; Year 2: \$ 4,050; Year 3: \$ 6,075 |

**Materials and Supplies** – photocopies, paper, pens, fees for search ads, conference fees, etc. The department currently has a budget of \$10,631 to cover materials and supplies for four programs, including one graduate program. Adding another graduate program would require additional materials and supplies. Due to already existing cost and expense sharing between the programs in the department, we estimate the need for an additional graduate program to amount to less than one fifth of the current operating budget.

Costs: \$2,000

**Communications** – will be included in current communications budget in department.

Costs: \$0

### **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.

Dept. of Sociology, Social Work & Criminal Justice  
February 12, 2015

Dear Dr. Hearn:

I offer the Library's assessment of the proposed Masters in Social Work below. I have not seen the NOI form, and instead basing my response on conversations with you describing the program. From that discussion, I learned that there is an equivalent program currently being offered by Boise State University (BSU), so have based some of this assessment on the holdings of that library. The Library is fairly well-positioned to support this program, and this assessment recommends a modest amount be included with the NOI for library support from new funds outside the Library.

#### **Books**

The Library allocated \$6,102.00 during the 2014/2015 fiscal year to books and standing orders in the area of Sociology, Social Work & Criminal Justice. This amount is used to support existing programs within the department of the same name. A liaison within the department, in collaboration with a member of the library staff, works to select materials for entry into the collection.

Many of the core reference works noted in The Walford Guide to Reference Resources are currently held by the Library. These include Reference Sources in Social Work, A Guide to Information Sources for Social Work and the Human Services, The Social Work Dictionary, Social Welfare in America, and Encyclopedia of Social Work. Additionally, the Library holds all seven Reference Works published by the National Association of Social Workers.

Additionally, a comparison with the BSU Library collection reveals that ISU's holdings in this field are

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healthy. Common holdings include: City and County Extra, Encyclopedia of American Social History, Housing Statistics of the United States, Mental Measurement Yearbook, and Statistical Abstract of the United States. Additionally, ISU holds Social Work Research and Abstracts. A keyword search on the phrase "social work" in the BSU Library catalog resulted in 2921 hits. The same search in the ISU Library catalog resulted in 2421 hits based on the 2008 report.

I recommend no increase in the reference books (standing order) budget, and a small increase in the books budget as a result.

Suggested Permanent Increase for Books: \$ 2,000.00

#### Journals

The Library allocated \$20,081.00 during the 2014/2015 fiscal year to journals in the subject area of Sociology, Social Work & Criminal Justice. Subscription decisions are primarily in the hands of the faculty within that department. Of the five publications of the National Association of Social Workers, the Library currently subscribes to one in print, three online and offers at least 2000 and forward access in electronic version to the remainder via its full text subscription to ten EBSCOhost databases. Of the fourteen commercially produced journals listed on the BSU Library Social Work resources page (<http://guides.boisestate.edu/socialwork>) ISU holds current-year subscriptions to eight and for the remainder two offers online access with an 18 months embargo via its full text subscription to EBSCOhost Education Research Complete and Academic Search Complete databases. The four that ISU lacks are Journal of Community Practice, Journal of Human Behavior in the Social Environment, Journal of Social Work (JSW), and Journal of Teaching in Social Work. After pricing these journals, I concur with Sandra Shropshire recommendation that an increase be made to purchase them.

Suggested Permanent Increase for Journals: \$2,974.00

#### Indexes

The ISU Library has current access to a number of directly or indirectly relevant indexes, based on sources cited above. The following electronic article indexes are held: Social Work Abstracts, Social Science Abstracts, Socfnindex, Sociological Collection, Social Sciences Citation Index, Le., Web of Science, CINAHL, Cochrane Library, PsycInfo, Lexis/Nexis Statistical and Academic, and Psychology and Behavioral Sciences Collection. I recommend no increase for Indexes.

Suggested Permanent Increase for Indexes: 0.00

#### Other Resources

The ISU Library is a selective federal depository, and as such, receives on subscription a broad range of publications from United States agencies. It offers access to additional collections of interest, including publications of the State of Idaho and of the United Nations.

Suggested Permanent Increase for Other Resources: 0.00

#### Services and Facilities

The ISU Library provides access to materials outside its collection by offering free interlibrary loan services to students and faculty. Other services include reference service, introductory and customized instruction service and both print and electronic course reserve.

Suggested Permanent Increase for Services and Facilities: 0.00

Total Suggested Increase to Permanent Library/Funds to Support M.S.W.: 4,974.00

Please feel free to contact me if you have questions about this assessment.

Sincerely,

Sandra Shropshire

Associate University Librarian for Collections and Technical Services

## **(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.

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Currently available equipment and labs:

- Social Work Interaction Lab – social work students are able to practice role playing, observe interactions, and record their practicing interviews to develop practice skills. It includes one laptop computer, projector, mixer, screen, TV monitor, microphone, and camera for interview transmission and taping.
- Smart Room – instructors can use this room for long distance education or video conferencing. It includes a computer, a multimedia projector, and an interactive pen display monitor.
- Social Work Library – social work books
- IFFT Social Science Research Lab in the department (shared with MA program in Sociology) – six computer stations available for graduate students.
- Ten computer labs available on the Pocatello campus; one computer lab is located on the same building where the department is located. Additionally, there are four computer labs on the Idaho Falls campus.

Maintenance: replacement or repair of broken equipment; service calls for malfunctioning equipment  
Estimated Costs per year: \$200

Equipment Needed for faculty: each new hired faculty member will need a computer work station. We have no funding for computer needs in our current appropriated budget.

Estimated costs: \$1,200 for three newly hired faculty members = \$3,600

**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?

Initially, reallocation of resources within department and the different programs in department.

Impact: some decreased resources in other programs in the department; lower enrollment in BSW program which will be compensated with enrollment in MSW program.

Two faculty members who are currently assigned to the undergraduate program in Social Work will be assigned to the MSW program, thus reducing the fully assigned faculty members for the undergraduate program. The administrative assistant currently assigned to Social Work at 75% time will maintain 25% of his time to support the undergraduate program; 50% of his/her time will be re-assigned to the MSW program. Materials and supplies allotted to the department will be shared with the MSW program thus only necessitating some increase in the materials and supplies budget for the MSW program.

- (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.  
\$ 200 per semester



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### APPENDIX A CURRICULUM AND COURSES

#### Courses Required for Traditional Two-Year MSW Program

|                |                                                          |            |
|----------------|----------------------------------------------------------|------------|
| SOWK 5..       | Foundations of Social Work                               | 3 credits  |
| SOWK 5..       | Practice with Ind/Fam                                    | 3 credits  |
| SOWK 5..       | Group Work                                               | 3 credits  |
| SOWK 5..       | Community Organization                                   | 3 credits  |
| SOWK 5..       | Social Welfare Policy                                    | 3 credits  |
| SOWK 5508      | Statistical Analysis                                     | 3 credits  |
| SOWK 6..       | Advanced HBSE II and Diversity Issues                    | 3 credits  |
| SOWK6..        | Professional Communication in Practice                   | 3 credits  |
| SOWK 6..       | Advanced Policy, Legislations, and Administration        | 3 credits  |
| SOWK 6..       | Applied Research for Social Work                         | 3 credits  |
| SOWK 6..       | Evaluation and Treatment of Mental Disorders             | 3 credits  |
| SOWK 6..       | Advanced Practice Interventions and Comparative Theories | 3 credits  |
| SOWK 6..       | Research Seminar                                         | 1 credit   |
| SOWK 6..       | Field Practicum I                                        | 6 credits  |
| SOWK 6..       | Field Seminar I                                          | 1 credit   |
| SOWK 6..       | Field Practicum II                                       | 6 credits  |
| SOWK 6..       | Field Seminar I                                          | 1 credit   |
| SOC/SOWK 5/6.. | Specialty Area Required Electives                        | 9 credits  |
| Total          |                                                          | 60 credits |

#### Courses Required for Advanced Standing MSW Program

|          |                                                          |           |
|----------|----------------------------------------------------------|-----------|
| SOWK 5.. | Advanced HBSE II and Diversity Issues                    | 3 credits |
| SOC5508  | Statistical Analysis                                     | 3 credits |
| SOWK 6.. | Professional Communication in Practice                   | 3 credits |
| SOWK 6.. | Advanced Policy, Legislations, and Administration        | 3 credits |
| SOWK 6.. | Applied Research for Social Work                         | 3 credits |
| SOWK 6.. | Evaluation and Treatment of Mental Disorders             | 3 credits |
| SOWK 6.. | Advanced Practice Interventions and Comparative Theories | 3 credits |
| SOWK 6.. | Research Seminar                                         | 1 credit  |
| SOWK 6.. | Field Practicum I                                        | 6 credits |
| SOWK 6.. | Field Seminar I                                          | 1 credit  |

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|          |                                   |                  |
|----------|-----------------------------------|------------------|
| SOWK 6.. | Field Practicum II                | 6 credits        |
| SOWK 6.. | Field Seminar II                  | 1 credit         |
| SOWK 6.. | Specialty Area Required Electives | 9 credits        |
|          |                                   | Total 45 credits |

**Description of Courses**

| Course Number                                                                                                                                                                                                                                                                                                   | Title                                  | Course Description                                                                                                                                                                                                                                                                                                                                                                                                               | Credits |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Additional Courses Required for Traditional Two-Year Program                                                                                                                                                                                                                                                    |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Foundations of Social Work             | Course will cover foundational concepts of the Social Work profession including introduction of frameworks and models to understand human behavior in the social environment and diversity issues. Required for Traditional Two-Year Program students who have not completed an undergraduate degree in social work.                                                                                                             | 3       |
| Graduate Sections will need to be added to foundational coursework already included in upper division Social Work courses in the Baccalaureate Program. These courses will be required for students enrolled in the Traditional Two-Year Program who have not completed an undergraduate degree in social work. |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Practice with Individuals and Families |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Group Work                             |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Community Organization                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Social Welfare Policy                  |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Social Statistics                      |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3       |
| New Courses Required for Advanced Standing and Traditional Two-Year Program Students                                                                                                                                                                                                                            |                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                  |         |
| SOWK5__                                                                                                                                                                                                                                                                                                         | Advanced HBSE II and Diversity Issues  | Course will cover advanced theoretical concepts to prepare students to apply conceptual frameworks and issues for understanding human behavior as a function of bio-psycho-social-spiritual processes and interactions in the environment. Advanced information related to human diversity and at-risk populations, including issues pertaining to racial and ethnic groups, and gender and sexual orientations will be covered. | 3       |

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|         |                                                          |                                                                                                                                                                                                                                                                                                                                                     |   |
|---------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| SOWK5__ | Professional Communication in Practice                   | Course will cover written and oral professional communication required for the profession including court testimony and written reports, public speaking, case documentation, training, curriculum development, and grant writing.                                                                                                                  | 3 |
| SOWK5__ | Advanced Policy, Legislation, Administration             | Course will cover knowledge and skills designed to build student competency in the areas of advancing human rights, and social, economic, and environmental justice. Topics will include administrative social work.                                                                                                                                | 3 |
| SOWK5__ | Applied Research for Social Work                         | Students will be required to complete a research project to demonstrate competency in utilizing practice-informed research and research-informed practice within their specialty area. The project will contribute to the professional field, i.e., program evaluation, manuscript for submission, etc.                                             | 3 |
| SOWK6   | Evaluation and Treatment of Mental Disorders (DSM-V)     | Course will cover information contained in the current Diagnostic and Statistical Manual of Mental Disorders to train students on clinical assessment and diagnosis.                                                                                                                                                                                | 3 |
| SOWK6__ | Advanced Practice Interventions and Comparative Theories | Course will cover advanced interventions and comparative theories in social work with emphasis on utilizing evidence-based practices in counseling with individuals, families, and groups at the clinical level.                                                                                                                                    | 3 |
| SOWK6__ | Research Seminar                                         | Students will have opportunities for mentoring in a small group setting in order to complete research work started in SOWK5 Applied Research for Social Work.                                                                                                                                                                                       | 1 |
| SOWK5__ | Field Practicum                                          | Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Meets CSWE accreditation requirements to provide generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. | 6 |

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|                                                              |                                                  |                                                                                                                                                                                                                                                                                           |   |
|--------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| SOWK6__                                                      | Field Practicum                                  | Placement within a social service agency under direct supervision of a licensed masters-level social worker for a minimum of 450 hours. Placement provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice | 6 |
| SOWK5__                                                      | Field Seminar                                    | Seminar permits discussion and reflection upon field experience gained in SOWK5--- and serves an integrative function for linking theory to applied practice.                                                                                                                             | 1 |
| SOWK6__                                                      | Field Seminar                                    | Seminar permits discussion and reflection upon field experience gained in SOWK6--- and serves an integrative function for linking theory to applied practice.                                                                                                                             | 1 |
| New Courses Required for Specialty Clinical Track Area       |                                                  |                                                                                                                                                                                                                                                                                           |   |
| SOWK6__                                                      | Clinical Trauma Work in Child Welfare            | Course will cover neurobiological understanding of trauma and application of clinical precepts in child welfare work.                                                                                                                                                                     | 3 |
| SOWK6__                                                      | Play Therapy                                     | Course will cover foundational concepts of play therapy work with children and across the ages.                                                                                                                                                                                           | 3 |
| SOWK6__                                                      | Couples and Family Therapy                       | Course will cover theories and interventions in clinical work with couples and families.                                                                                                                                                                                                  | 3 |
| New Courses Required for Specialty Gender and Sexuality Area |                                                  |                                                                                                                                                                                                                                                                                           |   |
| SOWK6__                                                      | Advanced Practice with Gender/Sexuality Emphasis | Course will cover issues specifically related to practice with diverse gender and sexuality issues                                                                                                                                                                                        | 3 |
|                                                              |                                                  |                                                                                                                                                                                                                                                                                           |   |

Additional courses for MSW Degree which are already offered within the Department:

| Course Number                                                                                                  | Title                | Description                                                                                                                   | Credits |
|----------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------|---------|
| SOC5508                                                                                                        | Statistical Analysis | Emphasizes advanced techniques in research design, data measurement, and multivariate analysis utilizing computer application | 3       |
| Existing Courses which will meet Specialty Area Requirements for Gender and Sexuality and Forensic Social Work |                      |                                                                                                                               |         |

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|          |                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |   |
|----------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| SOC 5513 | Mind, Body, and Society    | Symbolic interaction and its relation to selfhood, sympathy, illness, sexuality, and addiction; and to groupings like enemies, communities, and associations                                                                                                                                                                                                                                                                                                                                                                                             | 3 |
| SOC 5531 | Criminology                | Analysis of criminal law, law enforcement, judicial roles and processes, correctional approaches, the criminal offender and societal reactions. Theory and research as applicable to behavior and institutional relationships                                                                                                                                                                                                                                                                                                                            | 3 |
| SOC 5536 | Elite Deviance and Crime   | Explores the types of criminal behaviors engaged in by the American socioeconomic and corporate elite. The course first explores and identifies who this elite is and then examines their ideological and economic history in American society. Specific examples of elite and corporate crime are presented and discussed in class. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus                                                                                                             | 3 |
| SOC 5538 | Sexual Crimes              | Complex relationships of human sexuality to law and crime. A range of sexual attitudes, practices and lifestyles will be discussed in the context of cultural norms, legal parameters and personal expression. Students will be introduced to cultural variations in defining and addressing sexuality and crime. Current theoretical explanations of sexual offending and U.S. social policies and clinical interventions for sexual offenders. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus | 3 |
| SOC 5592 | Topics in Criminal Justice | Readings, discussion, and preparation of reports on selected topics. May be repeated with different content. Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus                                                                                                                                                                                                                                                                                                                                     | 3 |
| SOC 6607 | Topics in Diversity        | A seminar in selected topics of social differentiation such as stratification, minorities, etc. May be repeated for up to 6 credits                                                                                                                                                                                                                                                                                                                                                                                                                      | 3 |

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Appendix B

**MSW Survey Instrument**

- 1. What is your current educational attainment status?**
  - a. Current ISU student
  - b. ISU alumni with a BSW
  - c. Highest level of education is a BSW from another institution
  - d. Currently have an MSW
  - e. Other
  
- 2. How likely are you to seek admission to a Graduate School of Social Work?**
  - a. Extremely likely
  - b. Somewhat likely
  - c. Not sure
  - d. Somewhat unlikely
  - e. Extremely unlikely
  - f. Not applicable: I already have an MSW
  
- 3. If Idaho State University had an MSW program, how likely would you be to apply for admission?**
  - a. Extremely likely
  - b. Somewhat likely
  - c. Not sure
  - d. Somewhat unlikely
  - e. Extremely unlikely
  - f. Not applicable: I already have an MSW
  
- 4. Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).**
  - a. Availability of student funding/cost of program
  - b. Quality of the faculty
  - c. Geographic location
  - d. Research interests of the faculty
  - e. Potential for desired field practicum placement
  - f. Size of community
  - g. Type of program
  
- 5. Rank the order of type of MSW program that most interests you.**
  - a. Combined BSW and MSW program (5 total academic years)
  - b. Advanced standing MSW (1 year including summer for those who already have a BSW)
  - c. Full time MSW program (2 academic years)
  - d. Other

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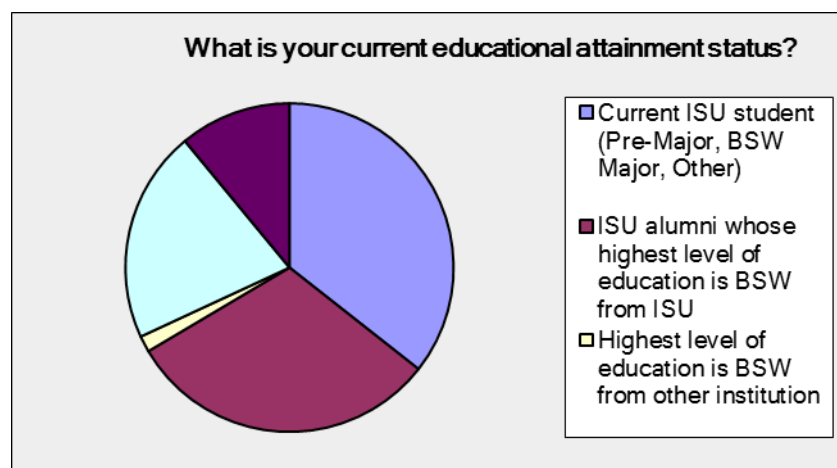
- 6. If you earned an MSW at ISU, where would you likely seek employment after earning your degree?**
- a. In the state of Idaho
  - b. In a Northwestern state other than Idaho
  - c. Another region of the country
  - d. International setting
  - e. Other
- 7. If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available?**
- a. Extremely likely
  - b. Somewhat likely
  - c. Not sure
  - d. Somewhat unlikely
  - e. Extremely unlikely
- 8. If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency?**
- a. Strongly agree
  - b. Agree
  - c. Not sure
  - d. Disagree
  - e. Strongly disagree

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Appendix C

**Survey Results**

| <b>What is your current educational attainment status?</b>  |                         |                       |
|-------------------------------------------------------------|-------------------------|-----------------------|
| <b>Answer Options</b>                                       | <b>Response Percent</b> | <b>Response Count</b> |
| Current ISU student (Pre-Major, BSW Major, Other)           | 35.6%                   | 68                    |
| ISU alumni whose highest level of education is BSW from ISU | 30.9%                   | 59                    |
| Highest level of education is BSW from other institution    | 1.6%                    | 3                     |
| Currently have an MSW                                       | 20.9%                   | 40                    |
| Other (please specify)                                      | 11.0%                   | 21                    |
| <b><i>answered question</i></b>                             |                         | <b>191</b>            |
| <b><i>skipped question</i></b>                              |                         | <b>0</b>              |



| <b>How likely are you to seek admission to a Graduate School of Social Work?</b> |                         |                       |
|----------------------------------------------------------------------------------|-------------------------|-----------------------|
| <b>Answer Options</b>                                                            | <b>Response Percent</b> | <b>Response Count</b> |
| Extremely likely                                                                 | 41.6%                   | 79                    |
| Somewhat likely                                                                  | 20.5%                   | 39                    |
| Not sure                                                                         | 6.3%                    | 12                    |
| Somewhat unlikely                                                                | 2.1%                    | 4                     |
| Extremely unlikely                                                               | 4.7%                    | 9                     |
| Not applicable: I already have a Graduate Degree in Social Work (e.g. MSW)       | 24.7%                   | 47                    |
| <b><i>answered question</i></b>                                                  |                         | <b>190</b>            |
| <b><i>skipped question</i></b>                                                   |                         | <b>1</b>              |

**If Idaho State University had an MSW program, how likely would you be to apply for admission?**



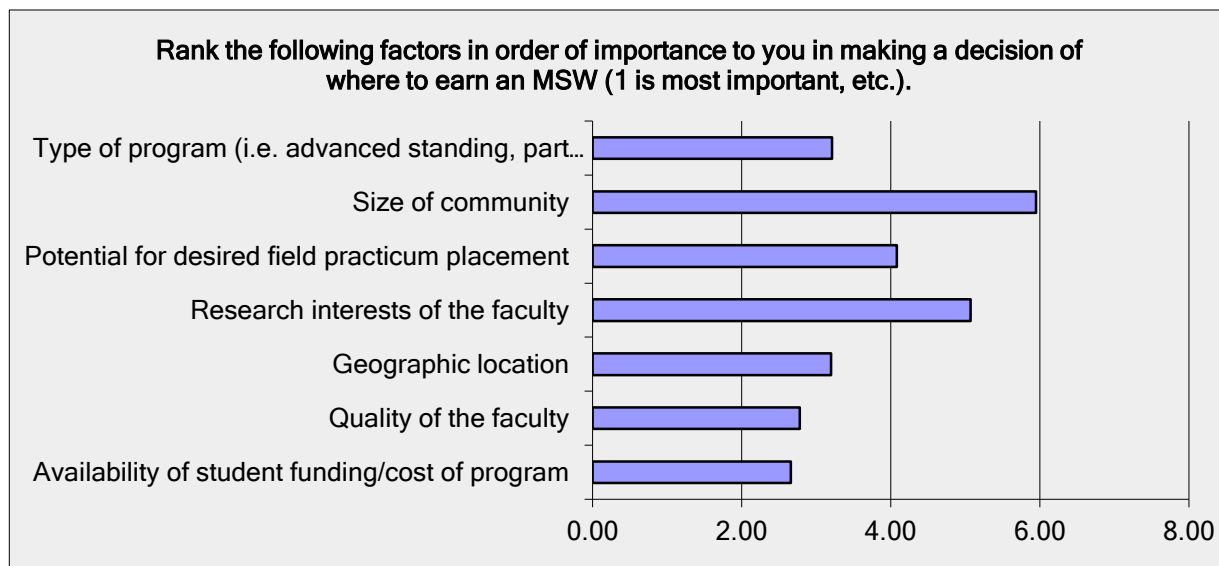
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| <b>Answer Options</b>                                                      | <b>Response Percent</b> | <b>Response Count</b> |
|----------------------------------------------------------------------------|-------------------------|-----------------------|
| Extremely likely                                                           | 50.5%                   | 96                    |
| Somewhat likely                                                            | 13.7%                   | 26                    |
| Not sure                                                                   | 4.7%                    | 9                     |
| Somewhat unlikely                                                          | 1.1%                    | 2                     |
| Extremely unlikely                                                         | 5.3%                    | 10                    |
| Not Applicable: I already have a Graduate Degree in Social Work (e.g. MSW) | 24.7%                   | 47                    |
| <b><i>answered question</i></b>                                            |                         | <b>190</b>            |
| <b><i>skipped question</i></b>                                             |                         | <b>1</b>              |

| <b>Rank the following factors in order of importance to you in making a decision of where to earn an MSW (1 is most important, etc.).</b> |          |          |          |          |          |          |          |                       |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|-----------------------|-----------------------|
| <b>Answer Options</b>                                                                                                                     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>Rating Average</b> | <b>Response Count</b> |
| Availability of student funding/cost of program                                                                                           | 49       | 33       | 29       | 25       | 10       | 7        | 3        | 2.66                  | 156                   |
| Quality of the faculty                                                                                                                    | 22       | 53       | 42       | 27       | 9        | 2        | 3        | 2.78                  | 158                   |
| Geographic location                                                                                                                       | 50       | 20       | 19       | 24       | 16       | 24       | 6        | 3.20                  | 159                   |
| Research interests of the faculty                                                                                                         | 6        | 5        | 20       | 22       | 30       | 47       | 33       | 5.07                  | 163                   |
| Potential for desired field practicum placement                                                                                           | 9        | 23       | 29       | 25       | 50       | 22       | 7        | 4.08                  | 165                   |
| Size of community                                                                                                                         | 3        | 6        | 6        | 10       | 23       | 40       | 91       | 5.95                  | 179                   |
| Type of program (i.e. advanced standing, part time, etc.)                                                                                 | 40       | 36       | 30       | 31       | 20       | 13       | 11       | 3.21                  | 181                   |
| <b><i>answered question</i></b>                                                                                                           |          |          |          |          |          |          |          |                       | <b>183</b>            |
| <b><i>skipped question</i></b>                                                                                                            |          |          |          |          |          |          |          |                       | <b>8</b>              |

**(Low average ranking indicates greater importance.)**

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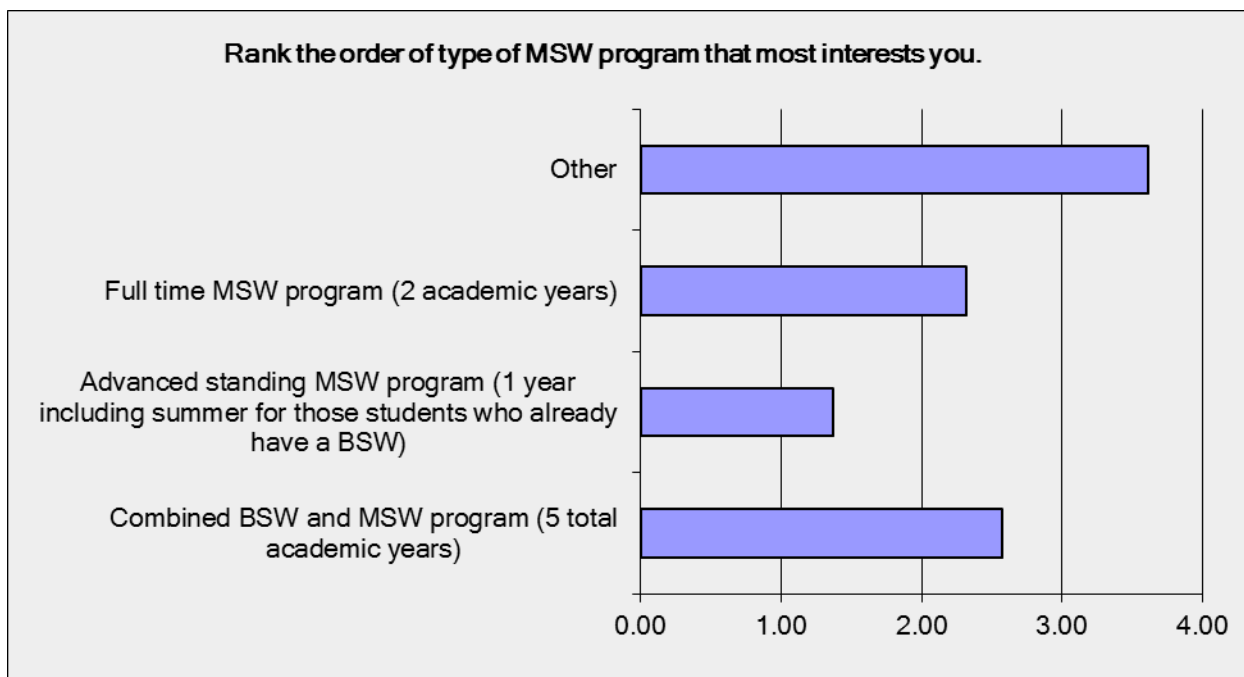


**(Low average ranking indicates greater importance.)**

| <b>Rank the order of type of MSW program that most interests you.</b>                             |          |          |          |          |                       |                       |
|---------------------------------------------------------------------------------------------------|----------|----------|----------|----------|-----------------------|-----------------------|
| <b>Answer Options</b>                                                                             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>Rating Average</b> | <b>Response Count</b> |
| Combined BSW and MSW program (5 total academic years)                                             | 22       | 43       | 69       | 21       | 2.57                  | 155                   |
| Advanced standing MSW program (1 year including summer for those students who already have a BSW) | 126      | 31       | 7        | 6        | 1.37                  | 170                   |
| Full time MSW program (2 academic years)                                                          | 22       | 82       | 63       | 7        | 2.32                  | 174                   |
| Other                                                                                             | 6        | 7        | 13       | 90       | 3.61                  | 116                   |
| <b><i>answered question</i></b>                                                                   |          |          |          |          |                       | <b>180</b>            |
| <b><i>skipped question</i></b>                                                                    |          |          |          |          |                       | <b>11</b>             |

**(Low average ranking indicates greater importance.)**

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(Low average ranking indicates greater importance.)

| If you earned an MSW at ISU, where would you likely seek employment after earning your degree? |                  |                |
|------------------------------------------------------------------------------------------------|------------------|----------------|
| Answer Options                                                                                 | Response Percent | Response Count |
| In the state of Idaho                                                                          | 83.6%            | 153            |
| In a Northwestern state other than Idaho                                                       | 8.2%             | 15             |
| Another region of the country                                                                  | 5.5%             | 10             |
| International setting                                                                          | 0.0%             | 0              |
| Other (please specify)                                                                         | 2.7%             | 5              |
| <b><i>answered question</i></b>                                                                |                  | <b>183</b>     |
| <b><i>skipped question</i></b>                                                                 |                  | <b>8</b>       |

| If you already have an MSW, how likely would you have been to apply for admission to an MSW program at ISU if one had been available? |                  |                |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|
| Answer Options                                                                                                                        | Response Percent | Response Count |
| Extremely likely                                                                                                                      | 62.0%            | 80             |
| Somewhat likely                                                                                                                       | 16.3%            | 21             |
| Not sure                                                                                                                              | 19.4%            | 25             |
| Somewhat unlikely                                                                                                                     | 0.8%             | 1              |
| Extremely unlikely                                                                                                                    | 1.6%             | 2              |
| <b><i>answered question</i></b>                                                                                                       |                  | <b>129</b>     |
| <b><i>skipped question</i></b>                                                                                                        |                  | <b>62</b>      |

| If you are currently employed in the social work field, how much do you agree that there is a need for MSW's in your agency? |
|------------------------------------------------------------------------------------------------------------------------------|
|------------------------------------------------------------------------------------------------------------------------------|

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| <b>Answer Options</b>           | <b>Response Percent</b> | <b>Response Count</b> |
|---------------------------------|-------------------------|-----------------------|
| Strongly agree                  | 58.3%                   | 91                    |
| Agree                           | 24.4%                   | 38                    |
| Not sure                        | 13.5%                   | 21                    |
| Disagree                        | 3.8%                    | 6                     |
| Strongly disagree               | 0.0%                    | 0                     |
| <b><i>answered question</i></b> |                         | <b>156</b>            |
| <b><i>skipped question</i></b>  |                         | <b>35</b>             |

Appendix C

**SUMMARY OF SURVEY RESULTS**

According to our interest survey, 67% of BSW's in the area are extremely likely to enroll in an MSW program at ISU if one were created. There are a total of 488 licensed BSW's in Southeast Idaho according to the Idaho Bureau of Occupational licenses. A generous estimate of half of the percentage who said they were extremely likely to attend ISU, results in an enrollment projection of 163 students from the community (33.5% of 488); a conservative estimate of 10% results in an enrollment projection of 48 students from the community.\*

We have approximately 70 students enrolled in our BSW program now. According to Social Work faculty, about 75% of those students would go on to earn an MSW. Using that percentage as a generous estimate, 52 students could be expected to enroll in our program. A more conservative estimate of 50% would result in a projection estimate of 35 students.

In total, a generous estimate results in a projection of 215 students and a conservative estimate results in a projection of 83 students that we could expect to enroll in our MSW program.

Other relevant information learned from the survey is that funding/cost of program, quality of faculty, geographic location and type of program were rated as the most important factors in choosing an MSW program (in that order). The type of program most desired was Advanced Standing, Full-time MSW program, and combined BSW and MSW program (in that order). Importantly, 84% of survey participants plan to seek employment in Idaho.

\* A more conservative estimate was used for potential students in the community because not all of those who hold a BSW in the community participated in our survey.

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Appendix D

## Timetable for Candidacy -2008 EPAS

**June \_\_\_\_\_ Agenda**

**Council on Social Work Education**

**Commission on Accreditation**

| <b>Commissioner Visit I</b>                                                                                                                               |                                                                                         |                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY or DOCUMENT:</b>                                                                                                                              | <b>DATE:</b>                                                                            | <b>COPIES SENT TO:</b>                                                                                                                       |
| Submit Letter of Institutional Intent, Candidacy Eligibility Application Form, and Candidacy Eligibility Fee (if not submitted, program will be invoiced) | No later than March 31, _____                                                           | The program sends one (1) copy to the Director of OSWA.                                                                                      |
| Letter of Institutional Intent and Eligibility Application Form approved by Accreditation Specialist                                                      | No later than April 30, _____                                                           | -----                                                                                                                                        |
| Draft Benchmark I submitted by program                                                                                                                    | No later than April 30, _____                                                           | The program sends one (1) copy to its Accreditation Specialist/Associate.                                                                    |
| Approval of Draft Benchmark I by Accreditation Specialist                                                                                                 | No later than July 1, _____                                                             | -----                                                                                                                                        |
| Program invoiced for Commissioner Visit I                                                                                                                 | July 1, _____                                                                           | -----                                                                                                                                        |
| Commissioner Visit I fee due                                                                                                                              | September 1, _____                                                                      | -----                                                                                                                                        |
| Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit I                                                                     | September 15, _____                                                                     | -----                                                                                                                                        |
| Program submits Benchmark I                                                                                                                               | One month before Commissioner Visit I                                                   | The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.                  |
| Program submits the Benchmark I Review Brief Form                                                                                                         | One month before Commissioner Visit I                                                   | The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate. |
| Commissioner Visit I Occurs                                                                                                                               | December 1, _____ – February 28, _____                                                  | -----                                                                                                                                        |
| Commission Visitor submits the Benchmark I Review Brief Form                                                                                              | Within 2 weeks of the last day of the Commissioner Visit                                | The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.                                          |
| Program Response to the Benchmark I Review Brief Form Due                                                                                                 | Within 2 weeks of receiving the Benchmark I Review Brief Form<br><b>(FILE COMPLETE)</b> | The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.                            |
| Commission Review for Candidacy                                                                                                                           | <b>June _____ Commission Meeting</b>                                                    | -----                                                                                                                                        |

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| <b>Commissioner Visit II</b>                                                           |                                                                                          |                                                                                                                                              |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY or DOCUMENT:</b>                                                           | <b>DATE:</b>                                                                             | <b>COPIES SENT TO:</b>                                                                                                                       |
| Program invoiced for Commissioner Visit II                                             | July 1, _____                                                                            | -----                                                                                                                                        |
| Commissioner Visit II fee due                                                          | September 1, _____                                                                       | -----                                                                                                                                        |
| Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit II | September 15, _____                                                                      | -----                                                                                                                                        |
| Program submits Benchmark II                                                           | One month before the Commissioner Visit                                                  | The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.                  |
| Program submits the Benchmark II Review Brief Form                                     | One month before the Commissioner Visit                                                  | The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate. |
| Commissioner Visit II Occurs                                                           | December 1, _____ –<br>February 28, _____                                                | -----                                                                                                                                        |
| Commission Visitor submits the Benchmark II Review Brief Form                          | Within 2 weeks of the last day of the Commissioner Visit                                 | The commissioner sends one (1) electronic copy to their Accreditation Specialist/Associate.                                                  |
| Program Response to the Benchmark II Review Brief Form Due                             | Within 2 weeks of receiving the Benchmark II Review Brief Form<br><b>(FILE COMPLETE)</b> | The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.                            |
| Commission Review for 2 <sup>nd</sup> Year of Candidacy Status                         | <b>June _____ Commission Meeting</b>                                                     | -----                                                                                                                                        |

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| <b>Commissioner Visit III</b>                                                           |                                                                                           |                                                                                                                                              |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY or DOCUMENT:</b>                                                            | <b>DATE:</b>                                                                              | <b>COPIES SENT TO:</b>                                                                                                                       |
| Program invoiced for Commissioner Visit III                                             | July 1, _____                                                                             | -----                                                                                                                                        |
| Commissioner Visit III fee due                                                          | September 1, _____                                                                        | -----                                                                                                                                        |
| Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit III | September 15, _____                                                                       | -----                                                                                                                                        |
| Program submits Benchmark III                                                           | One month before the Commissioner Visit                                                   | The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.                  |
| Program submits the Benchmark III Review Brief Form                                     | One month before the Commissioner Visit                                                   | The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate. |
| Commissioner Visit III Occurs                                                           | December 1, _____ –<br>February 28, _____                                                 | -----                                                                                                                                        |
| Commission Visitor submits the Benchmark III Review Brief Form                          | Within 2 weeks of the Commissioner Visit                                                  | The commissioner sends one (1) electronic copy to the program's Accreditation Specialist/Associate.                                          |
| Program Response to the Benchmark III Review Brief Form Due                             | Within 2 weeks of receiving the Benchmark III Review Brief Form<br><b>(FILE COMPLETE)</b> | The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.                            |
| Commission Review for 3 <sup>rd</sup> Year of Candidacy Status                          | <b>June _____ Commission Meeting</b>                                                      | -----                                                                                                                                        |

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| <b>Commissioner Visit IV</b>                                                              |                                                                                           |                                                                                                                                              |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY or DOCUMENT:</b>                                                              | <b>DATE:</b>                                                                              | <b>COPIES SENT TO:</b>                                                                                                                       |
| Eligibility for Initial Accreditation Form Due                                            | July 1, _____                                                                             | The program sends one (1) copy to their Accreditation Specialist.                                                                            |
| Program invoiced for Initial Accreditation Eligibility fee                                | July 1, _____                                                                             | -----                                                                                                                                        |
| Initial Accreditation Eligibility fee due                                                 | July 15, _____                                                                            | -----                                                                                                                                        |
| Site Visit Coordinator and OSWA Director select Commissioner for Commissioner Visit IV    | September 15, _____                                                                       | -----                                                                                                                                        |
| Program invoiced for Initial Accreditation fee                                            | November 1, _____                                                                         | -----                                                                                                                                        |
| Initial Accreditation fee due                                                             | November 15, _____                                                                        | -----                                                                                                                                        |
| Program submits Benchmark IV and Self Study                                               | One month before the Commissioner Visit                                                   | The program sends three (3) paper copies to their Accreditation Specialist/Associate and one (1) to the commission visitor.                  |
| Program submits the Benchmark IV Review Brief Form and Accreditation Review Brief Form    | One month before the Commissioner Visit                                                   | The program sends one (1) electronic copy to the commission visitor and one (1) electronic copy to their Accreditation Specialist/Associate. |
| Commissioner Visit IV Occurs                                                              | December 1, _____ –<br>February 28, _____                                                 | -----                                                                                                                                        |
| Commission visitor submits the Benchmark IV Review Brief and Accreditation Review Brief   | Within 2 weeks of the last day of the Commission Visit                                    | The commission visitor sends one (1) electronic copy and one (1) paper copy to their Accreditation Specialist/Associate.                     |
| Program Response to the Benchmark IV Review Brief and Accreditation Review Brief Form Due | Within 2 weeks of receiving the Accreditation Review Brief Form<br><b>(FILE COMPLETE)</b> | The program sends one (1) electronic copy and three (3) paper copies to their Accreditation Specialist/Associate.                            |
| Commission review for Initial Accreditation                                               | <b>June _____ Commission Meeting</b>                                                      | -----                                                                                                                                        |

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Timetable for Candidacy.  
<http://www.cswe.org/default.aspx?id=57618>; retrieved May 2015



## **Candidacy Fees and Related Expenses**

### **2008 EPAS**

Council on Social Work Education  
Commission on Accreditation

There are ten costs associated with the candidacy process. Each is explained below. The Candidacy and Initial Accreditation fees are subject to change by the Board of Directors each Fiscal Year. The fees below are effective from July 1, 2014 to June 30, 2015. Refer to the Timetable for Candidacy to determine program invoice and due dates.

**9.) Letter of Intent and Candidacy Eligibility Fee      \$7,298**

The letter of intent and candidacy eligibility fee covers staff time to work with the program in developing, reviewing, and approving the materials submitted to determine institutional eligibility.

**10.) Commissioner Visit I Fee      \$4,134**

The Commissioner Visit I fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark I.

**11.) Commissioner Visit II Fee      \$4,134**

The Commissioner Visit II fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Benchmark II.

**12.) Additional Commissioner Visit Fee      \$2,756**

Typically programs do not require more than four Commissioner Visits to complete their development and write their self study. If the program needs further development, however, an additional Commissioner Visit will take place. The additional Commissioner Visit fee covers the work of the staff in processing and reviewing program documents and that of the Commission on Accreditation in reaching a decision about the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

**13.) Initial Accreditation Eligibility Fee      \$1,820**

The initial accreditation eligibility fee covers staff time to review and approve the materials submitted to determine institutional eligibility for the initial accreditation of its social work program.

**14.) Initial Accreditation Fee      \$3,974**

The initial accreditation fee covers staff and commissioner expenses related to processing and assessing the documents associated with determining the program's compliance with the Educational Policy and Accreditation Standards (EPAS).

**15.) Benchmark Costs**

Benchmark costs will vary by program. Examples of expenses include faculty assigned time, meeting expenses, printing, mailing and other administrative costs.

**16.) Commissioner Visit Expenses**

Programs pay all expenses of the commission visits. The Commission on Accreditation expects programs to make every effort to minimize commissioner out-of-pocket expenses by providing prepaid airline tickets. Coach fair is expected. In addition, programs should be billed directly by the hotel for the commissioner expenses. Remaining expenses, such as ground transportation and meals not taken at the hotel, should be reimbursed as soon as possible by the program.

**17.) Annual Program Membership Dues**

All accredited social work programs and those in candidacy for accreditation are required to pay annual membership dues to CSWE. Programs are invoiced each April for the following fiscal year, which begins July 1.

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Invoices are due on July 1. Programs in candidacy are charged the minimum amount. Once the program receives initial accreditation, dues are assessed according to the number of graduates reported by the program in the annual CSWE statistics survey conducted each Fall. For more information on program membership dues send an email to [membership@cswe.org](mailto:membership@cswe.org) or go to <http://www.cswe.org/Membership/27021.aspx>.

Council on Social Work Education (CSWE). 2015. Candidacy – 2008 EPAS. Candidacy Fees and Related Expenses. <http://www.cswe.org/File.aspx?id=14478>; retrieved May 2015

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**SUBJECT**

Dual Credit Work Group Recommendations

**REFERENCE**

October 2016      Board was provided with the initial recommendations of the Dual Credit workgroup.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policy III.Y. Advanced Opportunities.

**BACKGROUND/DISCUSSION**

At its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a workgroup consisting of representative stakeholders from higher education and K-12 education to bring forward a set of recommendations to make improvements to Idaho's dual credit program.

In close consultation with State Department of Education staff, the substantive focus of the work was divided into three categories: teachers, courses and administrative procedures. On average, each of the three groups met approximately weekly over five weeks to develop their recommendations. The recommendations were discussed among Board and Department staff, distilled down to one set of recommendations, and then returned to the workgroup members for their approval. The recommendations are an amalgamation of the three subcommittees' recommendations.

The recommendations were presented to and discussed by IRSA at its July 21 and September 29 meetings. Similarly, these recommendations were presented to and discussed by CAAP at its August 25 and September 15 meetings.

Additionally, during a September 1 phone call, Board staff discussed each recommendation with Adam Lowe, Executive Director of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Mr. Lowe commended the Board for undertaking this work and considering these recommendations, which he noted do not conflict with NACEP accreditation standards and are consistent with the direction NACEP and many states are moving towards.

The recommendations were brought before the Board as an information item and discussion item at the October 2016 Board meeting.

The recommendations include:

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework, defined in Board Policy III.N. General Education, the focus.

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3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to dual credit credentialing.
5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school dual credit teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach dual credit sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template for voluntary use by districts and institutions regarding methods and levels of compensation processes and amounts for dual credit teachers.
9. Providing a state sponsored one or two day statewide institute for dual credit instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identifying who approves applicants to teach dual credit courses, how applicants are approved, and post this information in a centralized location.
11. Gathering from the institutions their respective hiring practices for dual credit instructors and posting this information in a centralized location.
12. Administering through the Board office, the dual credit enrollment participant survey.

**IMPACT**

The adoption and implementation of these recommendations offers an opportunities to provide consistency and transparency of processes; generate greater efficiencies, such as the streamlining and centralization of certain administrative functions; potentially create greater access for many rural students. This would create more accessible pathways for current high school teachers, particularly in rural areas to earn the necessary credentials to teach dual credit courses in their high schools.

**ATTACHMENTS**

|                                                      |        |
|------------------------------------------------------|--------|
| Attachment 1 – Dual Credit Workgroup Recommendations | Page 5 |
| Attachment 2 – REL Northwest Research Report         | Page 7 |

**STAFF COMMENTS AND RECOMMENDATIONS**

Recommendations 1 and 4 reference “certification” or “credentialing” for dual credit teachers. There is currently no state certificate or credential required to teach dual credit courses in a secondary setting other than the standard teacher certifications required for elementary or secondary teachers. Board Policy III.Y. Advanced Opportunities requires instructors (teachers) teaching dual credit to meet the academic requirements for faculty and instructors teaching at a postsecondary institution or provisions must be made to ensure instructors are

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capable of providing quality college level instruction through ongoing support and professional development. The ongoing support and professional development is determined by the institution offering/transcribing the credits.

Recommendations 7, 10, and 11 all pertain to identifying institutions' requirements for instructors (e.g. hiring practices, approval of teachers/applicants) and providing that information in a central location, which could be combined into a single recommendation. Variations on the recommendations could be implemented through amendments to Board Policy III.Y. or through incentives to encourage changes in institution policies regarding textbooks and teachers for dual credit courses.

Reginal Education Laboratory (REL) Northwest researched Dual Credit in Idaho between the 2011-12 and 2014-15 school years. The report titled, "Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho" is attached. This research report may be important to future Dual Credit discussion in Idaho.

**BOARD ACTION**

I move to direct Board and Institution staff to develop recommendations and implantation timelines in alignment with the Dual Credit Workgroup recommendations and bring back for Board consideration at a later date.

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

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Dual Credit Workgroup Recommendations – 2016

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework, defined in Board Policy III.N. General Education, the focus.
3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to dual credit credentialing.
5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school dual credit teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach dual credit sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template for voluntary use by districts and institutions regarding methods and levels of compensation processes and amounts for dual credit teachers.
9. Providing a state sponsored one or two day statewide institute for dual credit instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identifying who approves applicants to teach dual credit courses, how applicants are approved, and post this information in a centralized location.
11. Gathering from the institutions their respective hiring practices for dual credit instructors and posting this information in a centralized location.
12. Administering through the Board office, the dual credit enrollment participant survey.

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# Getting Ahead With Dual Credit: Dual-Credit Participation, Outcomes, and Opportunities in Idaho

*November 2016*

BRANDI HOLTEN  
ASHLEY PIERSON

*Education Northwest*



# INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

## DECEMBER 15, 2016

This report was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-12-C-0003 by Regional Educational Laboratory Northwest administered by Education Northwest. The content of the publication does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. This REL report is in the public domain. While permission to reprint this publication is not necessary, it should be cited as:

Holten, B., & Pierson, A. (2016). *Getting ahead with dual credit: Dual-credit participation, outcomes, and opportunities in Idaho*. Portland, OR: Education Northwest, Regional Educational Laboratory Northwest.

This report is available on the Regional Educational Laboratory Northwest website:  
<http://relnw.educationnorthwest.org/>

### Acknowledgments

The authors would like to thank their partners at the Idaho State Board of Education for their collaboration on this report, including the provision of aggregated data, feedback on multiple drafts, and co-presenting the results at local and national conferences. We appreciate the feedback we received from the Idaho State Department of Education, which helped make the content more relevant for Idaho stakeholders. We would also like to thank our colleagues at Education Northwest for their contributions to this project. We appreciate our team members, Jennifer Esswein and Marybeth Flachbart, for providing Idaho context on the project, Havala Hanson and Traci Fantz for a technical quality assurance review, Bracken Reed for copyediting the report, and Allyson Hagen and Ilona Wall for their work on the report design and formatting.

## Overview

This report provides a portrait of dual-credit participation rates and trends between the 2011–12 and 2014–15 school years. Dual-credit participation by demographic characteristics such as race/ethnicity, gender, and socioeconomic status is explored throughout each of the five briefs contained within this report. Each report brief also includes questions to consider—which promote a deeper exploration of the data—as well as next steps that can help educators and stakeholders overcome barriers to expanding dual credit. The report briefs can be read individually or together as a longer report with five content sections. The five briefs address the following questions:



**Who participated in dual-credit courses?**



**What were the characteristics of districts with students who participated in dual-credit courses?**



**In which dual-credit course competency areas were districts most likely to have participated?<sup>1</sup>**



**What were the pass rates of students who participated in dual-credit courses?**



**To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?<sup>2</sup>**

## Why dual credit?

Obtaining a college degree is important because an individual's level of education is linked to better employment opportunities, income, and health.<sup>3</sup> However, the overall college completion rate at two- and-four year colleges and universities in the United States has continued to decrease.<sup>4</sup> In an effort to support student success toward college degree completion, many states have enacted legislation and provided additional funding to increase dual-credit opportunities to expose students to college-level

<sup>1</sup> Competency areas refer to categories of general education coursework at Idaho public postsecondary institutions.

<sup>2</sup> The dual-credit participation rate goal of 30 percent was defined in the Idaho State Board of Education Strategic Plan, which can be found here: [https://boardofed.idaho.gov/policies/documents/strategic\\_plan/SBOE%20FY16%20Final.pdf](https://boardofed.idaho.gov/policies/documents/strategic_plan/SBOE%20FY16%20Final.pdf)

<sup>3</sup> Levin, H., Belfield, C., Muenning, P., & Rouse, C. (2007). The costs and benefits of an excellent education for all of America's children. Retrieved on September 19, 2016, from <http://www.literacycooperative.org/documents/Thecostsandbenefitsofanexcellentedforamerchildren.pdf>

<sup>4</sup> Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2015). Completing college: A national view of student attainment rates—Fall 2009 Cohort (Signature Report No. 10). Herndon, VA: National Student Clearinghouse Research Center. Retrieved September 19, 2016, from <https://nscresearchcenter.org/wp-content/uploads/SignatureReport10.pdf>

rigor earlier in high school.<sup>5</sup> Research indicates that in addition to expanding opportunities for students to earn college credit while in high school, dual-credit programs are correlated with outcomes such as higher rates of high school graduation<sup>6</sup> and college enrollment, decreased time needed to complete a college degree,<sup>7,8</sup> and increased college degree attainment.<sup>9,10</sup>

### **Idaho dual-credit opportunities and participation**

Advanced-opportunity programs offer a variety of ways for high school students to earn college credit, such as dual-credit classes in partnership with a local college, Advanced Placement classes, International Baccalaureate classes, and Technical Competency Credits.<sup>11</sup> In this report, dual credit refers to classes taken at the high school or college by a high school student for which they simultaneously earn high school credit and college credit at any one of Idaho's public postsecondary institutions.<sup>12</sup>

Dual credit is offered in Idaho through eight public universities—Boise State University, College of Southern Idaho, College of Western Idaho, Idaho State University, Lewis-Clark State College, North Idaho College, University of Idaho, Eastern Idaho Technical College<sup>13</sup>—and two private universities: Northwest Nazarene University and Brigham Young University-Idaho. In 2014–15, 83 percent of Idaho school districts (123 of 148) had high school students who participated in dual-credit options in partnership with these universities.

**Idaho has made the expansion of dual credit a priority.** In the 2016 legislative session, Idaho passed House Bill 458, which expands access to advanced opportunities through the Fast Forward Program<sup>14</sup>—including dual-credit courses offered to students in grades 7–12—by providing additional funding to school districts across the state. The Fast Forward Program can pay up to \$75 per credit. In most cases, the cost of these credits is \$65. The program also provides juniors with \$200 per year and seniors with \$400 per year to cover up to 75 percent of the cost of dual-credit courses.<sup>15</sup>

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<sup>5</sup> Zinth, J. D. (2014). Increasing student access and success in dual enrollment programs: 13 model state-level policy components. Denver, CO: Education Commission of the States. Retrieved November 18, 2016, from <http://ecs.org/clearinghouse/01/10/91/11091.pdf>

<sup>6</sup> Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states. New York, NY: Columbia University, Teachers College, Community College Research Center. <http://eric.ed.gov/?id=ED498661>

<sup>7</sup> Adelman, C. (2004). Principal indicators of student academic histories in postsecondary education, 1972–2000. Washington, DC: U.S. Department of Education, Institute of Education Sciences. <http://eric.ed.gov/?id=ED483154>

<sup>8</sup> Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016). Time to degree: A national view of the time enrolled and elapsed for associate and bachelor's degree earners (Signature Report No. 11). Herndon, VA: National Student Clearinghouse Research Center.

<sup>9</sup> An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35(1), 57–75. <http://eric.ed.gov/?id=EJ1009522>

<sup>10</sup> Rodriguez, O., Hughes, K. L., & Belfield, C. (2012). Bridging college and careers: Using dual enrollment to enhance career and technical education pathways. New York, NY: Columbia University, Teachers College, National Center for Postsecondary Research. Retrieved November 18, 2016, from <http://ccrc.tc.columbia.edu/media/k2/attachments/bridging-college-careers.pdf>

<sup>11</sup> For definitions of dual credit options within the Advanced Opportunities program, visit this site: [https://boardofed.idaho.gov/scholarship/advanced\\_opp.asp](https://boardofed.idaho.gov/scholarship/advanced_opp.asp)

<sup>12</sup> Other advanced opportunities to earn college credit not included in this study include Advanced Placement, International Baccalaureate, and Technical Competency Credit.

<sup>13</sup> Eastern Idaho Technical College only offers dual-credit opportunities at a single school.

<sup>14</sup> This report includes four years of data on dual-credit participation between 2011–12 and 2014–15. While the report includes data for the first year of Fast Forward program implementation in 2014–15, additional research may need to be done to understand dual-credit participation trends since the passing of HB 458 in 2015–16.

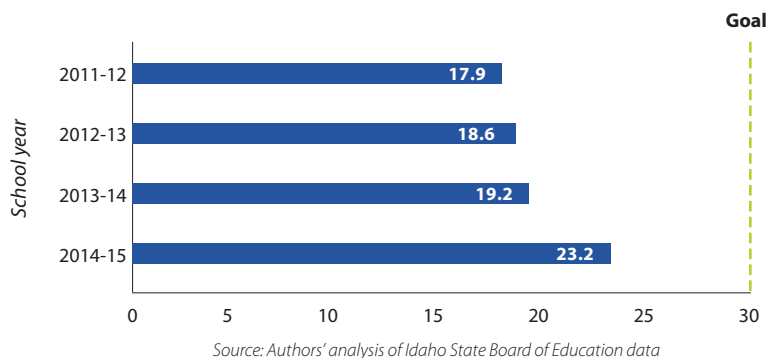
<sup>15</sup> State of Idaho Legislative Services Office. House Bill 458. (2016). Retrieved August 14, 2016, from <http://www.legislature.idaho.gov/legislation/2016/H0458.htm>

Historically, funding for Idaho dual-credit course participation was restricted to students in grades 11 and 12.<sup>16</sup> Previous Idaho dual-credit participation was therefore concentrated among grade 11 and 12 students. **In 2014–15, slightly more than 23 percent of Idaho students in grades 11 and 12 participated in dual credit, which has increased by 5 percentage points since 2011–12 (figure 1).**

An analysis of dual-credit participation by Idaho high school students in grades 9–12 shows that the state's participation rate for these grades is comparable to the national rate of dual-credit participation: 14 percent.<sup>17,18</sup> **In 2014–15, 13 percent of Idaho students in grades 9–12 participated in dual-credit programs with an Idaho public university or college,<sup>19</sup> which is an increase of 4 percentage points from 2011–12.**

Despite the increase in dual-credit offerings and participation, studies have shown that not all student groups—including Hispanic/Latino, male, and economically disadvantaged students—are equally likely to take advantage of dual-credit opportunities.<sup>20</sup> Moreover, school districts within the state also vary in their dual-credit participation levels—from no dual-credit participation to more than 30 percent participation among high school students.

**Figure 1. Dual-credit participation for students in grades 11 and 12 has increased since 2011–12 by 5 percentage points**



## Idaho State Board of Education and project goals

The Idaho State Board of Education (SBOE) is the governing body and general overseer for all K–20 public education in Idaho. The SBOE also serves as the Board of Trustees for Boise State University, Idaho State University, and Lewis-Clark State College, as well as the Board of Regents for the University of Idaho. A collaborative partnership between the SBOE and Regional Educational Laboratory (REL) Northwest began in spring 2016 with the goal of analyzing gaps and trends in dual-credit participation among Idaho school districts.

## Data and methodology

This report used aggregated data at the district and state levels over the span of four school years (2011–12 through 2014–15) to analyze dual-credit participation in grades 9–12. The SBOE aggregated all data to a district or state level and masked the identity of school districts to protect student privacy. No individual or identifiable data were used or transferred for this project. The data provided by the SBOE included aggregations by grade level for grades 9–12, race/ethnicity, gender, free or reduced-price lunch (FRPL) status, course competency area, course credits attempted, and course credits earned. REL Northwest analyzed the data using descriptive statistics, such as averages and percentages, as well as regression analysis methods to identify relationships between data elements.

<sup>16</sup> Source: Idaho State Board of Education.

<sup>17</sup> Snyder, T. D., & Dillow, S. A. (2015). Digest of education statistics 2013 (NCES 2015-011). Washington, DC: U.S. Department of Education, National Center for Education Statistics. <http://eric.ed.gov/?id=ED556349>

<sup>18</sup> Thomas, N., Marken, S., Gray, L., & Lewis, L. (2013). Dual credit and exam-based courses in U.S. public high schools: 2010–11 (First Look, NCES 2013-001). Washington, DC: U.S. Department of Education, National Center for Education Statistics. <http://eric.ed.gov/?id=ED539697>

<sup>19</sup> While the private universities in Idaho may participate in dual credit, their data were not available for this study.

<sup>20</sup> Estacion, A., Cotner, B. A., D'Souza, S., Smith, C. A. S., & Borman, K. M. (2011). Who enrolls in dual enrollment and other accelerated programs in Florida high schools? (Issues & Answers Report, REL 2012-119). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. <http://eric.ed.gov/?id=ED526313>

## Key findings

In 2014–15, 23 percent of Idaho students in grades 11 and 12 participated in a dual-credit course. The two most common General Education Matriculation (GEM) competency areas in which students took dual-credit courses were Social and Behavioral Ways of Knowing and Mathematical Ways of Knowing.<sup>21</sup> The two least-common areas were Scientific Ways of Knowing and Oral Communication. Across all course competency areas, 95 percent of students passed the dual-credit courses they took in 2014–15.



### Who participated in dual-credit courses?

- The analysis of student characteristics (for example, socioeconomic background, gender, and race/ethnicity) showed that certain student groups were more likely to participate in dual credit than others.
- An analysis of comparison groups of student characteristics showed:
  - Students from a higher socioeconomic background (that is, not eligible for FRPL) were more likely than FRPL-eligible students to take dual-credit courses.<sup>22</sup>
  - Non-Hispanic/Latino students were more likely than Hispanic/Latino students to take dual-credit courses.
  - Non-American Indian students were more likely than American Indian students to take dual-credit courses.
  - Females were more likely than males to take dual-credit courses.
- A comparison of the share of the dual-credit to the overall populations showed:
  - Higher percentages of female, non-FRPL-eligible (that is, higher socioeconomic status), and White students were in the grade 11 and 12 dual-credit population compared to their share in the overall student population, indicating their overrepresentation in the dual-credit participant population.
  - In contrast, male, FRPL-eligible, Asian, Black, Hawaiian/Pacific Islander, Hispanic/Latino, and American Indian students were underrepresented in the grade 11 and 12 dual-credit participant population.



### What were the characteristics of districts with students who participated in dual-credit courses?

- The analysis of district characteristics looked at district size (small, medium, and large), as well as student demographics and GEM competency area course participation.
- In an analysis of district size characteristics and dual-credit participation, we found:
  - A total of 123 school districts (out of 148) had students who participated in dual-credit courses in 2014–15. Of the 123 school districts that participated in dual credit 59 districts (40 percent) were medium, 33 districts (22 percent) were small, and 31 districts (21 percent) were large.

<sup>21</sup> GEM competency areas are part of Idaho's evolving general education framework for associate of arts, science, and baccalaureate degrees. College students can earn up to 30 of 36 required general education credits in these six GEM competency areas: Social and Behavioral Ways of Knowing, Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Written Communication, Scientific Ways of Knowing, and Oral Communication. The remaining six credits are reserved for institutions to create competency areas that address their specific mission and goals. The six GEM competency areas are available as dual-credit courses in many Idaho high schools.

<sup>22</sup> FRPL is provided through a Community Eligibility Provision (CEP). CEP is a meal service option for schools and school districts in low-income areas to provide breakfast and lunch to all students without collecting forms from each household  
<http://www.fns.usda.gov/school-meals/community-eligibility-provision>

- Larger school districts were more likely to have had students who participated in dual-credit courses in all six GEM competency areas compared to school districts with smaller numbers of students.<sup>23</sup>
- Using logistic regression analysis,<sup>24</sup> we found that the number of students enrolled in a district was positively related to whether or not the high school offered dual credit (statistically significant at the 1-percent level). This was true even for small districts, indicating that it is the smallest districts—with the lowest high school enrollment numbers—that are least likely to offer dual credit (statistically significant at the 1-percent level).
- In an analysis of student demographics and GEM competency area dual-credit course participation, we found:
  - Districts with the highest percentage of Hispanic/Latino student enrollment<sup>25</sup> had less dual-credit course participation in Written and Oral Communication than schools with the lowest percentage of Hispanic/Latino students. Among all other races/ethnicities, there was no relationship between the percentage of students of that demographic and the dual-credit course participation in the GEM competency areas.
  - Districts with the highest percentage of students in poverty (as measured by FRPL)<sup>26</sup> had more dual-credit course participation in Written and Oral Communication than schools with the lowest percentage of students in poverty.



### **In which dual-credit course competency areas were districts most likely to have participated?**

- In 2014–15, about 1 in 4 (22 percent) of dual-credit courses taken by students were in the Social and Behavioral Ways of Knowing GEM competency area, while 1 in 20 (5 percent) dual-credit courses were taken by students in the Oral Communication GEM competency area.
- The popularity of dual-credit participation among the six GEM competency areas varied among comparison groups. “Popularity” (or demand) is measured by the number of students who enrolled in courses in each area. For example, the competency area with the highest enrollment would represent the greatest level of popularity.
- In terms of the district supply of courses, Idaho districts were most likely to participate in dual-credit among the following competency areas: 1) Social and Behavioral Ways of Knowing; 2) Mathematical Ways of Knowing; 3) Written Communication; and 4) Humanistic and Artistic Ways of Knowing. Whereas, districts were less than 55 percent likely to participate in dual-credit courses within the Oral Communication and Scientific Ways of Knowing competency areas.
- About 3 percent of districts participate in dual-credit outside of a GEM competency area. Fifty-seven percent of districts participated in four to six of the GEM competency areas. However, 23 percent of districts had dual-credit participation in less than four GEM competency areas.

<sup>23</sup> Dual-credit courses can be taken in any of these six General Education Matriculation (GEM) competency areas: Social and Behavioral Ways of Knowing, Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Written Communication, Scientific Ways of Knowing, and Oral Communication.

<sup>24</sup> The regression analysis included covariates of: school years; district size based on high school enrollment; and percentage of students in the district who were female, Hispanic/Latino, two or more races, Asian, Native American, Black, Hawaiian/Pacific Islander, White, FRPL eligible, and/or received English language learner services.

<sup>25</sup> The highest percentages of Hispanic/Latino student enrollment is defined as the top 25 percent of Hispanic/Latino student enrollment, which is greater than or equal to 23.2 percent.

<sup>26</sup> The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 or higher.

- Across the six GEM competency areas, there was a dual-credit course pass rate of over 95 percent. In 2014–15, the highest pass rate among districts was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall pass rate for dual-credit courses taken in the GEM competency areas was 96 percent in 2014–15.



### **What were the pass rates of students who participated in dual-credit courses?**

- Overall, students passed 95 percent of the dual-credit courses they enrolled in and earned credit at both their high school and at the associated college. A student passed if they earned a D or better for the course grade.
- The dual-credit pass rate among high school students was higher than the pass rate for college students taking lower division courses at the same colleges in Idaho.
- Pass rates were similar across different demographic groups.<sup>27</sup>
- The dual-credit course pass rate was over 95 percent across the six GEM competency areas. Pass rates varied somewhat across competency areas. The highest pass rates were in Humanistic and Artistic Ways of Knowing (about 98 percent) and the lowest pass rates were in Oral Communication (about 95 percent).
- Pass rates varied greatly between 63 and 100 percent across Idaho school districts.



### **To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?**

- Twenty-three percent of students in grades 11 and 12 in 2014–15 participated in dual-credit courses.
- Fourteen percent of students in grades 9–12 in 2014–15 participated in dual-credit courses.
- Regarding the goal of 30 percent<sup>28</sup> of all high school students (grades 9–12) participating in dual-credit courses per year among 148 school districts:
  - Nine percent of districts (or 13) met or exceeded the goal
  - Twenty-five percent of districts (or 37) had between 16 and 29 percent dual-credit participation
  - Forty-nine percent of districts (or 73) had less than 15 percent dual-credit participation
  - Seventeen percent of districts (or 25) had no dual-credit participation
- In 2014–15, 22 and 25 percent of high school juniors and seniors, respectively, took a dual-credit course. Although the dual-credit participation rate for freshmen and sophomores has historically been lower than that of juniors and seniors, there was a slight increase in dual-credit participation among students in grades 9 and 10 between 2011–12 and 2014–15.

## **Next steps for future research**

These findings provide information on dual-credit participation in Idaho and highlight areas in which further research on dual credit is needed. Areas of future research include an exploration of the relationship between dual-credit coursetaking and student college outcomes (for example, enrollment, persistence, and completion); opportunities to expand dual-credit participation to all student groups (for example, by race/ethnicity, socioeconomic status, disability status, or gender); and barriers to the expansion of dual-credit participation (for example, teacher qualifications).

<sup>27</sup> The pass rate is calculated using credits attempted and credits earned in dual-credit courses. Therefore, a student contributes to the “pass rate” if they earned credit in a course for which they were attempting credit.

<sup>28</sup> More information may be needed to understand how to measure progress toward meeting the state strategic goal for dual-credit participation, such as a clarification as to whether the goal is 30 percent of each graduating cohort or 30 percent of all high school students in grades 9–12 in a given year.





BRIEF 1

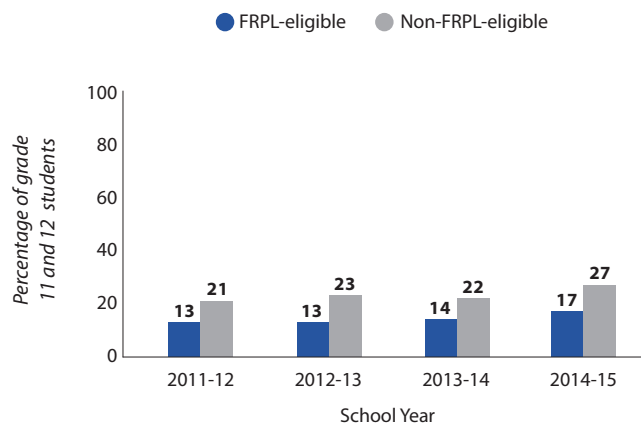
# Who participated in dual-credit courses?

While dual-credit participation has continued to increase throughout Idaho, further consideration could be given to students who were less likely to participate in dual credit and underrepresented compared to their share of the student population. Students within the following groups were less likely to participate in dual-credit courses: students from a lower socioeconomic status (that is, students eligible for free or reduced-price lunch [FRPL]<sup>29</sup>) compared to those from a higher socioeconomic background; Hispanic/Latino students compared to non-Hispanic/Latino students; American Indian students compared to non-American Indian students; and males compared to females (figures 2–5). In terms of equity gaps measured by comparing the share of students who took dual-credit courses to their share in the overall student population, **American Indian, Hispanic/Latino, Hawaiian/Pacific Islander, Black, Asian, FRPL-eligible, and male students were underrepresented in the dual-credit participant population.** In contrast, non-FRPL-eligible (that is, higher socioeconomic status), female, and White students were overrepresented in the dual-credit participant population (figures 6 and 7).

## Equity in dual-credit course participation

**FRPL-eligible students.** On average, 39 percent of all Idaho students in grades 11 and 12 were FRPL eligible between 2011–12 and 2014–15. Only 17 percent of FRPL-eligible students compared to 27 percent of non-FRPL-eligible students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 10.9 percentage points (or 1,900 students) among FRPL-eligible students to bridge the gap with non-FRPL-eligible students in dual-credit participation. The overall trend of FRPL-eligible and non-FRPL-eligible dual-credit participation in grades 11 and 12 increased between 2011–12 and 2014–15 (figure 2).

**Figure 2. Higher percentages of non-FRPL-eligible students participated in dual credit compared to FRPL-eligible students in grades 11 and 12, 2011–12 to 2014–15**



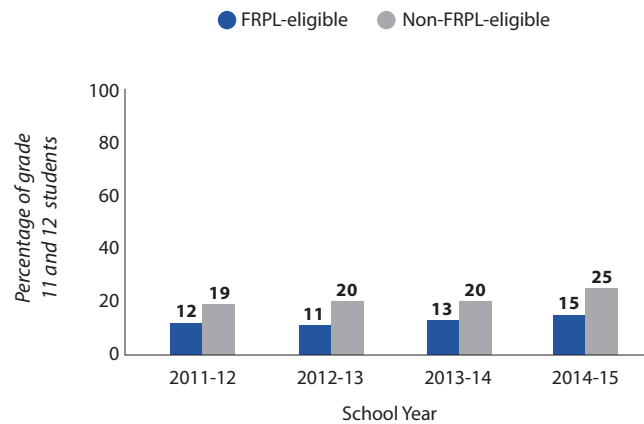
Source: Authors' analysis of Idaho State Board of Education data

<sup>29</sup> Free or reduced-price lunch is provided through a Community Eligibility Provision (CEP). CEP is a meal service option for schools and school districts in low-income areas to provide breakfast and lunch to all students without collecting forms from each household.



**Hispanic/Latino students.** On average, 16 percent of all Idaho students in grades 11 and 12 identified as Hispanic/Latino between 2011–12 and 2014–15. Only 15 percent of Hispanic/Latino students compared to 25 percent of non-Hispanic/Latino students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 9.7 percentage points (or 732 students) among Hispanic/Latino students to bridge the gap with non-Hispanic/Latino students in dual-credit participation. The overall trend of Hispanic/Latino and non-Hispanic/Latino dual-credit participation increased between 2011–12 and 2014–15 (figure 3).

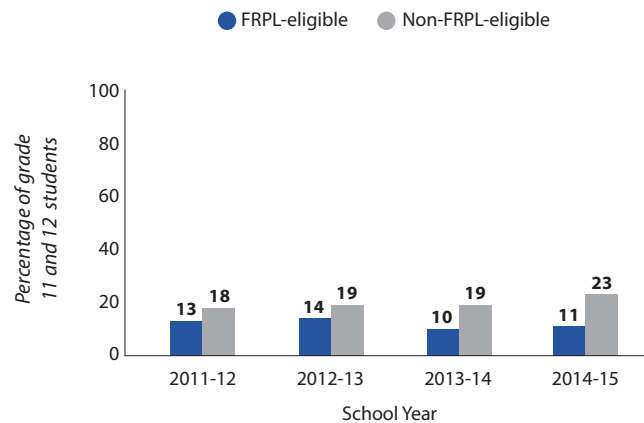
**Figure 3. Higher percentages of non-Hispanic/Latino students participated in dual credit compared to Hispanic/Latino students in grades 11 and 12, 2011–12 to 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

**American Indian students.** On average, 1.25 percent of all Idaho students in grades 11 and 12 between 2011–12 and 2014–15 were American Indian. Only 11 percent of American Indian students compared to 23 percent of non-American Indian students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 12.2 percentage points (or 63 students) among American Indian students to bridge the gap with non-American Indian students in dual-credit participation. The overall dual-credit participation trend for American Indian students slightly decreased, while it slightly increased for non-American Indian students in grades 11 and 12 between 2011–12 and 2014–15 (figure 4).

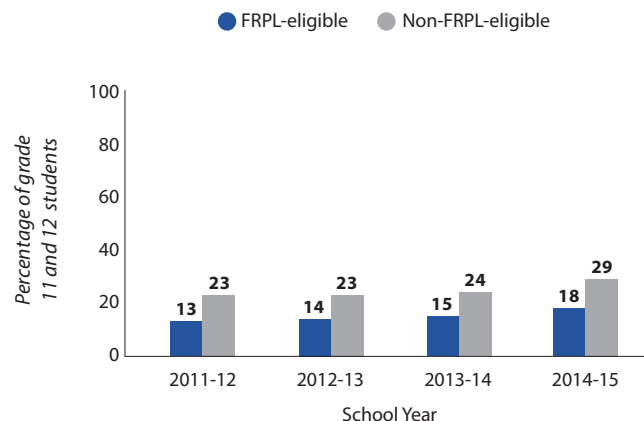
**Figure 4. Higher percentages of non-American Indian students participated in dual credit compared to American Indian students in grades 11 and 12, 2011–12 to 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

**Male students.** On average, 51 percent of all grade 11 and 12 students in Idaho between 2011–12 and 2014–15 were male. Only 18 percent of male students compared to 29 percent of female students in grades 11 and 12 participated in dual credit in 2014–15. There would need to be an increase in participation in dual-credit courses of approximately 10.8 percentage points (or 2,530 students) among male students to bridge the gap with females in dual-credit participation. The overall trend of male and female dual-credit participation in grades 11 and 12 increased between 2011–12 and 2014–15 (figure 5).

**Figure 5. Higher percentages of female students participated in dual credit compared to male students in grades 11 and 12, 2011–12 to 2014–15**

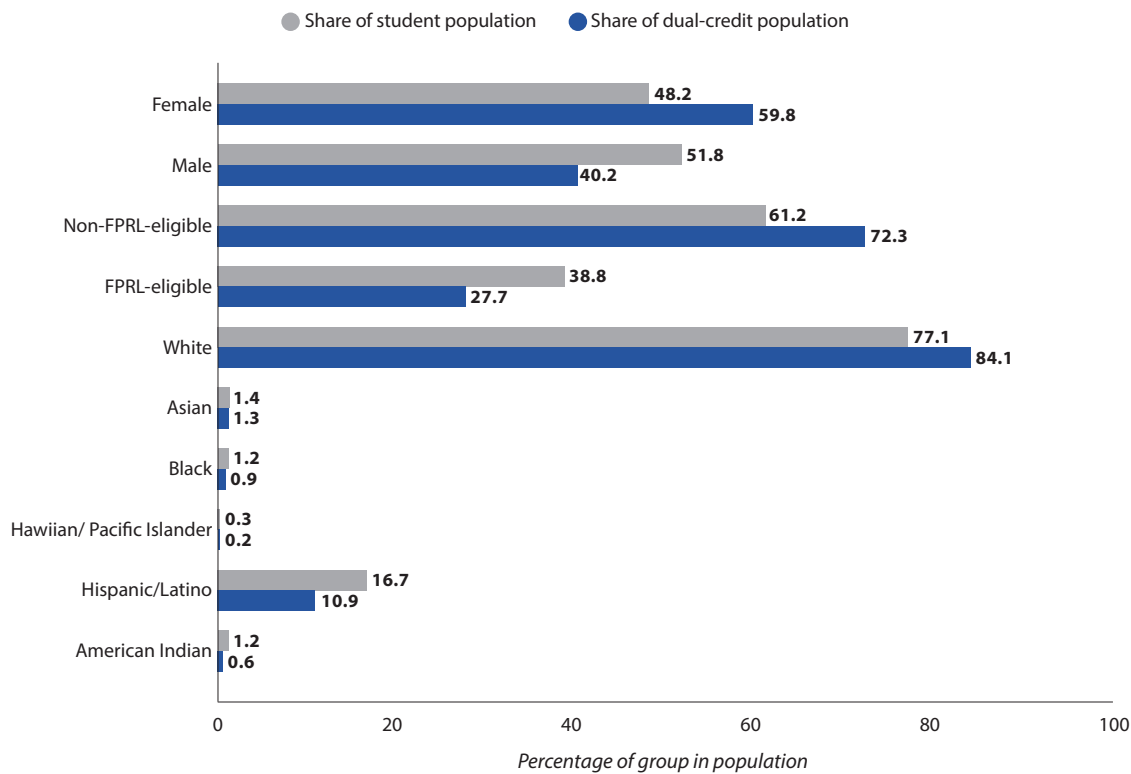


Source: Authors' analysis of Idaho State Board of Education data



Another way to analyze equity gaps is to look at the share of the dual-credit population compared to the overall student population. In 2014-15, the following student groups were underrepresented in the dual-credit population: males compared to females, FRPL-eligible compared to non-FRPL-eligible students, and all students who were of a non-White race/ethnicity (i.e., American Indian, Hispanic/Latino, Hawaiian/Pacific Islander, Black, and Asian) compared to White students. Figure 6 shows underrepresentation in dual-credit participation, where the share of the dual-credit population (blue bar) was less than the share of the student population (gray bar) for that group in 2014–15. Conversely, overrepresentation in dual-credit participation, where the share of the dual-credit population (blue bar) was more than the share of the student population (gray bar), was shown for females, non-FRPL-eligible, and White students.

**Figure 6. Female, Non-FRPL-eligible, and White students represent a greater share of the dual-credit population compared to the overall student population for those groups in grades 11 and 12, 2014–15**

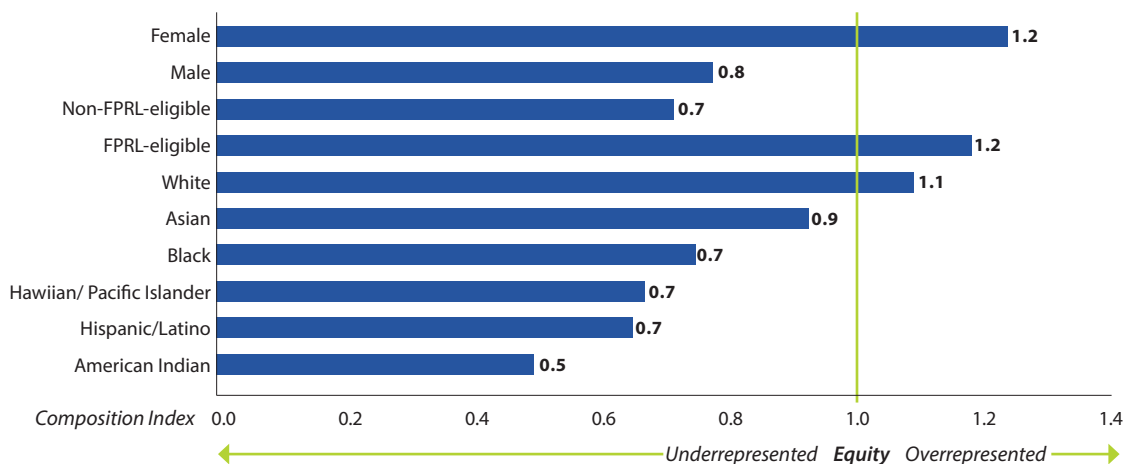


Source: Authors' analysis of Idaho State Board of Education data



Figure 7 shows the proportion of dual-credit population relative to the overall student population in a composition index. The composition index, where “equity” is equal to 1.0 (shown as the green line), further demonstrates equity gaps in the over- and underrepresentation of student groups. Overrepresentation in dual-credit participation was shown among student groups above the green equity line, including female, non-FRPL-eligible, and White student groups. Underrepresentation in dual-credit participation was among student groups below the green equity line, including male, FRPL-eligible, Asian, Black, Hawaiian/ Pacific Islander, Hispanic/Latino, and American Indian student groups. An example of how to read figures 6 and 7 for Hispanic/ Latino students is as follows: Hispanic/Latino students represented 10.9 percent of the dual-credit population and 16.7 percent of the overall student population in 2014–15 (figure 6). Therefore, the proportion of Hispanic/Latino students in the dual-credit population compared to the overall student population (or composition index) was 0.7, which shows that Hispanic/Latino students were underrepresented in the dual-credit population (figure 7).

**Figure 7. Female, Non-FRPL-eligible, and White students represent a greater share of the dual-credit population compared to the overall student population for those groups in grades 11 and 12, 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

## Questions to consider

What are barriers to dual-credit participation for underserved groups of students?

What outreach programs or strategies could improve equity in dual-credit participation for underserved groups of students?

## Next steps

Based on the identification of particular barriers to dual-credit course-taking among underrepresented student groups, consider:

- Monitoring dual-credit participation of underrepresented student groups at the state, school district, and school levels to track equity in dual-credit participation among all student groups.
- Checking with school districts about their strategies to promote dual-credit coursetaking among underrepresented student groups.
- Identifying possible barriers to dual-credit expansion within underrepresented student groups. Examples of possible barriers to dual-credit expansion could include lack of communication about dual-credit options with students and families; types of dual-credit course offerings; inadequate funding for dual-credit courses; and lack of teacher accreditation to teach dual-credit courses or insufficient dual-credit policies.

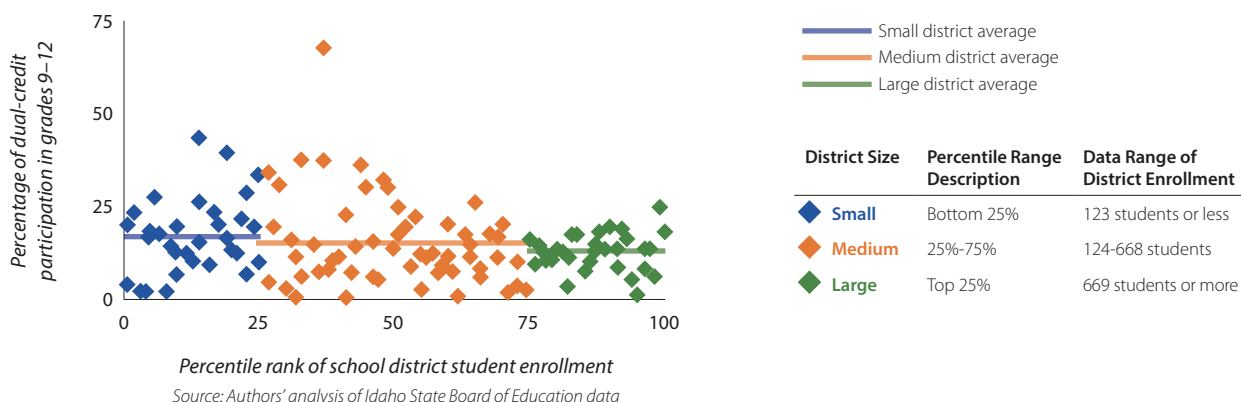


## BRIEF 2

# What were the characteristics of districts with students who participated in dual-credit courses?

Most districts in Idaho participated in dual credit in the 2014–15 school year, though **a higher number of low-enrollment (small) districts had no dual-credit participation compared to medium- or large-enrollment districts.** Smaller districts, which could be rural or remote schools, might face different barriers to dual credit participation than larger urban districts.<sup>30</sup> Of the 25 districts that did not participate in dual credit (17 percent), 14 districts were small (9 percent), 10 districts were medium (7 percent), and 1 district was large (1 percent). A total of 123<sup>31</sup> of Idaho's 148 districts participated in dual credit (83 percent). Of the 123 school districts that participated in dual credit: 59 districts (40 percent) were medium, 33 districts (22 percent) were small, and 31 districts (21 percent) were large. The key to the right of figure 8 contains the definition of each district size category. While there were more small districts with no dual-credit participation, the **small districts had a higher average dual-credit participation rate than medium or large districts in 2014–15.** Figure 8 shows the average district dual-credit participation rate by size of enrollment among districts that had students who participated in dual credit. Small districts had a 17 percent rate of participation (blue line), followed by 15 percent for medium districts (orange line), and 13 percent for large districts (green line).

**Figure 8. Small districts had higher average dual-credit participation rates than medium or large districts, 2014–15**



<sup>30</sup> Data on rural school location were not available to use for this report.

<sup>31</sup> This analysis includes 123 districts with dual-credit participation. However, due to lack of access to data for one school district, it was removed from the final results.



Using logistic regression analysis<sup>32</sup>, we found that the number of students enrolled in a district was positively related to whether or not the high school participated in dual credit (statistically significant at the 1-percent level). This was true even for small districts, indicating that it is the smallest districts—with the lowest high school enrollment numbers—that were least likely to participate in dual credit (statistically significant at the 1-percent level).

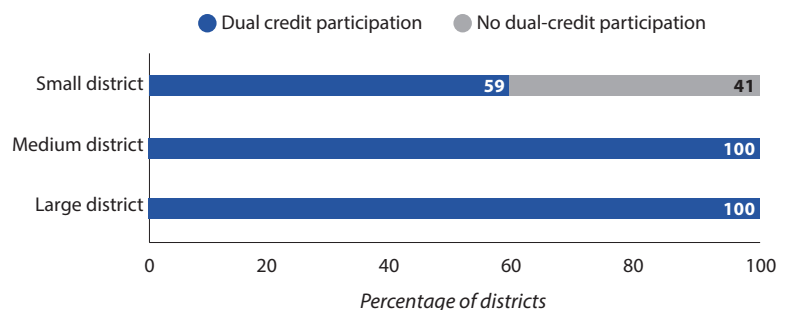
## School district demographics

Next, we examined the relationship between district characteristics such as demographic student breakdown and district size with the likelihood of district dual-credit participation. This analysis shows the composition of districts that tend to participate in dual credit and identifies the district characteristics that are associated with not participating in dual credit. This information can help the state better understand how to promote and expand dual credit.

**Higher percentages of students eligible for free or reduced-price lunch (FRPL) and English language learner (ELL) students also were positively related to dual-credit participation** (statistically significant at the 1-percent level), indicating that schools with larger populations of these historically disadvantaged student groups were more likely to participate in dual credit course offerings.

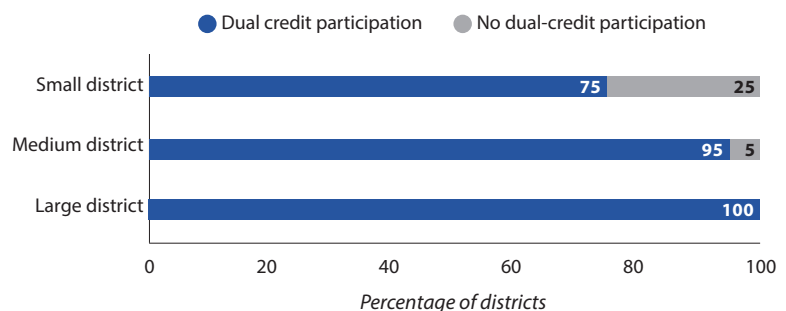
Among districts with the highest percentages of FRPL-eligible student enrollment<sup>33</sup>, large districts were more likely than smaller districts to participate in dual credit. Of the Idaho districts participating in dual credit with the highest percentages of FRPL-eligible students, small districts had the highest rates of no dual credit participation (41 percent, or 7 of 17 districts) in 2014–15 compared to medium- and large-sized districts. Only 59 percent of small districts (or 10 of 17 districts) with the most socioeconomically disadvantaged students participated in dual credit, whereas 100 percent of medium (15 out of 15) and large (6 of 6) districts participated in dual-credit options (figure 9).

**Figure 9. All medium and large districts with the highest percentages of FRPL-eligible student enrollment participated in dual credit, 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

**Figure 10. All large districts with the highest percentages of ELL student enrollment participated in dual credit, 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

<sup>32</sup> The regression analysis included covariates of: school years; district size based on high school enrollment; and percentage of students in the district who were female, Hispanic/Latino, two or more races, Asian, Native American, Black, Hawaiian/Pacific Islander, White, eligible for free or reduced-price lunch, and/or received English language learner services.

<sup>33</sup> The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 or higher.









For districts with the highest percentages of ELL student enrollment<sup>34</sup> the findings were similar. Larger districts with the highest percentages of ELL student enrollment were more likely to participate in dual credit relative to smaller districts. Of the districts with the highest percentages of ELL students, small districts did not participate in dual credit at the same rates as medium and large districts (25 percent, or 2 of 8 districts) in 2014–15. One medium-sized district out of 20 districts (or 5 percent) with the highest percentages of ELL enrollment had no dual-credit participation. At the same time, only 75 percent of small districts (or 6 of 8 districts) and 95 percent of medium districts (or 19 of 20) with the most ELL students participated in dual credit. All large districts (100 percent or 12 of 12) with the highest percentages of ELLs participated in dual-credit options for their students (figure 10). This indicates that **among district sizes—small, medium, and large—with comparable percentages of socioeconomically disadvantaged or ELL students, smaller districts had the most difficulty with dual-credit course participation.**

## District characteristics and GEM competency areas

There were 123 districts with dual-credit participation in 2014–15. **Of the districts participating in dual credit, most districts had dual-credit course participation in Social and Behavioral Ways of Knowing (89 percent) and Mathematical Ways of Knowing (82 percent).** Between 53 and 72 percent of districts participated in courses in Written Communication (72 percent), Humanistic and Artistic Ways of Knowing (71 percent), Oral Communication (55 percent), and Scientific Ways of Knowing (53 percent). Most districts (94 percent) participated in dual-credit courses outside of the GEM competency areas (table 1).

**Table 1. Social and Behavioral Ways of Knowing was the primary GEM competency area with dual-credit course participation across 123 Idaho school districts in grades 9–12, 2014–15 (sorted in descending order)**

| GEM Competency Area                                                                                                         | Number of Districts | Percentage of Districts with Dual Credit |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------------|
|  Social and Behavioral Ways of Knowing   | 109                 | 89                                       |
|  Mathematical Ways of Knowing            | 101                 | 82                                       |
|  Written Communication                   | 88                  | 72                                       |
|  Humanistic and Artistic Ways of Knowing | 87                  | 71                                       |
|  Oral Communication                      | 68                  | 55                                       |
|  Scientific Ways of Knowing              | 65                  | 53                                       |
| Outside of competency area                                                                                                  | 116                 | 94                                       |
| <b>Total number of school districts</b>                                                                                     | <b>123</b>          | <b>-</b>                                 |

Source: Authors' analysis of Idaho State Board of Education data

In the period between 2011–12 and 2014–15 there was a relationship between district characteristics and GEM competency area course participation.<sup>35</sup> For all GEM competency areas, districts with larger numbers of high school students were more likely to participate in courses in all six GEM areas (statistically significant at the 1-percent level). The likelihood of a district participating in GEM courses within the Humanistic and Artistic Ways of Knowing competency area had a particularly strong relationship with the number of high school students in the district, with every 1 percentage point increase in the number of students corresponding to a 308 percent increase in the odds of participating in at least one course in that competency area.

<sup>34</sup> The highest percentages of ELL student enrollment is defined as the top 25 percent of ELL student enrollment, which is greater than or equal to 6.45 or higher.

<sup>35</sup> Indicator variables were included in the logistic regression analysis for each year to control for differences in dual-credit course participation from year to year. A total of 493 Idaho school districts were included in the regressions.



**For certain student groups, the percentage of that student group in the student population was linked to the likelihood of a district participating in particular courses among the GEM competency areas.** A higher percentage of Hispanic/Latino students in a district were negatively related to Written Communication (statistically significant at the 5-percent level) and in Oral Communication (statistically significant at the 1-percent level) dual-credit course participation. Higher percentages of FRPL-eligible students were positively linked to Written Communication and Oral Communication dual-credit course participation (both results were statistically significant at the 1-percent level). The percentage of White, ELL, male, and female students did not exhibit a relationship to whether a district participated in dual-credit within specific GEM competency areas.

## Questions to consider

Why might smaller districts with the highest percentages of FRPL-eligible and ELL students be participating in dual credit at lower rates than medium or larger districts?

Why are students within districts more or less likely to participate in dual-credit courses areas across certain competency areas?

## Next steps

Based on the findings from this brief, consideration may be given to:

- Determining whether there is equitable access to and preparation for dual-credit courses in different sized districts—small, medium, and large. This is particularly important among small districts, where ELL and FRPL-eligible students had the least frequency of dual-credit participation.
- Developing a statewide strategy for conducting outreach to districts in which there is no or low dual-credit participation among the GEM competency areas. In addition to analyzing participation rates among the competency areas, research on dual-credit course offerings will provide additional information to consider in the expansion of options available to students.
- Researching the transferability of dual-credit courses from high schools to colleges/universities both in and out of state. While the pass rates in dual-credit courses are high (above 95 percent)—indicating that students who enroll in dual-credit courses typically earn credit in those courses—it is essential to better understand whether students earn credit in transferable courses.











## BRIEF 3

## In which dual-credit course competency areas were districts most likely to have participated?

Idaho public universities are required to provide 36 credits or more of courses within the General Education Matriculation (GEM) curricula.<sup>36</sup> Students can take dual-credit courses within the GEM competency area requirements while still in high school. These GEM competency areas are broadly defined by the Idaho State Board of Education (SBOE) to help provide students who enroll in such courses with a “common” education. The six GEM competency areas include:

-  Social and Behavioral Ways of Knowing
-  Mathematical Ways of Knowing
-  Humanistic and Artistic Ways of Knowing
-  Scientific Ways of Knowing
-  Written Communication
-  Oral Communication

The last two GEM competency areas emphasize the use of learning process skills, while the first four competency areas engage students in “ways of knowing” to provide a range of active learning experiences.<sup>37</sup> Examples of the top three dual-credit courses taken at the state level within each of the GEM competency areas are provided in table 2. A full list of dual-credit course options within each of the GEM competency areas is included in the appendix.

**Table 2. Top three dual-credit courses taken within each GEM competency area, 2014–15**

| Social and Behavioral Ways of Knowing | Mathematical Ways of Knowing | Humanistic and Artistic Ways of Knowing | Written Communication | Scientific Ways of Knowing | Oral Communication                 |
|---------------------------------------|------------------------------|-----------------------------------------|-----------------------|----------------------------|------------------------------------|
| American National Government          | Introduction to Statistics   | Introduction to Literature              | English 101           | Biology                    | Fundamentals of Oral Communication |
| Introduction to Psychology            | Calculus 1                   | Elementary Spanish 1                    | English 102           | Chemistry 1                | Public Speaking                    |
| United States History 1               | Pre-calculus                 | Elementary German 1                     | N/A*                  | Physics                    | Small Group Communication          |

Source: Authors' analysis of State Board of Education data.

\*English 101 and 102 contain a series of courses that may be listed under various section titles among Idaho colleges and universities. For the purposes of this report, English 101 and 102 were consolidated under the course number.

Note: The top three courses within each GEM competency area were determined using student counts in a combination of similar course numbers, course names, and section titles among Idaho colleges and universities.

<sup>36</sup> The following Idaho universities are required to provide courses within the General Education Module curricula: University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.







<sup>37</sup> Idaho State Board of Education Governing Policies and Procedures (Section III, Subsection N). (June 2015). Retrieved on August 15, 2016, from [https://boardofed.idaho.gov/policies/documents/policies/iii/iiin\\_general\\_education\\_0615.pdf](https://boardofed.idaho.gov/policies/documents/policies/iii/iiin_general_education_0615.pdf)



Findings related to differences in dual-credit GEM competency areas across school districts include:

- In 2014–15, **about 1 in 4 (22 percent) of dual-credit courses taken by students were in the Social and Behavioral Ways of Knowing GEM competency area, while 1 in 20 (5 percent) dual-credit courses taken by students were in the Oral Communication GEM competency area** (table 3).
- The popularity of dual-credit participation among the six GEM competency areas varied among comparison groups. “Popularity” (or demand) is measured by the number of students who enrolled in courses in each area. For example, the competency area with the highest enrollment would represent the greatest level of popularity.
- In terms of the district supply of courses, Idaho districts were most likely to participate in dual-credit among the following competency areas: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Written Communication, and 4) Humanistic and Artistic Ways of Knowing. Whereas, districts were less than 55 percent likely to participate in dual-credit courses within the Oral Communication and Scientific Ways of Knowing competency areas. Districts with the highest percentages of FRPL-eligible, Hispanic/Latino, and American Indian students showed similar results (figure 11).
- While 17 percent of districts had no dual-credit participation, most districts offered dual-credit courses within at least one of the six GEM competency areas. One of four (26 percent) districts had students who participated in dual credit through all six GEM competency areas (figure 12).
- Across the six GEM competency areas, there was a dual-credit course pass rate of over 95 percent. In 2014–15, the highest pass rate among districts was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall pass rate for dual-credit courses taken in the GEM competency areas was 96 percent in 2014–15 (table 4).

**Table 3. Social and Behavioral Ways of Knowing was the primary GEM competency area taken across Idaho school districts in grades 9–12, 2014–15 (sorted in descending order)**

| GEM Competency Area                                                                                                         | Number of Students Taking Courses in a Competency Area | Percentage of Courses Taken in a Competency Area |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------|
|  Social and Behavioral Ways of Knowing   | 6,235                                                  | 22                                               |
|  Mathematical Ways of Knowing            | 4,019                                                  | 14                                               |
|  Humanistic and Artistic Ways of Knowing | 3,458                                                  | 12                                               |
|  Written Communication                   | 2,949                                                  | 10                                               |
|  Scientific Ways of Knowing              | 2,328                                                  | 8                                                |
|  Oral Communication                      | 1,409                                                  | 5                                                |
| Outside of competency area                                                                                                  | 8,026                                                  | 28                                               |
| 28,424 courses were taken by 16,333 students.                                                                               |                                                        |                                                  |
| Some students took courses in more than one GEM competency area.                                                            |                                                        |                                                  |

Source: Authors’ analysis of State Board of Education data.

Student enrollment numbers are unduplicated within each competency area. However, a student can be counted more than once across competency areas. For example, if a student took a course in the Oral Communication and Scientific Ways of Knowing competency areas, they would be counted in each of those areas separately.



## Top GEM competency areas with dual-credit participation: Course popularity through student enrollment

Certain student groups were underrepresented among the dual-credit coursetaking population. In Idaho, free or reduced-price lunch (FRPL) eligible students, Hispanic/Latino students, and male students are groups that take dual-credit courses at lower rates than their comparison groups. The rank of the GEM competency areas for each of those student groups relative to students who are not as representative of that group varied (for example, districts with the highest percentage of FRPL enrollment versus the lowest percentage of FRPL enrollment). **Across all comparison groups, the most popular (or highest ranking) dual-credit courses were taken outside of a competency area. The second ranked area across all comparison groups was Social and Behavioral Ways of Knowing.** The popularity of competency areas deviated among comparison groups, as described below:

- In order of popularity for both males and females, the GEM competency areas ranked as follows: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Written Communication, 5) Scientific Ways of Knowing, and 6) Oral Communication.
- For districts with the highest<sup>38</sup> and lowest<sup>39</sup> percentages of FRPL-eligible student enrollment the most popular GEM competency area courses, in order, were: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Scientific Ways of Knowing, 5) Written Communication, and 6) Oral Communication.
- For districts with the highest<sup>40</sup> and lowest percentages<sup>41</sup> of Hispanic/Latino student enrollment, the popularity of courses varied. In order of popularity for districts with the highest percentages of Hispanic/Latino enrollment, the GEM competency areas were: 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Humanistic and Artistic Ways of Knowing, 4) Scientific Ways of Knowing, 5) Written Communication, and 6) Oral Communication. In order of popularity for districts with the lowest percentages of Hispanic/Latino enrollment, the GEM competency areas were: Social and Behavioral Ways of Knowing and Written Communication. The least popular areas were Mathematical Ways of Knowing, Humanistic and Artistic Ways of Knowing, Scientific Ways of Knowing, and Oral Communication.

This demonstrates that the popularity of dual-credit course participation within the GEM competency areas for each student comparison group varied.

## Dual-credit participation within the GEM competency areas: District supply of courses

The supply of courses within each of the GEM competency areas varied for districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino student enrollment. Districts with the highest percentages of FRPL-eligible, American Indian, and Hispanic/Latino students participated in dual credit through courses outside the GEM competency areas (97 percent). In the six GEM competency areas, districts within the highest percentages FRPL-eligible, American Indian, and Hispanic/Latino student enrollment primarily participated in 1) Social and Behavioral Ways of Knowing, 2) Mathematical Ways of Knowing, 3) Written Communication, and 4) Humanistic and Artistic Ways of Knowing. Less than 55 percent (or about half) of districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino students participated in dual-credit courses in the Oral Communication and Scientific Ways of Knowing competency areas (figure 11).

<sup>38</sup> The highest percentages of FRPL-eligible student enrollment is defined as the top 25 percent of FRPL-eligible student enrollment, which is greater than or equal to 57.5 percent.

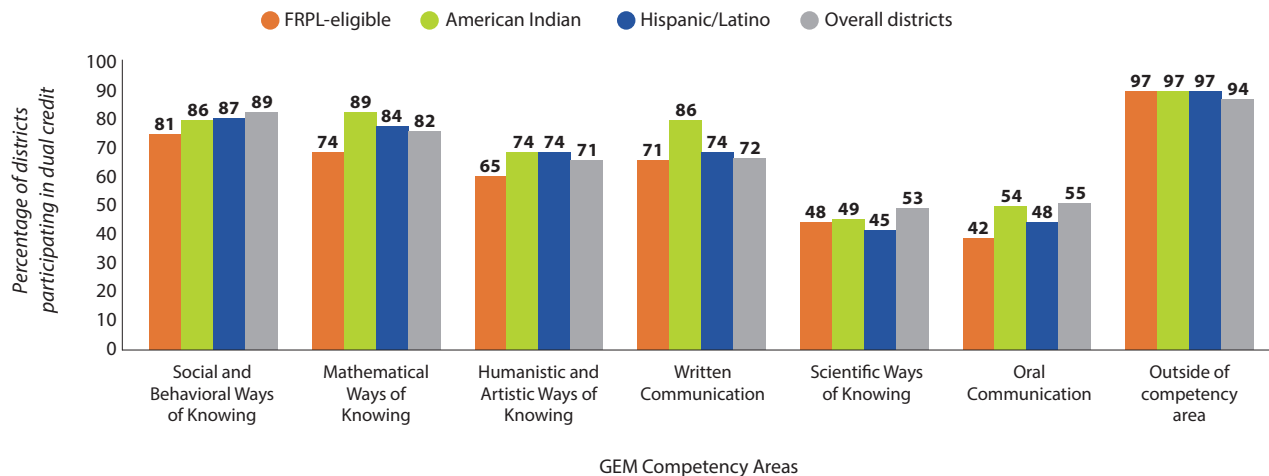
<sup>39</sup> The lowest percentages of FRPL-eligible student enrollment is defined as the bottom 25 percent of FRPL-eligible student enrollment, which is less than or equal to 35.6 percent.

<sup>40</sup> The highest percentages of Hispanic/Latino student enrollment is defined as the top 25 percent of Hispanic/Latino student enrollment, which is greater than or equal to 23.2 percent.

<sup>41</sup> The lowest percentages of Hispanic/Latino student enrollment is defined as the bottom 25 percent of Hispanic/Latino student enrollment, which is less than or equal to 5 percent.



**Figure 11. What percentage of districts with the highest percentages of FRPL-eligible enrollment, American Indian enrollment, or Hispanic/Latino enrollment participated in dual credit in the different GEM competency areas in 2014–15? (sorted in descending order by percentage of overall districts participating in dual credit)**



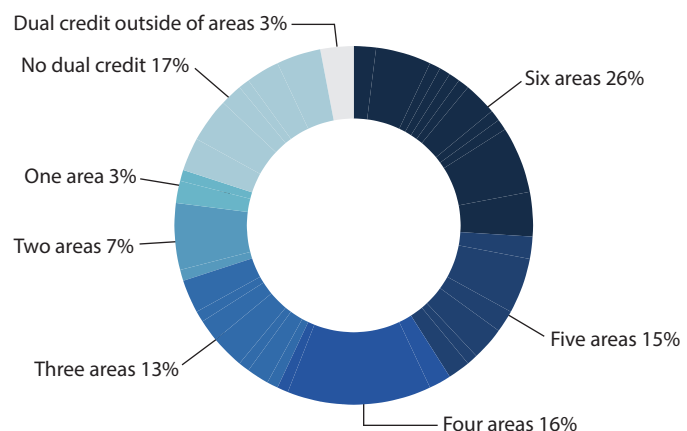
Source: Authors' analysis of Idaho State Board of Education data

In terms of the concentration of dual-credit course participation within the GEM competency areas, it is essential to analyze the number of districts participating in courses in one or more areas. Of the 148 districts in 2014–15, about 1 of 4 districts (26 percent or 38 districts) participated in dual-credit courses in all six of the GEM competency areas. In contrast, about 1 of 5 districts (17 percent or 25 districts) participated in dual-credit courses in none of the GEM competency areas (figure 12).<sup>42</sup>

Figure 13 uses the information from figure 12 to compare the percentage of districts participating in dual-credit courses in: one, two, three, four, five, or six GEM competency areas from all districts in Idaho to districts with the highest percentages of FRPL-eligible, American Indian, or Hispanic/Latino student enrollment, respectively.

Districts with the top FRPL-eligible student enrollment experienced 7 percent of dual-credit participation in a course outside one of the six GEM competency areas. Similarly, districts with the top Hispanic/Latino student enrollment experienced 7 percent of dual-credit participation in a course outside the competency areas. Despite more participation in courses outside the competency areas among these student groups, a total of 61 percent of districts with the most FRPL-eligible students, 68 percent of districts with the most Hispanic/Latino students, and 74 percent of districts with the most American Indian students participated in dual credits in four, five, and six GEM competency areas. This is a fairly equitable rate compared to all Idaho districts (68 percent of districts participating in dual-credit

**Figure 12. One out of four districts (26 percent) offer courses in all six GEM competency areas, 2014-15**



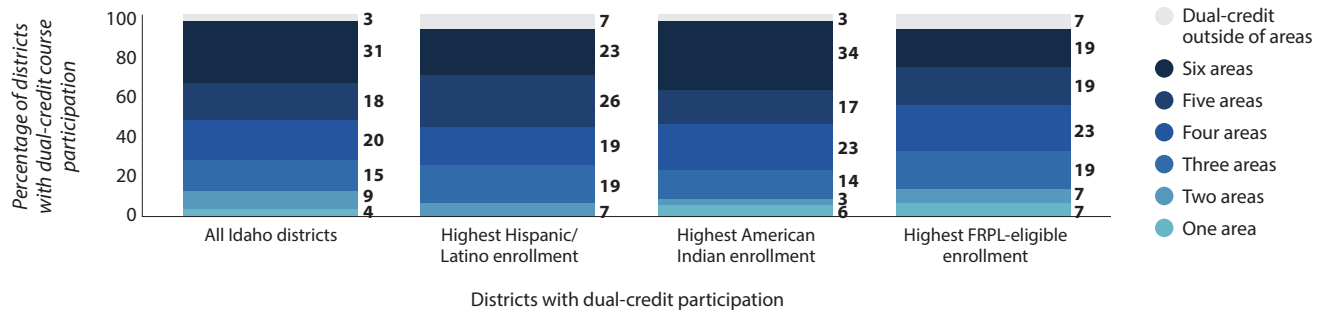
Source: Authors' analysis of Idaho State Board of Education data

<sup>42</sup> For districts with no academic dual-credit participation, there may be participation in technical competency, Advanced Placement, or International Baccalaureate dual-credit course options.



within four, five, and six GEM competency areas). However, just over 1 of 3 Idaho districts (28 percent) had dual-credit participation in less than three GEM competency areas. For districts considering an expansion of dual-credit offerings among the six GEM competency areas, see table 2 for a list of the top three dual-credit courses taken among Idaho districts in 2014–15 (figure 13).

**Figure 13. Comparison of all Idaho districts with dual-credit participation to dual-credit participating districts with the highest percentages of FRPL-eligible, Hispanic/Latino, and American Indian enrollment, 2014–15**



## Dual-credit pass rates within GEM competency areas

Nearly all students (over 95 percent) who took a dual-credit course in a GEM competency area passed it. In 2014–15, the highest pass rate was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall dual credit pass rate for 2014–15 was 96 percent (table 4).

**Table 4. Students who took dual-credit courses in any GEM competency area were likely to pass at a rate of 95 percent or higher, 2014–15**

| GEM competency area                     | Credits earned | Credits attempted | Pass rate (%) |
|-----------------------------------------|----------------|-------------------|---------------|
| Humanistic and Artistic Ways of Knowing | 20,269         | 20,786            | 98            |
| Social and Behavioral Ways of Knowing   | 31,326         | 32,418            | 97            |
| Mathematical Ways of Knowing            | 18,479         | 19,227            | 96            |
| Scientific Ways of Knowing              | 16,940         | 17,726            | 96            |
| Written Communication                   | 12,441         | 13,161            | 95            |
| Oral Communication                      | 4,827          | 5,089             | 95            |
| Outside of competency area              | 34,341         | 36,133            | 95            |
| <b>Total</b>                            | <b>138,623</b> | <b>144,540</b>    | <b>96</b>     |

Source: Authors' analysis of State Board of Education data.



## Questions to consider

How might offering different competency areas for dual-credit courses affect which students participate in dual credit, particularly in districts with the most disadvantaged populations (for example, those with the most Hispanic/Latino and FRPL-eligible students)?

What strategies might be used to expand the variety of dual-credit course offerings and participation within GEM competency areas overall and within certain student groups?

What is the transferability of dual-credit courses in GEM competency areas to colleges/universities inside and outside of Idaho? Will taking courses in certain GEM competency areas increase outcomes such as college enrollment, time to a college degree, or college degree completion?

## Next steps

At the district level, consider developing a strategy to expand the supply of dual-credit courses within all six GEM competency areas so that high school students can earn general education credit that is likely to transfer to a college degree. At the state and district levels, consider:

- Examining dual-credit course offerings and participation among the GEM competency areas. Dual-credit participation varied by district. Only 26 percent of districts participated in dual credit in all six competency areas. Further analysis of each district's dual-credit courses among the competency areas will help to determine opportunities to expand course offerings and participation across the state.
- Adding dual-credit offerings in areas where there are few or no course offerings, so students have an expanded set of dual-credit course options.
- Targeting resources for school districts with higher percentages of student groups that participate in dual-credit courses at lower rates, such as FRPL-eligible, American Indian, and Hispanic/Latino students.



## BRIEF 4

## What were the pass rates of students who participated in dual-credit courses?

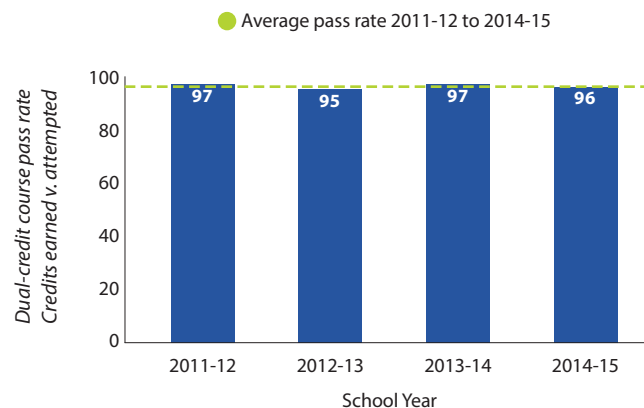
Comparing the number of credits that students attempted with the number of credits that students earned allows for an understanding of pass rates<sup>43</sup> in dual-credit courses. A student with a grade of D or higher would be considered “passing” because they earned credit in the course. **Pass rates for dual credit were high at over 95 percent of credits attempted between 2011–12 and 2014–15, and these rates were stable over time** (figure 14). Pass rates by grade were similar over time, averaging 96 to 97 percent in each grade, while ranging from 93 to 100 percent within each grade over time. Additionally, pass rates were also similar among different student groups; little variation was seen when breaking down pass rates by gender, race, ethnicity, socioeconomic status, or English language learner (ELL) status. This indicates that once students were in the courses, historically disadvantaged groups did not seem to be at a disadvantage for earning credit. Despite the high pass rates in dual-credit courses for students in grades 9–12 and for demographic groups, there was variation in pass rates among districts with dual-credit participation ranging from 63 to 100 percent.

### Dual-credit pass rates relative to lower division college courses

Pass rates for high school dual-credit courses were higher than for lower division college courses (entry-level college classes typically taken in the first and second year of college).

**High school dual-credit course pass rates averaged 96 percent, while lower division college course pass rates averaged 83 percent between 2011–12 and 2014–15.** With a 13 percentage point gap, this finding might demonstrate that different groups of students take dual credit compared to the overall college population. For example, higher achievers often select into high school dual-credit courses;<sup>44</sup> whereas all college-going students take lower division college courses.

**Figure 14. Most students (96 percent) who took a dual credit course passed, 2011–12 to 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

<sup>43</sup> The pass rate is calculated using credits attempted and credits earned in dual credit courses. Therefore, a student contributes to the “pass rate” if they earned credit in a course for which they were attempting credit.







<sup>44</sup> Rodriguez, O., Hughes, K. L., & Belfield, C. (2012). Bridging college and careers: Using dual enrollment to enhance career and technical education pathways. New York, NY: Columbia University, Teachers College, National Center for Postsecondary Research. Retrieved September 19, 2016, from <http://ccrc.tc.columbia.edu/media/k2/attachments/bridging-college-careers.pdf>



## Dual-credit pass rates in GEM competency areas

Idaho public universities are required to provide 36 credits or more of courses within the General Education Matriculation (GEM) curricula.<sup>45</sup> Students can take dual-credit courses within the GEM competency area requirements while still in high school. These GEM competency areas are broadly defined by the Idaho State Board of Education (SBOE) to help provide students who enroll in such courses with a “common” education. Nearly all students (over 95 percent) who took a dual-credit course in a GEM competency area passed with a D or better. In 2014–15, the highest pass rate was seen in the Humanistic and Artistic Ways of Knowing GEM competency area at 98 percent, while the lowest rate was in Oral Communication at 95 percent. The overall dual-credit pass rate for 2014–15 was 96 percent (table 5).

**Table 5. At least 95 percent of students who took dual-credit courses in any GEM competency area passed, 2014–15**

| GEM competency area                                                                                                       | Credits earned | Credits attempted | Pass rate (%) |
|---------------------------------------------------------------------------------------------------------------------------|----------------|-------------------|---------------|
|  Humanistic and Artistic Ways of Knowing | 20,269         | 20,786            | 98            |
|  Social and Behavioral Ways of Knowing   | 31,326         | 32,418            | 97            |
|  Mathematical Ways of Knowing            | 18,479         | 19,227            | 96            |
|  Scientific Ways of Knowing              | 16,940         | 17,726            | 96            |
|  Written Communication                   | 12,441         | 13,161            | 95            |
|  Oral Communication                      | 4,827          | 5,089             | 95            |
| Outside of competency area                                                                                                | 34,341         | 36,133            | 95            |
| <b>Total</b>                                                                                                              | <b>138,623</b> | <b>144,540</b>    | <b>96</b>     |

Source: Authors' analysis of State Board of Education data.

## Questions to consider

What might be driving these relatively high pass rates in dual-credit courses at the state level?

How might you expect these pass rates to change as dual credit grows in the state?

What might be the differences in the characteristics of students taking dual credit in high school and students taking lower division college coursework?

## Next steps

Since 96 percent of students who take a dual-credit course—regardless of race/ethnicity, gender, socioeconomic status (that is, free or reduced-price lunch eligibility), or ELL status—pass the course, consider the drivers of high pass rates in these courses. At the state level, consider investigating the variation of pass rates for districts with a lower percentage of students earning credit for dual-credit courses. Discussion between school district and college/university personnel responsible for administering dual credit would be helpful in understanding selection effects of students who enroll in either high school dual credit or lower division college courses.

<sup>45</sup> The following Idaho universities are required to provide courses within the GEM curricula: University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College.





## BRIEF 5

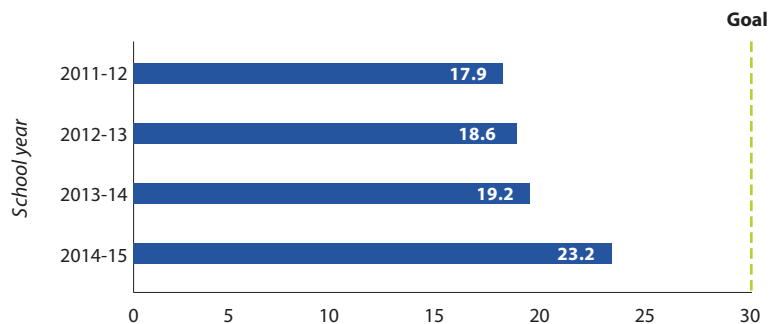
# To what degree did the state meet its goal of 30 percent of high school students participating in dual-credit courses?

The Idaho strategic plan for education sets a **benchmark for dual-credit participation at 30 percent**.<sup>46</sup> When looking at grades 9–12, 13 percent of Idaho students participated in dual credit in 2014–15. Students in all high school grades also saw an increase of 4 percentage points in dual-credit participation since 2011–12 (figure 15). Students tend to participate in dual credit in the later years of high school. **The dual-credit participation rate for Idaho students in grades 11 and 12 was 23 percent in 2014–15. There was an approximately 5 percentage point increase in dual-credit participation for students in grades 11 and 12 since 2011–12.** Part of the Idaho State Board of Education mission is to increase access to dual credit for students in grades 9 and 10.

## Dual-credit participation among Idaho school districts

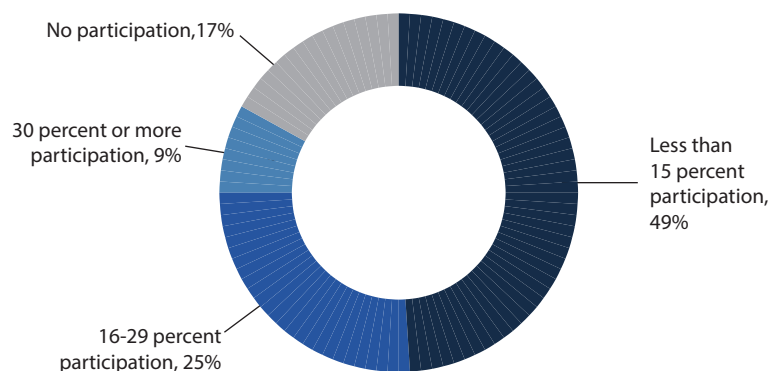
District dual-credit participation rates were analyzed to capture the degree to which districts met the strategic goal of greater than or equal to 30 percent. While the dual-credit participation rate increased between 2011–12 and 2014–15, not all districts participate in dual-credit courses. In 2014–15, 17 percent of Idaho school districts (25 of 148) did not participate in dual credit.<sup>47</sup> About half of districts (73 of 148) had less than 15 percent dual-credit participation. A quarter of districts (37 of 148) had between 16 and 29 percent dual-credit participation. Only about **1 in 10 districts (13 of 148) had met the strategic goal of greater than or equal to 30 percent dual-credit participation** in 2014–15 (figure 16).

**Figure 15. Dual-credit participation for students in grades 11 and 12 has increased since 2011–12 by 5 percentage points**



Source: Authors' analysis of Idaho State Board of Education data

**Figure 16. About half of school districts in Idaho had dual credit participation rates of less than 15 percent, 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

<sup>46</sup> Idaho State Board of Education, FY2014/2021 Strategic Plan. Retrieved August 15, 2016, from [https://boardofed.idaho.gov/policies/documents/strategic\\_plan/SBOE%20FY16%20Final.pdf](https://boardofed.idaho.gov/policies/documents/strategic_plan/SBOE%20FY16%20Final.pdf).

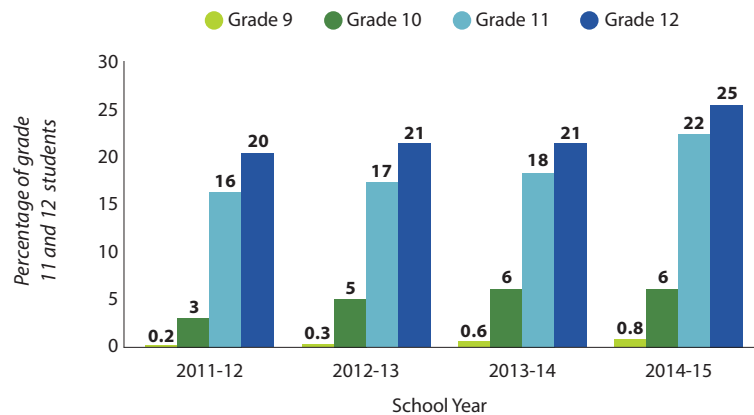
<sup>47</sup> Note that districts included in this analysis may not have high school grades, which could impact the dual-credit participation rates at the state level.



## Grade level

A higher percentage of students in grades 11 and 12 participate in dual credit compared to students in grades 9 and 10. However, the dual-credit participation rate for all students remained relatively stable and has increased slightly from .2 to .8 percent for students in grade 9 and from 3 to 6 percent for students in grade 10 between 2011–12 and 2014–15. In 2014–15, 22 and 25 percent of high school juniors and seniors, respectively, took a dual-credit course (figure 17).

**Figure 17. Dual-credit participation in grades 9 and 10 slightly increased between 2011–12 and 2014–15**



Source: Authors' analysis of Idaho State Board of Education data

## Questions to consider

What are the barriers to expanding dual credit in Idaho? What facilitates that expansion?

What dual-credit courses are appropriate and fit within a potential course sequence for students in grades 9 and 10?

There is wide variation in dual-credit participation among school districts. How could dual-credit participation be expanded to help more school districts reach the 30 percent goal?

Many school districts have no high school dual-credit participation. What strategies could help these school districts increase dual-credit course participation (for example, online learning, teacher training)?

## Next steps

With a statewide focus of expanding dual-credit participation to students as early as grade 7 through the Fast Forward Program, continuous monitoring of these data overall and by grade level could be helpful in checking progress toward state benchmarks. Consider:

- Reaching out to school districts with no or low dual-credit participation to determine existing barriers to participating in dual credit.
- Using resources and information regarding dual-credit participation to assist districts with developing school- or district-level dual-credit policies and procedures.
- Encouraging districts and schools to create clear course progression pathways to help counselors, students, and families understand which dual-credit courses might be appropriate for each high school grade based on prior student courses.

# Appendix. Course participation in General Education Matriculation (GEM) competency areas



## **Social and Behavioral Ways of Knowing**

|                                      |                                          |                                  |                               |
|--------------------------------------|------------------------------------------|----------------------------------|-------------------------------|
| American Indian Studies              | Infancy-Middle Childhood                 | Mass Media in a Free Society     | United States History to 1865 |
| American National Government         | International Politics                   | Principles of Macroeconomics     | United States History to 1876 |
| Anthropology                         | Interpersonal Communication              | Principles of Microeconomics     | Western Civilization 1        |
| Foundations of Education             | Introduction to Law & Justice            | Social Problems                  | Western Civilization 2        |
| Foundations of Europe                | Introduction to Political Science        | United States History 1          |                               |
| Geography                            | Introduction to Psychology               | United States History 2          |                               |
| History of Civilization 20th Century | Introduction to Sociology                | United States History Since 1865 |                               |
| History of Civilization Since 1500   | Introduction to United States Government | United States History Since 1876 |                               |



## **Mathematical Ways of Knowing**

|                              |                          |                            |                     |
|------------------------------|--------------------------|----------------------------|---------------------|
| Analytic Geometry/Calculus 1 | Calculus 3               | Finite Mathematics         | Pre-calculus        |
| Calculus 1                   | College Algebra          | Introduction to Statistics | Statistical Methods |
| Calculus 2                   | Contemporary Mathematics | Math for Technology        | Survey of Calculus  |



## **Humanistic and Artistic Ways of Knowing**

|                               |                             |                                    |                                      |
|-------------------------------|-----------------------------|------------------------------------|--------------------------------------|
| Advanced Classical Latin      | Elementary French 1         | Intermediate Spanish 1             | Survey of American Popular Music     |
| American Indian Literature    | Elementary French 2         | Intermediate Spanish 2             | Survey of Art                        |
| American Sign Language 1      | Elementary German 1         | Introduction to Philosophy         | Survey of English Literature 1       |
| American Sign Language 2      | Elementary German 2         | Introduction to Art                | Survey of English Literature 2       |
| American Sign Language 3      | Elementary Japanese 1       | Introduction to Humanities 1       | Survey of Jazz & Pop Music           |
| Art History 1                 | Elementary Japanese 2       | Introduction to Humanities 2       | Survey of Music                      |
| Art History 2                 | Elementary Spanish 1        | Introduction to Literature         | Survey of Western World Literature 1 |
| Asian Philosophy              | Elementary Spanish 2        | Introduction to Theatre            | Survey of World Music                |
| Culture of Italy              | Ethics                      | Literature of Western Civilization | Survey of World Mythology            |
| Culture of Latin America      | Film & Intern. Culture      | Logic and Critical Thinking        | Theatre Appreciation                 |
| Culture of Turkey             | History of Rock & Roll      | Major Themes in Literature         | Themes in World History              |
| Elementary Mandarin Chinese I | History of Western Art 1    | Music Appreciation                 | Western Civilization 1               |
| Elementary Arabic II          | Intercultural Communication | Survey of American Literature 1    | Western Civilization 2               |
| Elementary Classical Latin    | Interdisciplinary Seminar   | Survey of American Literature 2    | World Religions                      |



## **Written Communication**

English 101 includes courses with the following section titles under the same course number: English Composition 1 and Introduction to College Writing.

English 102 includes courses with the following section titles under the same course number: English Composition 2 and College Writing & Research.



## **Scientific Ways of Knowing**

|                        |                                  |                                       |                                  |
|------------------------|----------------------------------|---------------------------------------|----------------------------------|
| Architecture of Matter | Environmental Science            | Human Anatomy & Physiology I          | Introduction to Natural Sciences |
| Astronomy              | Fundamentals of Nutrition        | Introduction to Earth Science         | Physical Geography               |
| Biology                | Fundamentals of Physical Science | Introduction to Engineering           | Physics                          |
| Chemistry 1            | General Microbiology             | Introduction to Environmental Science | Planets & Astrobiology           |
| Chemistry 2            | General Zoology                  | Introduction to Life Sciences         |                                  |
| Energy for Society     | Geology                          |                                       |                                  |



## **Oral Communication**

|                            |                                    |                 |                           |
|----------------------------|------------------------------------|-----------------|---------------------------|
| College Writing & Rhetoric | Fundamentals of Oral Communication | Public Speaking | Small Group Communication |
|----------------------------|------------------------------------|-----------------|---------------------------|

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